



Sustainability Action Plan

2016–2021

WESLEYAN
UNIVERSITY

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A Letter from the President

Wesleyan's mission emphasizes practical idealism and the good of the world. Global climate change poses enormous challenges, and higher education should do what it can to help shape a sustainable society. At Wesleyan we built upon our strong program in Environmental Studies and our interdisciplinary ethos in launching the College of the Environment, whose research, teaching, and practice shape informed graduates better able to contribute to a positive and sustainable future. But Wesleyan as a whole can contribute to a sustainable world not just by doing what it does so well – teaching and research – but also by being a model of sustainability itself.

In 2007 I signed the [American College and University Presidents' Climate Commitment](#) (now the Climate Leadership Campus Carbon Commitment), which committed the Wesleyan campus to carbon neutrality by 2050. How does Wesleyan get there? Thanks to the efforts of Wesleyan's Sustainability Advisory Group for Environmental Stewardship, the Sustainability Office, and the Office of Equity and Inclusion, we now have a comprehensive plan. This Sustainability Action Plan (SAP) includes strategies to move Wesleyan toward neutrality and create a more environmentally and socially sustainable campus.

Of course we've been doing a great many things in campus operations already, and two years ago Wesleyan received a [STARS \(Sustainability Tracking, Assessment, and Rating System\) Silver rating](#). But, as the SAP makes clear, much more needs to be done, and we all need to do our part in the following areas: Administration (with respect to planning, engagement, health and well-being), Academics (curriculum and academic operations), and Operations (buildings, grounds, dining, energy, purchasing, transportation, waste, and water).

The Sustainability Action Plan is the result of two years of effort from over 130 students, faculty, and staff, and it demonstrates a broad commitment to sustainability at Wesleyan. It calls for a community effort to integrate sustainability into all that we do. The effort must be inclusive, and in that spirit, I invite you to review the plan and send in your comments to sustainability@wesleyan.edu.

We are moving into a new, even more active phase in our sustainability efforts, and that is both exciting and rewarding.

Sincerely,



Michael S. Roth

Acknowledgments

Over 130 staff, faculty, and students deserve recognition for contributing to the development of Wesleyan's first Sustainability Action Plan (SAP). Through workshops, brainstorming, participation in working groups, revisions, and other contributions, these individuals have made the SAP possible and have helped to make Wesleyan a sustainable place to live and work.

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Executive Summary

Climate change and a rapidly changing world provide Wesleyan with the impetus to take greater steps toward a sustainable future. We seek to be an institution on the forefront of sustainable change, one that promotes environmental, social, and financial sustainability in everything we do. Sustainability is an ongoing process, not an end goal.

This, Wesleyan's first Sustainability Action Plan (SAP), builds a framework toward a sustainable future by guiding our actions over the next five years. It establishes goals, objectives, strategies, timelines, metrics, and responsible parties in topic areas. Each of its sections is summarized below.

Administration

This category is the most overarching within the SAP, focusing on projects and programming that affect broad campus constituencies, as well as those related to the Sustainability Office, Sustainability Advisory Group for Environmental Stewardship (SAGES), and other sustainability-related groups.

Planning

Goal 1: Environmental and social sustainability are promoted through institutional decision-making

Goal 2: Sustainability resources are robust

Goal 3: Sustainability efforts are systematically evaluated, monitored, and publicized

Engagement

Goal 1: Sustainability is a core value and part of campus culture

Goal 2: Sustainability is part of the fabric of the living and learning community

Health and Well-Being

Goal 1: Increased health awareness and healthier lifestyles at Wesleyan

Academics

This category focuses on integrating sustainability into the curriculum and operations of academic departments.

Curriculum

Goal 1: Sustainability is integrated into the curriculum

Academic Operations

Goal 1: Academic departments are environmentally responsible

Operations

This category focuses on increasing sustainability with respect to buildings, dining, energy, grounds, purchasing, transportation, waste, and water.

Buildings

Goal 1: Reduced environmental impact of buildings

Dining

Goal 1: Less dining-related waste

Goal 2: All food waste diverted

Goal 3: Purchase sustainable foods

Energy

Goal 1: Campus engaged in energy conservation

Goal 2: Increased energy reduction initiatives

Goal 3: Increased renewable energy capacity on campus

Grounds

Goal 1: Grounds are maintained sustainably

Purchasing

Goal 1: Purchases are environmentally and financially sustainable

Goal 2: Wesleyan uses vendors that promote environmental, financial, and social sustainability

Goal 3: Wesleyan has a culture of sustainable purchasing

Transportation

Goal 1: A 25 percent reduction in (Scope 3) transportation emissions by 2020

Goal 2: Reduced student single-occupancy vehicle travel

Waste

Goal 1: Reduced waste and increased reuse

Goal 2: Increased recycling rates

Water

Goal 1: Improved access to drinking water

Goal 2: Reduced water waste

Introduction

Today, our world is in a precarious state. Climate change presents enormous challenges. A warmer climate, combined with natural resource degradation and species extinctions, poses many serious threats to humans, animals, and the planet. Over the next century, we expect to continue to see rising sea levels; increased incidence of flooding, droughts, and severe weather events; health risks from hotter temperatures; increased extinctions; and resource competition among the poorest and least-advantaged inhabitants.

Sustainability has emerged to address these challenges in a way that acknowledges the needs of all life on the planet. Sustainability is often defined as meeting “the needs of the present without compromising the ability of future generations to meet their own needs.”¹ Holistic sustainability is about building equitable economic and social systems and fostering health, happiness, and well-being for all humans and life on earth. To achieve a sustainable future, we must recognize the interconnectedness of all people and the entire planet and that protecting air, water, and natural resources is essential to our future.

Higher education has a critical role to play in creating a healthy, just, and sustainable future.² Wesleyan’s commitment to sustainability began in the 1980s with the creation of a recycling program. This commitment expanded over the years to include not only waste diversion, but also energy reduction; water conservation; integrating sustainability into the curriculum; promoting sustainability in co-curricular activities; and changing purchasing, building construction, and grounds practices with the aim of combatting climate change and resource depletion. In 2012, Wesleyan established a Sustainability Coordinator position (now Sustainability Director) and Sustainability Office to promote these efforts. Wesleyan has also taken great strides to promote social and financial sustainability through the creation of an Office of Equity & Inclusion, programs to support students of color and those from low-income backgrounds, a sustainable compensation policy, employee wellness programs, a Committee on Investor Responsibility, and community sustainability partnerships.

Creating the Sustainability Action Plan

Wesleyan University’s first Sustainability Action Plan (SAP) has been created to not only increase the sustainability of campus operations and management, but also to create a culture of sustainability within the campus community. The SAP is a five-year plan that expands on the existing campus Climate Action Plan (CAP), which was completed in 2010.

The Sustainability Action Plan mirrors the Sustainability Tracking, Assessment, and Rating System (STARS), which Wesleyan completed in October 2013. STARS is a transparent, self-reporting framework developed by the Association for the Advancement of Sustainability in Higher Education (AASHE) for colleges and universities to measure their sustainability performance. STARS evaluates sustainability in three categories: Education and Research, Operations, and Planning, Administration, and Engagement. STARS goes beyond carbon footprint metrics to measure multiple dimensions of social, financial, and environmental sustainability. Wesleyan’s first STARS report revealed that the campus is making significant progress toward a more sustainable future, but had many opportunities for improvement.

In early 2014 the Sustainability Office and Sustainability Advisory Group for Environmental Stewardship (SAGES) organized a campus-wide workshop to brainstorm ideas for the Sustainability Action Plan. Over 50 students, faculty, and staff members participated. Following the workshop, working groups and the Sustainability Office developed goals, objectives, and strategies in topic areas. The plan was reviewed by the Cabinet in summer 2015 and approved by the Cabinet and President Michael Roth in spring 2016.

¹ World Commission on Environment and Development. (1987). *Our Common Future*. Retrieved on 19 August 2015 from <http://www.un-documents.net/ocf-02.htm#l>.

² Cortese, Anthony. (2010). The Urgent and Critical Role of Higher Education in Creating a Just and Sustainable Society. Presentation at the 2010 Presidents’ Forum Southeast and South Asia and Taiwan Universities. October 2, 2010.

SAP Structure

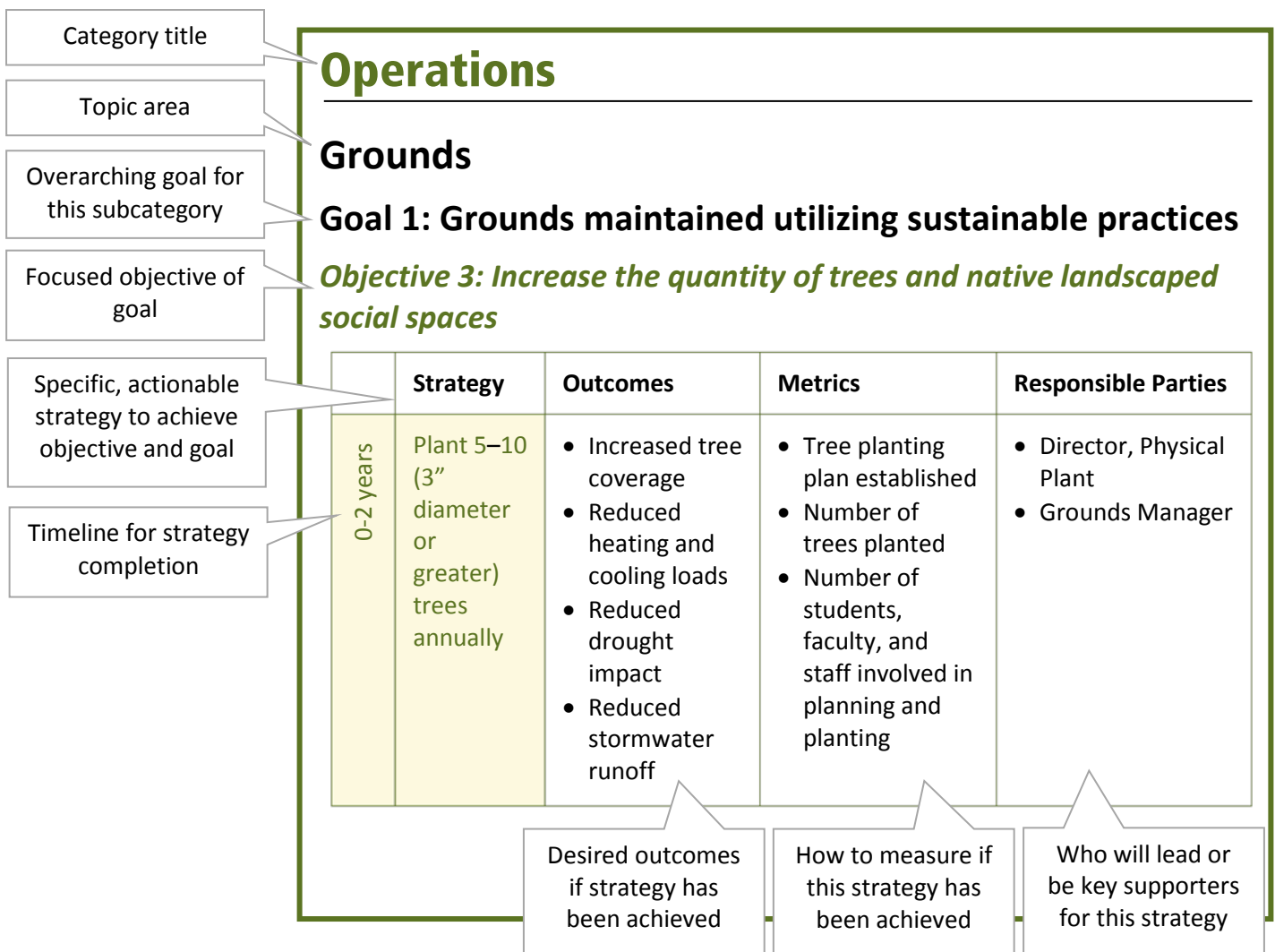
The Sustainability Action Plan (SAP) is organized into three categories, each of which includes a number of topic areas:

- **Administration** – Planning, Engagement, and Health and Well-Being
- **Academics** – Curriculum and Academic Operations
- **Operations** – Buildings, Dining, Energy, Grounds, Purchasing, Transportation, Waste, and Water

Within each topic area are sets of broad goals, focused objectives, and tangible strategies.

- *Goals* are broad and long-term concepts for the topic area.
- *Objectives* are focused and action-oriented ways of achieving the stated goal.
- *Strategies* are specific actions achievable in the next five years to achieve the objective. For each strategy, the SAP identifies a timeline, desired outcomes, metrics for tracking progress, and an identification of responsible individuals or departments.

Sample illustration of the structural elements of the Sustainability Action Plan:



Administration

The Administration category offers a guide to making environmental and social sustainability a part of campus culture and daily life at Wesleyan. Through thoughtful planning, these environmental and social sustainability elements will also become a part of University decision-making processes. Wesleyan aims for full participation in social and environmental sustainability efforts by students, faculty, and staff of all social and professional identities. This section also proposes ways to recruit diverse Wesleyan stakeholders to participate in engagement efforts around the principles of environmental sustainability, including an attention to health and well-being. Through the efforts of the Sustainability Office, Sustainability Advisory Group for Environmental Stewardship (SAGES), campus departments, and other entities on campus, Wesleyan will move closer to true sustainability.

Planning

Wesleyan seeks to integrate social and environmental sustainability into its campus planning and decision-making processes, support sustainability efforts, and make sustainability a campus priority. Wesleyan has already made a number of changes to promote social and environmental sustainability, especially in the areas of climate action, institutional structures, and student leadership. Selected accomplishments include:

- In 2007 President Michael Roth signed the American College and University Presidents' Climate Commitment (now the Climate Leadership Campus Carbon Commitment), committing Wesleyan to carbon neutrality by 2050.
- Since 2007 the Sustainability Advisory Group for Environmental Stewardship (SAGES) has brought together over 50 faculty, staff, and student volunteers to discuss and take action on sustainability issues.
- In 2008 the Office of Diversity and Institutional Partnerships (now the Office of Equity & Inclusion) was established to focus on resolving systemic inequities on campus.
- In 2010 SAGES created Wesleyan's first Climate Action Plan, which outlined measures for Wesleyan to meet its greenhouse gas reduction targets.
- In 2010 the student-managed Green Fund was established through a \$15 per semester opt-out fee. Over the past five years, the Fund has awarded over \$365,000 to over 40 different projects.
- In 2012 Wesleyan established a Sustainability Coordinator (now Sustainability Director) position. The Director focuses on catalyzing sustainability projects and tracking Wesleyan's sustainability progress.
- In 2013 Wesleyan completed its first Sustainability Tracking, Assessment, and Rating System (STARS) report.
- Since 2015 staff performance reviews have included sustainability as a core competency.
- In 2015 each Cabinet member appointed a representative to SAGES to increase awareness of and participation in campus sustainability efforts.

For more information on the projects above and for additional accomplishments, visit <http://www.wesleyan.edu/sustainability/planning/initiatives.html>.

Goal 1: Environmental and social sustainability are promoted through institutional decision-making

Objective 1: Integrate social and environmental sustainability into top-level planning

	Strategy	Outcomes	Metrics	Responsible Parties
0-2 years	Involve the Sustainability Office and Office of Equity & Inclusion in the next Strategic Planning process	<ul style="list-style-type: none"> Strategic Plan exemplifies Wesleyan's environmental and social commitments and promotes ethic of environmental, fiscal, and social responsibility 	<ul style="list-style-type: none"> Inclusion of high-level and measurable environmental, social, and economic sustainability goals and objectives in next plan 	<ul style="list-style-type: none"> Director, Strategic Initiatives Sustainability Director VP, Equity & Inclusion
0-2 years	Involve the Sustainability Office and Office of Equity & Inclusion in the next Master Planning process	<ul style="list-style-type: none"> Master Plan exemplifies Wesleyan's environmental and social commitments and promotes ethic of environmental, fiscal, and social responsibility 	<ul style="list-style-type: none"> Inclusion of high-level and measurable environmental, social, and economic sustainability goals and objectives in next plan 	<ul style="list-style-type: none"> AVP for Facilities Sustainability Director VP, Equity & Inclusion
0-2 years	Evaluate investment manager candidates with respect to environmental, social and governance (ESG) issues	<ul style="list-style-type: none"> ESG issues incorporated into discussion with existing and potential new managers Investment Committee has greater transparency into managers' approach to ESG issues 	<ul style="list-style-type: none"> ESG section included in new manager discussions with the Investments Committee 	<ul style="list-style-type: none"> Investments Office Investments Committee, Board of Trustees
2-5 years	Update this Sustainability Action Plan with extensive community involvement	<ul style="list-style-type: none"> Plan guides Wesleyan's actions in more depth than the Strategic or Master plans Inclusive process supports community input and greater breadth and depth of ideas 	<ul style="list-style-type: none"> New plan created Workshops, surveys, and/or working groups held with over 50% of campus departments and at least 10 faculty and 15 students represented 	<ul style="list-style-type: none"> Sustainability Director SAGES members

Goal 2: Sustainability resources are robust

Objective 1: Maintain an effective Sustainability Office that coordinates sustainability projects and programming and serves as a resource to the community

	Strategy	Outcomes	Metrics	Responsible Parties
0-2 years	Develop a Sustainability Office mission statement	<ul style="list-style-type: none"> Increased understanding of the purpose and function of the Sustainability Office 	<ul style="list-style-type: none"> Mission statements researched Clear statement developed 	<ul style="list-style-type: none"> Sustainability Director Sustainability Communications Intern
0-2 years	Provide students with resources to promote effective sustainable change	<ul style="list-style-type: none"> Improved student group continuity Connections fostered between sustainability-related and other student groups 	<ul style="list-style-type: none"> Feedback solicited on desired resources (how-to manuals, etc.) Website page created Google Analytics site visits Resource timeline created (resource library, etc.) 	<ul style="list-style-type: none"> Sustainability Director Wesleyan Student Assembly leadership
0-2 years	Develop ways to engage with the Middletown and larger community on sustainability	<ul style="list-style-type: none"> Increased Wesleyan and community engagement in sustainability projects 	<ul style="list-style-type: none"> List of community contacts created Number and roles of community members involved Level of public participation in campus activities 	<ul style="list-style-type: none"> Sustainability Director Director, College of the Environment Campus and Community Engagement Manager, Center for the Arts Director of the Center for Community Partnerships
2-5 years	Establish student sustainability project support system	<ul style="list-style-type: none"> Empower students to launch ideas Increased student awareness of support and funding for projects Increased demographic representation of environmental projects 	<ul style="list-style-type: none"> Number of students supported Number of projects supported Number of sustainability service projects during WEServe week of service 	<ul style="list-style-type: none"> Sustainability Director Director, Patricelli Center for Social Entrepreneurship Director, Center for Community Partnerships Green Fund members

Objective 2: Define and strengthen the SAGES committee

	Strategy	Outcomes	Metrics	Responsible Parties
0-2 years	Develop a SAGES mission statement	<ul style="list-style-type: none"> SAGES has clear direction and purpose 	<ul style="list-style-type: none"> Mission statement working group created Member feedback solicited Members reach consensus on mission statement 	<ul style="list-style-type: none"> SAGES members
0-2 years	Recruit new SAGES members	<ul style="list-style-type: none"> Increased student and faculty SAGES membership SAGES membership more closely reflects campus demographics 	<ul style="list-style-type: none"> Increased number of SAGES members from the student body or faculty Demographic distribution of members 	<ul style="list-style-type: none"> SAGES chair SAGES members Academic Deans Wesleyan Student Assembly leadership
0-2 years	Increase involvement of SAGES members	<ul style="list-style-type: none"> SAGES members devote time to sustainability projects outside of monthly meetings SAGES work dispersed among members 	<ul style="list-style-type: none"> Number of project working groups and committees Number of people involved in each project Self-reported data on knowledge-sharing or behavior change actions within departments or peer groups 	<ul style="list-style-type: none"> SAGES chair SAGES members
0-2 years	Increase knowledge and skills of SAGES members	<ul style="list-style-type: none"> SAGES members are confident in their ability to discuss and promote sustainability SAGES members are more informed and energized 	<ul style="list-style-type: none"> Number of guest speakers, intensive discussions, and workshops held for SAGES members Feedback on meetings 	<ul style="list-style-type: none"> SAGES chair
2-5 years	Wesleyan recognizes the commitment of SAGES members	<ul style="list-style-type: none"> SAGES membership recognized during performance evaluations 	<ul style="list-style-type: none"> Recognition strategies developed 	<ul style="list-style-type: none"> Director, Human Resources

Objective 3: Maintain and expand funding sources for sustainability projects

	Strategy	Outcomes	Metrics	Responsible Parties
0-2 years	Create a user-friendly Green Fund application form and funding process and update projects archive	<ul style="list-style-type: none"> • Decreased difficulty applying for Green Fund funding • Improved access to funding once awarded 	<ul style="list-style-type: none"> • User feedback • Number of student and employee questions about how to apply • Projects archive page up-to-date 	<ul style="list-style-type: none"> • Green Fund members
0-2 years	Increase number and diversity of viable applications to the Green Fund	<ul style="list-style-type: none"> • Increased competitiveness of Green Fund offers • Increased number of new and innovative projects launched on campus • Increased diversity of Green Fund applicants 	<ul style="list-style-type: none"> • Number of Green Fund applications • Percentage of first-time applicants • Number of students of color and historically underrepresented applicants 	<ul style="list-style-type: none"> • Green Fund members
0-2 years	Consolidate grant and funding opportunities into a centralized location	<ul style="list-style-type: none"> • Increased visibility of funding opportunities 	<ul style="list-style-type: none"> • Webpage created with links to grant and funding opportunities • Number of applicants • Number of successful applications 	<ul style="list-style-type: none"> • Corporate, Foundations, and Government Grants Office • Sustainability Director
0-2 years	Develop a list of potential projects for fundraising opportunities	<ul style="list-style-type: none"> • Increased ability to fund sustainability-related projects 	<ul style="list-style-type: none"> • List developed of potential projects at different funding levels • List added to University Relations priorities • Number and financial level of projects funded by donors 	<ul style="list-style-type: none"> • Sustainability Director • VP, University Relations • SAGES members

Goal 3: Sustainability efforts are systematically evaluated, monitored, and publicized

Objective 1: Monitor and publicize progress towards key goals identified in this Sustainability Action Plan

	Strategy	Outcomes	Metrics	Responsible Parties
0-2 years	Establish a plan for SAP implementation	<ul style="list-style-type: none"> Timeline and structure making systematic evaluation of SAP possible 	<ul style="list-style-type: none"> Structure and governance process determined 	<ul style="list-style-type: none"> Sustainability Director VP, Finance and Administration SAGES members
0-2 years	Establish quantification methods, metrics, timing, and format for an annual sustainability report	<ul style="list-style-type: none"> Develop ability to evaluate sustainability progress Report data is useful to the Wesleyan community 	<ul style="list-style-type: none"> SAGES working group created Methods, metrics, timing, and format established ACUPCC, SAP, and STARS progress data are covered 	<ul style="list-style-type: none"> SAGES members
2-5 years	Develop and disseminate the first sustainability report	<ul style="list-style-type: none"> Wesleyan's sustainability data is publicly available Progress toward sustainability updated regularly Enhance campus dialogue about successful practices Inform the public and other universities about potential best practices 	<ul style="list-style-type: none"> Report released annually following initial report SAGES members share report with colleagues Number of internal and external references to initiatives 	<ul style="list-style-type: none"> SAGES members
2-5 years	Evaluate the sustainability report format and revise as needed	<ul style="list-style-type: none"> The report is useful to the Wesleyan community 	<ul style="list-style-type: none"> Report format comments and corresponding changes 	<ul style="list-style-type: none"> SAGES members

Objective 2: Complete standardized reports

	Strategy	Outcomes	Metrics	Responsible Parties
Annually	Submit greenhouse gas reports to the Climate Leadership Campus Carbon Commitment	<ul style="list-style-type: none"> Wesleyan tracks its greenhouse gas emissions Increased understanding of greenhouse gas emission trends 	<ul style="list-style-type: none"> Data gathered from Sightlines Report submitted by January 15 of each year Tons of carbon dioxide equivalent (MTCO₂e) emissions, overall and by scope Percent change over time 	<ul style="list-style-type: none"> Sustainability Director
Annually	Submit Usdan food waste weights to EPA Food Recovery Challenge	<ul style="list-style-type: none"> Wesleyan tracks food waste that is diverted, donated, composted, and trashed Increased understanding of food waste trends 	<ul style="list-style-type: none"> Data gathered from Bon Appétit and Food Rescue Report submitted by March 31 of each year Pounds of donated food, composted food, trash, and other food waste Percent change over time 	<ul style="list-style-type: none"> Sustainability Director
Every 2 years	Complete Climate Leadership Campus Carbon Commitment progress reports	<ul style="list-style-type: none"> Greenhouse gas emissions and other sustainability data are tracked and made public Wesleyan can publicly establish new targets 	<ul style="list-style-type: none"> Data gathered from Sightlines and Utilities Report submitted by January 2016, 2018, and 2020 GHG emissions and reduction targets set STARS data on curriculum, research, and engagement reported Energy and financial data reported 	<ul style="list-style-type: none"> Sustainability Director
Every 3 years	Complete STARS evaluations	<ul style="list-style-type: none"> Update sustainability evaluation data to track progress Sustainability evaluative data is made public 	<ul style="list-style-type: none"> Data gathered from appropriate departments Reports submitted by October 2016 and 2019 Metrics outlined in STARS criteria 	<ul style="list-style-type: none"> Sustainability Director

Engagement

Through programming, signage, media coverage, and fostering sustainability leadership, Wesleyan strives to expand sustainability knowledge and skills and integrate sustainability into the campus culture and the residential experience. Wesleyan has already made strides in engaging the campus community through student internships, events, and leadership opportunities. Selected accomplishments include:

- In 2007 Sustainability Internships began in Physical Plant and are now housed in the Sustainability Office. Internships offer students paid opportunities to be engaged in the areas of energy conservation, waste reduction, composting, and communication.
- Since 2007 the Feet to the Fire Creative Campus Initiative has used the arts as a catalyst to raise awareness and engage the campus and community more deeply in sustainability issues. In 2015 the Feet to the Fire: Riverfront Encounter Festival brought over 3,000 people to Middletown's Harbor Park for an afternoon of activities that raised awareness of the culture, history, and environmental status of the Connecticut River.
- Each fall since 2008, first-year students have taken part in the First Year Matters Program, engaging in multidisciplinary discussions about a central theme, and participate in a Common Moment, in which the arts are used to catalyze and embody the understanding of the theme, which is related to sustainability or social justice.
- In 2014 the Eco Facilitators Program was launched to encourage sustainable lifestyle habits within the student body. Eco Facilitators are peer-to-peer educators who are paired with first-year dormitories and enrolled in a course, Sustainable Behavior Change, to learn how to effectively communicate on these issues.
- Since 2014 the Green Team, a group of administrative assistants and other staff members, have focused on improving the sustainability of campus offices by purchasing sustainably, reducing energy consumption, reducing waste, and fostering a culture of sustainability in their departments.
- In May 2015 students organized VIBES Festival, an all-day music and sustainability festival. The festival included live music and dance performances, food vendors, body-wellness booths, a student/faculty panel on the intersection of social and environmental issues, and an indoor art exhibition.
- The 2015-16 Wesleyan Student Assembly leadership seeks to make the WSA more transparent, accessible, and inclusive with a focus on sustainability.

For more information on the projects above and for additional accomplishments, visit <http://www.wesleyan.edu/sustainability/engagement/initiatives.html>.

Goal 1: Sustainability is a core value and part of campus culture

Objective 1: All employees embody the ethos of sustainability

	Strategy	Outcomes	Metrics	Responsible Parties
0-2 years	Develop and pilot a basic Green Office Certification Program to administrative offices	<ul style="list-style-type: none"> • Sustainability integrated into the working environment • Departments address high-impact sustainability issues 	<ul style="list-style-type: none"> • Number of participating departments • Self-reported changes following certification 	<ul style="list-style-type: none"> • Sustainability Director
0-2 years	Include a sustainability priority statement in Wesleyan's job postings	<ul style="list-style-type: none"> • Increase awareness of Wesleyan's commitment to sustainability among prospective employees 	<ul style="list-style-type: none"> • Statement drafted • Statement included in job descriptions 	<ul style="list-style-type: none"> • Director, Human Resources

Objective 2: Increase access to campus sustainability information

	Strategy	Outcomes	Metrics	Responsible Parties
0-2 years	Install new sustainability initiatives signage	<ul style="list-style-type: none"> Increased campus knowledge about sustainability initiatives Improved brand awareness 	<ul style="list-style-type: none"> Number and type of permanent and temporary signs posted each year 	<ul style="list-style-type: none"> Associate Director, Facilities Management WILD Wes leadership
0-2 years	Publicize information on student participation in campus sustainability efforts	<ul style="list-style-type: none"> Equitable distribution of knowledge on sustainability and environmental justice Equitable participation in sustainability initiatives tied to environmental justice across the student body 	<ul style="list-style-type: none"> Participation baseline established Number and percent of underrepresented students involved in sustainability (academically or within student groups) Number and demographics of student groups involved in environmental justice activism 	<ul style="list-style-type: none"> VP, Equity & Inclusion Dean, Equity & Inclusion Sustainability Director Wesleyan Student Assembly leadership
0-2 years	Publicize Wesleyan's STARS ratings and reports and make them accessible	<ul style="list-style-type: none"> Increased campus awareness of sustainability progress Improved brand awareness 	<ul style="list-style-type: none"> Number of STARS report page visits using Google Analytics STARS report feedback 	<ul style="list-style-type: none"> Communications Office Sustainability Director
0-2 years	Feature sustainability topics in campus and external print, digital, and social media	<ul style="list-style-type: none"> Increased awareness of and engagement with Wesleyan's environmental and social objectives and initiatives Increased media outlets discussing Wesleyan's efforts Improved brand awareness 	<ul style="list-style-type: none"> Number of articles, blogs and other publications that mention initiatives Number of event pages created on social media Number of media outlets engaged Connect via social media to other campus departments 	<ul style="list-style-type: none"> Chief Communications Officer Sustainability Director VP, Equity & Inclusion

Objective 3: Foster sustainability leadership

	Strategy	Outcomes	Metrics	Responsible Parties
0–2 years	Integrate the Eco Facilitators program and Residential Life	<ul style="list-style-type: none"> • More sustainable lifestyles • Improved communication between Eco Facilitators, Residential Life, and residents 	<ul style="list-style-type: none"> • Eco Facilitators program aligned with Residential Life objectives • Feedback from Eco Facilitators, Residential Life staff, and residents 	<ul style="list-style-type: none"> • Sustainability Director • Director, Residential Life
0–2 years	Expand Green Team	<ul style="list-style-type: none"> • Employee sustainability leadership • Administrative Assistants educated on sustainability issues • Sustainable workplace changes 	<ul style="list-style-type: none"> • Number of Green Team members • Number and scope of presentations and projects accomplished 	<ul style="list-style-type: none"> • Green Team
0–2 years	Incorporate sustainability into Wesleyan Student Assembly Student Budgetary Committee (SBC) funding awards	<ul style="list-style-type: none"> • SBC funding decisions are made taking sustainability considerations into account 	<ul style="list-style-type: none"> • WSA bylaws change regarding sustainability consideration in SBC funding 	<ul style="list-style-type: none"> • Wesleyan Student Assembly leadership
0–2 years	Conduct annual in-service workshops for Residential Life student staff	<ul style="list-style-type: none"> • Sustainability integrated into the Residential Life program • Sustainability leadership fostered 	<ul style="list-style-type: none"> • Number of students trained • Feedback from staff on trainings 	<ul style="list-style-type: none"> • Sustainability Director • Director, Residential Life
2–5 years	Develop and pilot sustainability workshops and trainings for students, faculty, and staff	<ul style="list-style-type: none"> • Staff and students adopt more sustainable behaviors • Participants encourage peers to adopt more sustainable behaviors 	<ul style="list-style-type: none"> • Working group developed to determine workshop content • Number of trainings and workshops conducted • Number and role of participants at each workshop and training • Survey results of feedback and behavioral change from participants 	<ul style="list-style-type: none"> • Sustainability Director • SAGES members

Objective 4: Conduct sustainability-focused programs and events

	Strategy	Outcomes	Metrics	Responsible Parties
0–2 years	Integrate sustainability, equity, and inclusion into First Year Matters	<ul style="list-style-type: none"> Artificial dichotomy between sustainability, equity, and inclusion eliminated Incoming students exposed to integration of sustainability, equity, and inclusion 	<ul style="list-style-type: none"> Integrated programming launched Types and number of activities planned Student feedback on program 	<ul style="list-style-type: none"> Associate Dean of Students VP, Equity & Inclusion Sustainability Director
2–5 years	Establish a series of annual interactive programs	<ul style="list-style-type: none"> Increased engagement of campus community members 	<ul style="list-style-type: none"> Number of annual design competitions, waste audits, field trips, clean ups, and other interactive programs held Number of people involved 	<ul style="list-style-type: none"> Campus and Community Engagement Manager, Center for the Arts Sustainability Director Director, College of the Environment

Goal 2: Sustainability is part of the fabric of the living and learning community**Objective 1: Provide opportunities for faculty-student interaction outside of the classroom**

	Strategy	Outcomes	Metrics	Responsible Parties
0–2 years	Connect all sustainability-related student groups with faculty or staff members	<ul style="list-style-type: none"> Strengthen student-faculty interactions Enhance student experience Improve effectiveness of student group work 	<ul style="list-style-type: none"> Number of student groups with faculty advisors Number of faculty involved with student groups Number of collaborative projects completed 	<ul style="list-style-type: none"> Director, Student Activities and Leadership Development Wesleyan Student Assembly leadership

Objective 2: Evaluate student sustainability literacy

	Strategy	Outcomes	Metrics	Responsible Parties
2–5 years	Investigate methods of assessing sustainability literacy	<ul style="list-style-type: none"> Discover effective and appropriate methods to assess sustainability literacy 	<ul style="list-style-type: none"> Determination of what to assess and which tools are most appropriate to assess sustainability literacy 	<ul style="list-style-type: none"> Associate Provost Sustainability Director Director of Institutional Research

Health and Well-Being

By taking steps to promote the health and well-being of students and employees, Wesleyan builds its social sustainability capacity and becomes a more resilient institution. Through student groups and campus programming, Wesleyan has already taken many steps toward a healthy and happy community. Selected accomplishments include:

- WesWell, the Office of Health Education, offers programs to promote positive health behaviors and supports campus policies that promote health. The Peer Health Advocate program, coordinated through WesWell, has student volunteers who create and implement education and outreach efforts on health issues, including alcohol and other drugs, sexual health, sexual violence, and stress relief.
- The Wesleyan Outing Club is a student-run group started in 1937 that offers a wide range of outdoor trips on weekends and breaks. The Outing Club also rents outdoor gear to students and employees.
- The employee Wellness Program focuses on decreasing the incidence, duration, and severity of preventable illnesses and disease. The program's opportunities include health screenings, fitness classes, a points program, fitness challenges, massages, and lunchtime wellness series.
- Wesleyan Body and Mind (WesBAM) is a student-run organization focused on mental and physical well-being. WesBAM offers classes by trained student instructors, including yoga, kickboxing, spin, and Zumba.

For more information on the projects above and for additional accomplishments, visit <http://www.wesleyan.edu/sustainability/health-and-well-being/initiatives.html>.

Goal 1: Increased health awareness and healthier lifestyles at Wesleyan

Objective 1: Promote a healthy environment for students

	Strategy	Outcomes	Metrics	Responsible Parties
2-5 years	Expand communication on healthy extracurricular activities	<ul style="list-style-type: none"> • More students are aware of healthy extracurricular opportunities 	<ul style="list-style-type: none"> • Club sports website established and maintained • Level, frequency and type of outreach 	<ul style="list-style-type: none"> • Director, Student Activities and Leadership Development
2-5 years	Increase access to healthy extracurricular activities	<ul style="list-style-type: none"> • More students are able to participate in a healthy extracurricular opportunities 	<ul style="list-style-type: none"> • Number and type of new or expanded extra-curricular activities • Type of expansions to Freeman access (hours, reservable rooms, etc.) 	<ul style="list-style-type: none"> • Director, Student Activities and Leadership Development • WesBAM leadership

Objective 2: Establish a work environment that promotes healthy lifestyles

	Strategy	Outcomes	Metrics	Responsible Parties
0-2 years	Enhance wellness programs	<ul style="list-style-type: none"> Improved mental and physical well-being of the Wesleyan community 	<ul style="list-style-type: none"> Number of medical claims Number of initiatives launched (e.g. take the stairs) Level of participation in adult fitness programs and wellness challenges Feedback from fitness and wellness programs (online suggestion box, etc.) Level of participation in CIGNA points program Addition of CIGNA points category for bicycling 	<ul style="list-style-type: none"> Director, Human Resources Fitness Coordinator, Athletics
0-2 years	Increase focus on healthy eating	<ul style="list-style-type: none"> Improved physical well-being of the Wesleyan community 	<ul style="list-style-type: none"> Level of participation in Challenges Number of wellness programs focusing on nutrition (e.g. lunch and learns, healthy recipe contests) Level of faculty and staff participation in nutrition-related wellness programs 	<ul style="list-style-type: none"> Director, Human Resources Fitness Coordinator, Athletics

Objective 3: Increase outdoor fitness access

	Strategy	Outcomes	Metrics	Responsible Parties
0-2 years	Update the cross-country track signage	<ul style="list-style-type: none"> • Increase year-round track access for faculty, staff, students, and Middletown residents • Increased physical fitness 	<ul style="list-style-type: none"> • Number of signs installed • Feedback received • Level of trail use • Outdoor gear rental through Outing Club advertised 	<ul style="list-style-type: none"> • Project Coordinator, Physical Plant • Outing Club leadership
0-2 years	Provide more outdoor spaces	<ul style="list-style-type: none"> • Identify where picnic tables should be installed and order them • Enhanced quality of life 	<ul style="list-style-type: none"> • Number of spaces identified • Number of amenities installed (e.g. planting vignettes, benches, picnic tables, volleyball nets) • Utilization of amenities 	<ul style="list-style-type: none"> • Director, Physical Plant
0-2 years	Publicize existing walking trail routes	<ul style="list-style-type: none"> • Increased physical fitness • Increased outdoor access 	<ul style="list-style-type: none"> • Routes published on Athletics website • Self-reported usage of trails 	<ul style="list-style-type: none"> • Director, Human Resources
0-2 years	Promote the Middletown Riverfront as a recreational opportunity and natural resource	<ul style="list-style-type: none"> • Enhanced town-gown and community relationships • Increased utilization of parkland 	<ul style="list-style-type: none"> • Number of reported users • Number of groups and/or events using the riverfront 	<ul style="list-style-type: none"> • Director, Center for the Arts • Director, Center for Community Partnerships
2-5 years	Build a fitness trail	<ul style="list-style-type: none"> • Enhanced community relationships • Increased outdoor fitness for faculty, staff and students • Increased opportunities for informal interactions between faculty, staff and students 	<ul style="list-style-type: none"> • Grant funding researched • Connection made with City Engineering Office • Fitness trail created (includes exercise stations) • Observations of trail use 	<ul style="list-style-type: none"> • Director, Physical Plant

Academics

This category focuses on integrating sustainability into the curriculum and into the operations of academic departments. By incorporating sustainability issues into more courses across the curriculum, students will be better equipped to address environmental and social sustainability challenges post-graduation. Wesleyan has already taken important steps in this regard through the creation of the College of the Environment and increasing the number of courses that bear on sustainability.

Selected accomplishments include:

- In 1999 the Environmental Studies Certificate was launched.
- In 2009 the College of the Environment was founded, creating an interdisciplinary environment for learning about and engaging others on environmental issues. Student senior projects often focus on the intersection of environmental, social, and economic sustainability topics. Each year the College of the Environment gathers Wesleyan faculty, students, and external scholars into a yearlong Think Tank on a critical environmental issue, generating deeper understanding and the creation of scholarly works. Annual paid student research internships give students the opportunity to expand their knowledge outside of the classroom.
- A 2013 inventory of Wesleyan's course offerings revealed that sustainability-related or -focused courses comprised over 12 percent of total offerings. Thirty-five percent of campus departments offer at least one sustainability course.

For more information on the projects above and for additional accomplishments, visit <http://www.wesleyan.edu/sustainability/academics/initiatives.html>.

Curriculum

Goal 1: Sustainability is integrated into the curriculum

Objective 1: Provide practical experiences for students to learn about sustainability

	Strategy	Outcomes	Metrics	Responsible Parties
2–5 years	Courses adopt projects that use the campus or community as a living laboratory	<ul style="list-style-type: none"> • Students gain practical knowledge about sustainability challenges and solutions • The campus and community benefit from project work 	<ul style="list-style-type: none"> • Number of new or modified courses created • Number of faculty annual reports that note use of the campus as a living and learning laboratory 	<ul style="list-style-type: none"> • Director, Center for Pedagogical Innovations • College of the Environment Think Tank
2–5 years	Courses adopt projects that engage students in regional, national, or global sustainability work	<ul style="list-style-type: none"> • Students gain practical knowledge about sustainability challenges and solutions • The larger community benefits from project work 	<ul style="list-style-type: none"> • Number of new or modified courses created • Number of faculty annual reports that note off-campus sustainability coursework 	<ul style="list-style-type: none"> • Director, Center for Pedagogical Innovations

Objective 2: Increase the number of sustainability degree programs and faculty positions

	Strategy	Outcomes	Metrics	Responsible Parties
2–5 years	Raise money to hire visiting faculty, post-doctoral scholars, and new endowed, full-time, tenure-track sustainability-focused faculty	<ul style="list-style-type: none"> • Sustainability positions created 	<ul style="list-style-type: none"> • Fundraising plan approved • Amount of money raised • Number of post-docs, visitors, and tenure-track faculty hired 	<ul style="list-style-type: none"> • Director, College of the Environment • VP, University Relations
2–5 years	Hire one full-time faculty member with an environmental engineering and design focus	<ul style="list-style-type: none"> • Increase breadth and depth of sustainability education available to students 	<ul style="list-style-type: none"> • Financing secured • Proposal submitted to Educational Policy Committee • Support of Academic Affairs secured • Faculty member hired 	<ul style="list-style-type: none"> • Director, College of the Environment

Objective 3: Increase the number of sustainability-focused and -related courses

	Strategy	Outcomes	Metrics	Responsible Parties
0–2 years	Organize at least one workshop to promote sustainability integration into existing courses	<ul style="list-style-type: none"> Increased faculty awareness of sustainability’s relevance to their courses More courses incorporate sustainability as a learning objective 	<ul style="list-style-type: none"> External specialist engaged Methods and type of advertisement and outreach conducted Number of workshops held Number of faculty attending workshops Faculty working group for implementation established 	<ul style="list-style-type: none"> Chair, Center for Faculty Career Development Sustainability Director Director, Center for Pedagogical Innovation
0–2 years	Develop a formal definition of sustainability in the curriculum and identify courses that meet the definition	<ul style="list-style-type: none"> Establish parameters of “sustainability” in the curriculum 	<ul style="list-style-type: none"> Definition created Courses identified Faculty leader for course cluster identified 	<ul style="list-style-type: none"> Faculty working group COE governing board representative
0–2 years	Develop a sustainability studies course cluster in WesMaps	<ul style="list-style-type: none"> Students gain understanding of breadth and depth of sustainability courses offered 	<ul style="list-style-type: none"> Proposal given to Educational Policy Committee Number of courses identified Inventory created and published on website 	<ul style="list-style-type: none"> Faculty working group Faculty course cluster leader COE governing board representative
2–5 years	Create faculty-student partnerships to research underrepresented identities and the environment	<ul style="list-style-type: none"> Increased participation of underrepresented groups in sustainability research Contribution to research on this topic 	<ul style="list-style-type: none"> Center for Pedagogical Innovation and COE Think Tank engaged Number and identity of students and faculty involved Topics of research Results disseminated 	<ul style="list-style-type: none"> VP, Academic Affairs VP, Equity & Inclusion Dean, Equity & Inclusion Prof. Krishna Winston Prof. Barry Chernoff
2–5 years	Develop new sustainability courses within each division, including in departments not currently offering these courses	<ul style="list-style-type: none"> Expanded student knowledge of sustainability issues and concepts Students are able to address complex sustainability issues 	<ul style="list-style-type: none"> Committee to vet proposed new courses developed Number of sustainability-related courses added 	<ul style="list-style-type: none"> Faculty working group COE governing board representative

Academic Operations

Goal 1: Academic departments are environmentally responsible.

Objective 1: Encourage and support environmental sustainability in the operations of academic departments

	Strategy	Outcomes	Metrics	Responsible Parties
0-2 years	Adapt the Green Office Certification for academic offices and pilot in one location	<ul style="list-style-type: none"> • Sustainability of academic departments assessed • Increased understanding of departmental role in promoting sustainability 	<ul style="list-style-type: none"> • Sustainability criteria, tailored to needs of individual departments and programs • One office certified 	<ul style="list-style-type: none"> • Sustainability Director
2-5 years	Expand the Green Office Certification program to at least five academic departments	<ul style="list-style-type: none"> • Sustainability of academic departments assessed • Increased understanding of departmental role in promoting sustainability 	<ul style="list-style-type: none"> • Number of participating departments 	<ul style="list-style-type: none"> • Sustainability Director
2-5 years	Get buy-in from faculty to manage class documents electronically	<ul style="list-style-type: none"> • Increased electronic availability of textbooks and class documents • Faculty allow all papers to be submitted electronically • Syllabi are provided only electronically 	<ul style="list-style-type: none"> • Highlight existing best practices • Survey results of before and after paper usage 	<ul style="list-style-type: none"> • Chair of the Faculty • VP, Academic Affairs • Director, Academic Computing, ITS

Operations

The Operations category provides a blueprint for integrating sustainability into daily operations and management. By addressing the environmental impact of buildings, dining, energy, grounds, purchasing, transportation, waste, and water, the University will be able to reduce its carbon and ecological footprints. Wesleyan will also increase its focus on the role of the individual in conservation.

Buildings

The Buildings topic area focuses on updating standards for new and renovated buildings and making existing policies and procedures more transparent. Wesleyan has already made efforts to weatherize buildings and has adopted LEED Silver standard for all new design and major renovations. Selected accomplishments include:

- Since 1989 the Major Maintenance program has upgraded and maintained buildings, including building envelope and energy conservation projects. Priority is given to environmentally responsible building materials.
- Beginning in 2005 Wesleyan replaced several aging woodframe houses with energy-efficient prototypes. All houses, which include solar, geothermal, Energy Star rating, and/or tight envelopes, house more students per building to maximize efficiency.
- Wesleyan has several LEED buildings. The Bennet/Fauver student housing complex received LEED Silver Certification in 2005, the Usdan University Center was built to LEED Silver standard in 2007, Allbritton Center, a major renovation, received LEED Gold Certification in 2009, and 41 Wyllys Avenue, a major renovation of former squash courts, received LEED Platinum Certification in 2013.

For more information on the projects above and for additional accomplishments, visit <http://www.wesleyan.edu/sustainability/buildings-and-grounds/building-initiatives.html>.

Goal 1: Reduced environmental impact of buildings

Objective 1: Update standards for new construction and existing buildings to support a more sustainable environment

	Strategy	Outcomes	Metrics	Responsible Parties
0–2 years	Develop a “cheat sheet” for project managers to evaluate projects	<ul style="list-style-type: none"> • Consistent project delivery • Increased building efficiency • Greywater utilization and groundwater recharge systems incorporated into new construction at sites meeting criteria • Reduced energy costs • Increased utilization of local products 	<ul style="list-style-type: none"> • Creation of modified LEED checklist for new construction/renovation • Green building policy and procedure adopted • Annual review of new construction conducted • LEED certification determined on a project by project basis • Checklist updated as appropriate 	<ul style="list-style-type: none"> • Project Managers • Facilities Planning Committee
2–5 years	Incorporate further prioritization related to fire/life safety, energy, and infrastructure in the Major Maintenance process	<ul style="list-style-type: none"> • Increased safety and energy efficiency of campus • Improved campus infrastructure 	<ul style="list-style-type: none"> • Green building policy and procedure adopted • Annual review of fire/life safety and energy needs conducted 	<ul style="list-style-type: none"> • Project managers • Trades managers • Facilities Planning Committee

Objective 2: Increase transparency of building policies and procedures

	Strategy	Outcomes	Metrics	Responsible Parties
0–2 years	Develop a building education program	<ul style="list-style-type: none"> • Increased awareness and understanding of building practices 	<ul style="list-style-type: none"> • Utilization of electronic and printed communications and signage 	<ul style="list-style-type: none"> • Director, Physical Plant • Project Managers
2–5 years	Develop an automated evaluation process for constituents upon completion of project work	<ul style="list-style-type: none"> • Increased constituent satisfaction 	<ul style="list-style-type: none"> • Electronic evaluation form created • Design standards updated annually to integrate project feedback 	<ul style="list-style-type: none"> • Director, Physical Plant • Project Managers

Dining

Wesleyan already has programs aimed at reducing dining hall food waste, pre- and post-consumer food waste composting in dining halls and student residences, and a commitment to purchasing locally and/or sustainably produced food. Still more can be done to reduce dinnerware waste, reduce the amount of discarded food, and purchase sustainable foods. Selected accomplishments to date include:

- In 2012 President Michael Roth signed the Real Food Campus Commitment, committing Wesleyan to 20 percent “real food” (local, fair, ecologically sound, and/or humane) by 2030. In 2014 Wesleyan’s purchases stood at 15 to 19 percent “real.” Students in a Fall 2015 forum will continue the analysis of Wesleyan’s food purchases and study sustainable food practices.
- Bon Appétit, Wesleyan’s dining service, is committed to sustainable dining practices. The Farm to Fork program sources 24 percent of dining ingredients within 150 miles. In addition, all eggs are Certified Humane, seafood meets Monterey Bay Seafood Watch standards, all tuna is FAD free (not caught with purse seine nets that result in large amounts of bycatch, destabilizing fish populations), and pork is gestation crate-free with no use of antibiotics or hormones. The Eco-to-Go program sells reusable to-go containers at a low cost; first-year students received free containers in 2014 and 2015.
- The student-run local co-op makes fresh local foods available to students, faculty, and staff. Much like a CSA (community supported agriculture), participants pay up-front for shares of produce, dairy, meat, eggs, tofu, seitan, granola, jam, bread, or coffee, which they receive in weekly pickups. Over 500 members of the campus community belong to one or more co-ops.
- Since 2004 the student-run Long Lane Farm has produced food for dining halls and the broader Middletown community. Long Lane now operates two unheated hoop houses that extend the growing season. The Community Food Project connects families with children on free or reduced-price lunches to the farm, where they get an opportunity to help out, receive free produce, and have fun.
- Through the Food Rescue Program, student volunteers deliver food that would otherwise be discarded from Pi Café, Summerfields, and Usdan to Eddy Shelter, a local emergency shelter.
- In 2010 students launched a residential composting program to collect food waste from student residences. This program was expanded to dorms in 2014 with the help of student Eco Facilitators. In 2013 a post-consumer food waste composting program began at Usdan and Summerfields dining halls, joining an existing pre-consumer collection program. Pre-consumer food waste is composted on-campus by Long Lane Farm; post-consumer food waste is sent to Harvest in Ellington, CT.
- In 2014 the Reunion and Commencement All-College picnic lunch was served buffet-style for the first time, drastically reducing waste from previous boxed lunches. In 2015, compostable packaging was used, further diminishing waste.

For more information on the projects above and for additional accomplishments, visit

<http://www.wesleyan.edu/sustainability/dining/initiatives.html>.

Goal 1: Less dining-related waste

Objective 1: Reduce dining hall food waste

	Strategy	Outcomes	Metrics	Responsible Parties
Annually	Conduct waste audits in Usdan and Summerfields	<ul style="list-style-type: none"> Increased understanding of students' eating habits 	<ul style="list-style-type: none"> Quantity of post-consumer food waste generated Visual observations of wasted food 	<ul style="list-style-type: none"> Composting Interns
0-2 years	Develop a social marketing strategy to reduce food waste	<ul style="list-style-type: none"> Increased student knowledge Reduced food waste Reduced composting costs 	<ul style="list-style-type: none"> Quantity of post-consumer food waste generated Number and type of strategies piloted 	<ul style="list-style-type: none"> Composting Interns Eco Facilitators
0-2 years	Expand "In Balance" portion control education program	<ul style="list-style-type: none"> Reduced food waste Healthier eating habits Reduced composting costs 	<ul style="list-style-type: none"> Marketing materials created Observations of student serving sizes Quantity of post-consumer food waste generated 	<ul style="list-style-type: none"> Bon Appétit Resident District Manager Director, Usdan Center
0-2 years	Pilot use of smaller serving utensils at one Marketplace station	<ul style="list-style-type: none"> Smaller portion sizes Reduced food waste Reduced composting costs 	<ul style="list-style-type: none"> Smaller serving utensils Quantity of post-consumer food waste generated 	<ul style="list-style-type: none"> Bon Appétit Resident District Manager
0-2 years	Expand "Taste, Don't Waste" program to the vegan and sandwich sides stations at Marketplace	<ul style="list-style-type: none"> Reduced food waste Reduced composting costs 	<ul style="list-style-type: none"> Small tasting containers at food stations Observations of student serving sizes Quantity of post-consumer food waste generated 	<ul style="list-style-type: none"> Bon Appétit Resident District Manager

Objective 2: Reduce catering food waste

	Strategy	Outcomes	Metrics	Responsible Parties
0-2 years	Reduce portion sizes at catered events	<ul style="list-style-type: none"> • Reduced food waste • Reduced departmental costs • Reduced composting costs 	<ul style="list-style-type: none"> • Working group established • Quantity of post-consumer food waste generated 	<ul style="list-style-type: none"> • Bon Appétit Catering Manager • Events Manager, Admission • SAGES Dining Working Group
0-2 years	Educate catering customers on portion sizes and effective ordering strategies	<ul style="list-style-type: none"> • Reduced food waste • Reduced departmental costs • Reduced composting costs 	<ul style="list-style-type: none"> • Portion size and “how to order” information included in catering brochure 	<ul style="list-style-type: none"> • Bon Appétit Catering Manager • Events Manager, Admission • SAGES Dining Working Group

Objective 3: Reduce dishware theft

	Strategy	Outcomes	Metrics	Responsible Parties
0-2 years	Develop social marketing strategy to reduce dishware theft	<ul style="list-style-type: none"> • Decreased expenditures • Reduced dishware purchases • A student culture of community and accountability created 	<ul style="list-style-type: none"> • Survey launched to discover reasons for theft • Marketing strategy launched • Change in cost of dishware replacement • Cost of dishware replacement publicized 	<ul style="list-style-type: none"> • Composting Interns • Eco Facilitators • Wesleyan Student Assembly leadership • Bon Appétit Resident District Manager

Objective 4: Decrease disposable dinnerware use

	Strategy	Outcomes	Metrics	Responsible Parties
0-2 years	Strengthen reusable mug programs at Usdan Café and Pi Café	<ul style="list-style-type: none"> Reduced use of disposable dishware Reduced barriers to program participation 	<ul style="list-style-type: none"> Staff trained on parameters of program Marketing materials created Change in program participation rates 	<ul style="list-style-type: none"> Bon Appétit Resident District Manager Eco Facilitators
0-2 years	Encourage Eco-to-Go use at outdoor events	<ul style="list-style-type: none"> Reduced use of disposable dishware Reduced barriers to program participation 	<ul style="list-style-type: none"> Level and type of advertising for Eco-to-Go Participation rates at outdoor events 	<ul style="list-style-type: none"> Bon Appétit Resident District Manager
0-2 years	Expand participation in Eco-to-Go	<ul style="list-style-type: none"> Reduced use of disposable dishware 	<ul style="list-style-type: none"> Frequency and type of outreach to employees and students Participation rates 	<ul style="list-style-type: none"> Green Team SAGES Dining Working Group Eco Facilitators
2-5 years	Research impacts of disposable and reusable dinnerware	<ul style="list-style-type: none"> Increased understanding of economic impacts of disposables vs. reusables 	<ul style="list-style-type: none"> Research conducted on financial equivalencies and environmental impacts of disposable and reusable dinnerware 	<ul style="list-style-type: none"> Composting Interns
2-5 years	Provide all first-year students with a free reusable mug	<ul style="list-style-type: none"> Decreased use of disposable cups Decreased dishware theft 	<ul style="list-style-type: none"> Funding secured Number of reusable mugs distributed Number of reusable mug discounts given at Usdan Café and Pi Café Change in number of disposable and cups purchased 	<ul style="list-style-type: none"> Director, Student Activities and Leadership Development AVP for Finance
2-5 years	Reduce use of disposable to-go containers at Usdan and Summerfields	<ul style="list-style-type: none"> Reduced use of disposable dishware 	<ul style="list-style-type: none"> Quantity of disposable to-go containers purchased Eco-to-Go participation rates 	<ul style="list-style-type: none"> Bon Appétit Resident District Manager

Goal 2: All food waste diverted

Objective 1: Develop cost-effective program for all organics recycling diversion

	Strategy	Outcomes	Metrics	Responsible Parties
2-5 years	Install an on-campus composting or anaerobic digestion system to accommodate all food waste	<ul style="list-style-type: none"> Increased food waste diversion Reduced long-term costs Production of additional compost for Long Lane Farm 	<ul style="list-style-type: none"> Funding secured System installed Quantity of diverted food waste Quantity of compost generated Quality of finished compost 	<ul style="list-style-type: none"> Sustainability Director Associate Director, Facilities Management

Objective 2: Expand collection of food waste

	Strategy	Outcomes	Metrics	Responsible Parties
2-5 years	Expand front-of-the-house food waste collection to all catered events	<ul style="list-style-type: none"> Increased food waste diversion 	<ul style="list-style-type: none"> System developed for food waste collection Quantity of post-consumer food waste collected 	<ul style="list-style-type: none"> Bon Appétit Resident District Manager Bon Appétit Catering Manager

Objective 3: Improve participation in food waste collection programs

	Strategy	Outcomes	Metrics	Responsible Parties
0-2 years	Increase collection rates of post-consumer food waste	<ul style="list-style-type: none"> Increased food waste diversion Increased student engagement in waste collection process 	<ul style="list-style-type: none"> Feedback on existing program solicited Number and type of promotion events and signage Changes in results from food waste audits 	<ul style="list-style-type: none"> Composting Interns
0-2 years	Develop and launch a social marketing plan to increase residential composting participation	<ul style="list-style-type: none"> Increased food waste diversion Increased engagement 	<ul style="list-style-type: none"> Change in number of students and student residences participating Quantity of compost generated 	<ul style="list-style-type: none"> Composting Interns Eco Facilitators

Goal 3: Purchase sustainable foods

Objective 1: Increase Bon Appétit's sustainable food procurement

	Strategy	Outcomes	Metrics	Responsible Parties
0–2 years	Introduce an outreach program to reduce meat consumption in Usdan Marketplace	<ul style="list-style-type: none"> Students make more sustainable food choices 	<ul style="list-style-type: none"> Athletics teams, environmental groups, and students with restricted diets brought into the conversation Number and type of programs initiated Changes in meat purchasing and consumption 	<ul style="list-style-type: none"> Real Food Challenge leadership
0–2 years	Develop a marketing strategy for existing sustainable food purchases	<ul style="list-style-type: none"> Expanded awareness of existing programs 	<ul style="list-style-type: none"> Bon Appétit Senior Fellow engaged Marketing strategy launched 	<ul style="list-style-type: none"> Real Food Challenge members Bon Appétit Resident District Manager
2–5 years	Expand Real Food Challenge to a second Bon Appétit eatery	<ul style="list-style-type: none"> Increased understanding of sustainable food purchases of other Bon Appétit eateries 	<ul style="list-style-type: none"> Bon Appétit Senior Fellow engaged Real Food Challenge completed for Summerfields, Pi Café, Usdan Café, or Weshop 	<ul style="list-style-type: none"> Real Food Challenge leadership Bon Appétit Resident District Manager

Energy

Energy use has the greatest impact on Wesleyan's carbon footprint and is therefore important to address in as many respects as possible: including energy efficiency, conservation, and expansion of renewable energy. Wesleyan has improved building efficiency through new heating and cooling systems and envelope improvements, and has diversified its energy portfolio with several solar installations. With respect to energy conservation, however, more emphasis needs to be placed on behavioral changes of individual students, faculty, and staff. Selected accomplishments include:

- Since 2005 Wesleyan has undertaken a series of conservation projects annually to improve building energy and water efficiency and conservation. Projects have included insulation, window replacement, LED lighting, and switching heating systems from oil to gas.
- From 2007 to 2014 the Do It in the Dark student residential energy competition provided incentives for student residents to reduce their energy consumption.
- In 2009 Wesleyan opened its first natural gas cogeneration engine, which makes use of waste heat to provide thermal comfort and electricity to the campus. A second cogeneration system opened at Freeman Athletic Center in 2014. These installations form the first microgrid in Connecticut.
- In 2011 all of Wesleyan's student residences and offices in former houses completed the Home Energy Solutions energy assessment program. A second round of audits was completed in Summer 2015.
- In 2012 a 200 kW solar photovoltaic system was installed at Freeman Athletic Center. Smaller installations are on 19 Fountain Avenue and the Stewart M. Reid House (Admission).
- Since 2013 the Wes to Wes initiative has directed all residential energy conservation savings to Financial Aid.
- In 2013 Wesleyan began purchasing B20 biofuel (80 percent #2 oil, 20 percent recycled cooking oil) for all campus buildings run on oil.
- In 2014 the Energy Conservation Policy established temperature ranges in all campus buildings to conserve energy while promoting comfort.

For more information on the projects above and for additional accomplishments, visit <http://www.wesleyan.edu/sustainability/energy/initiatives.html>.

Goal 1: Campus engaged in energy conservation

Objective 1: Implement the Energy Conservation Policy

	Strategy	Outcomes	Metrics	Responsible Parties
0-2 years	Set temperature of non-EMS buildings to established summer and winter ranges	<ul style="list-style-type: none"> • Reduced energy consumption, carbon footprint, and energy costs 	<ul style="list-style-type: none"> • Building temperatures set to policy-specified levels • Energy usage of non-EMS buildings via utility bills • Community feedback 	<ul style="list-style-type: none"> • Energy Manager, Physical Plant • Associate Director, Mechanical Trades
0-2 years	Develop and implement a marketing and engagement strategy for the Energy Conservation Policy	<ul style="list-style-type: none"> • Employees and students buy in to the Energy Conservation Policy • Reduced energy consumption, carbon footprint, and energy costs 	<ul style="list-style-type: none"> • Strategies used • Percent of employees participating • Change in energy consumption • Community feedback 	<ul style="list-style-type: none"> • SAGES Energy Working Group

Objective 2: Foster energy-conserving behaviors among faculty, staff, and students

	Strategy	Outcomes	Metrics	Responsible Parties
0-2 years	Develop commitments to turn off and unplug computers and electronics before vacations	<ul style="list-style-type: none"> Reduced energy usage 	<ul style="list-style-type: none"> Reminders sent Number of commitments Self-reported data on commitment follow-through 	<ul style="list-style-type: none"> SAGES Energy Working Group
0-2 years	Turn off and unplug all retail coolers and related equipment over summer break	<ul style="list-style-type: none"> Reduced energy usage 	<ul style="list-style-type: none"> Written operating procedure created (includes schedule and checklist) Number of coolers shut down and unplugged in Usdan Café, Pi Café, DFC, Summerfields, and Weshop Energy consumption changes 	<ul style="list-style-type: none"> Bon Appétit Resident District Manager
0-2 years	Develop and install default wallpaper for all classroom computers to remind users to turn off projectors	<ul style="list-style-type: none"> Reduced energy usage 	<ul style="list-style-type: none"> Background image developed that includes turning off projectors and putting computers to sleep Background set as default 	<ul style="list-style-type: none"> Desktop Systems Engineer, ITS
0-2 years	Communicate new Crash Plan backup schedule to employees	<ul style="list-style-type: none"> Reduced energy usage Computers are put to sleep at night 	<ul style="list-style-type: none"> Removal of backup schedules and importance of putting computers to sleep at night communicated Energy consumption changes 	<ul style="list-style-type: none"> Director of User and Technical Services, ITS

Objective 3: Foster energy-conserving behaviors in student residences

	Strategy	Outcomes	Metrics	Responsible Parties
0-2 years	Create a new student energy reduction initiative (in woodframes and program houses) using social marketing	<ul style="list-style-type: none"> • Reduced energy consumption 	<ul style="list-style-type: none"> • Behaviors targeted • Community feedback • Number/type of strategies used • Residential energy consumption changes 	<ul style="list-style-type: none"> • Sustainability Interns
0-2 years	Install Network Thermostats in remaining woodframe houses	<ul style="list-style-type: none"> • Reduced energy consumption • Limited temperature ranges in woodframes • Increased ability to control temperatures remotely during breaks 	<ul style="list-style-type: none"> • Woodframe houses connected to campus wireless network • Percent of houses with installed Network Thermostats 	<ul style="list-style-type: none"> • Associate Director, Mechanical Trades
0-2 years	Launch social marketing campaign to reduce open windows in winter	<ul style="list-style-type: none"> • Reduced energy consumption 	<ul style="list-style-type: none"> • Number/type of strategies used • Number of open windows compared year-to-year • Feedback 	<ul style="list-style-type: none"> • Eco Facilitators
2-5 years	Evaluate feasibility of real-time energy meters for woodframe houses	<ul style="list-style-type: none"> • Energy campaigns can use this information to promote energy conservation 	<ul style="list-style-type: none"> • Companies contacted • Feedback from other schools using products • ROI analysis of meters 	<ul style="list-style-type: none"> • Director, Utilities Management
2-5 years	Reduce water heating demand in student housing	<ul style="list-style-type: none"> • Reduced energy consumption 	<ul style="list-style-type: none"> • Shower timers installed • Posters put up in laundry areas • Energy consumption changes 	<ul style="list-style-type: none"> • Eco Facilitators

Objective 4: Publicize energy data and accomplishments

	Strategy	Outcomes	Metrics	Responsible Parties
0–2 years	Publicize energy-related information and accomplishments to the campus community	<ul style="list-style-type: none"> Increased understanding of campus energy accomplishments 	<ul style="list-style-type: none"> Annual presentations given to SAGES, Eco Facilitators, Senior Staff, Administrative Assistants Number of articles published 	<ul style="list-style-type: none"> Director, Utilities Management Sustainability Director Eco Facilitators Sustainability Interns SAGES members Communications Office
2–5 years	Develop a Utilities website	<ul style="list-style-type: none"> Forum for energy education 	<ul style="list-style-type: none"> Website created (includes interactive components and historical energy information) 	<ul style="list-style-type: none"> Director, Utilities Management World Wide Web Administrator, ITS
2–5 years	Provide access to energy data via the Utilities website	<ul style="list-style-type: none"> Increased access to historical energy data, policies, and energy projects 	<ul style="list-style-type: none"> Data published (on energy consumption, policies, Major Maintenance energy projects, Energy Phases, and solar dashboards) 	<ul style="list-style-type: none"> Director, Utilities Management

Goal 2: Increased energy reduction initiatives**Objective 1: Improve building envelopes**

	Strategy	Outcomes	Metrics	Responsible Parties
0–2 years	Remove window air conditioner units annually from applicable buildings	<ul style="list-style-type: none"> Increased comfort through reduced drafts Increased energy efficiency 	<ul style="list-style-type: none"> Number of annual work orders placed and completed Number of units removed and replaced annually 	<ul style="list-style-type: none"> Assistant Director, Building Trades
2–5 years	Make building envelope improvements in additional woodframe houses	<ul style="list-style-type: none"> Major Maintenance addresses a greater number of inefficient buildings each year 	<ul style="list-style-type: none"> Number of buildings receiving new/replaced insulation, air sealing, windows, and other improvements through Major Maintenance 	<ul style="list-style-type: none"> Associate Director/Project Manager, Physical Plant

Objective 2: Develop a new metric to increase viability of energy conservation projects with longer financial payback periods

	Strategy	Outcomes	Metrics	Responsible Parties
0–2 years	Develop a method of incorporating the Social Cost of Carbon into projects	<ul style="list-style-type: none"> Decision-making process goes beyond return on investment to reflect risk-based benefits and costs 	<ul style="list-style-type: none"> Methodology established 	<ul style="list-style-type: none"> Prof. Gary Yohe Prof. Dana Royer Director, Utilities Management

Goal 3: Increased renewable energy capacity on campus

Objective 1: Develop a large-scale solar photovoltaic system connected to the university's electrical system

	Strategy	Outcomes	Metrics	Responsible Parties
0–2 years	Install a PV system at Long Lane	<ul style="list-style-type: none"> Increased renewable energy capacity Reduced need for natural gas usage Improved reliability of the Wesleyan energy grid 	<ul style="list-style-type: none"> Annual power generation of PV system Number of times Freeman cogeneration system is not needed Return on investment 	<ul style="list-style-type: none"> Director, Physical Plant

Objective 2: Analyze the feasibility of a financially viable geothermal system

	Strategy	Outcomes	Metrics	Responsible Parties
2–5 years	Analyze the Center for the Arts as a potential location for geothermal	<ul style="list-style-type: none"> Project viability understood If feasible, geothermal will reduce the need for natural gas usage and improve energy grid reliability 	<ul style="list-style-type: none"> Location and financial analysis conducted Size, location, and power generation of proposed geothermal system 	<ul style="list-style-type: none"> Director, Utilities Management

Objective 3: Increase the use of other renewable energies

	Strategy	Outcomes	Metrics	Responsible Parties
0–2 years	Investigate the feasibility of a “solar rover” to power events	<ul style="list-style-type: none"> • Project viability understood • Equipped to run a pilot program 	<ul style="list-style-type: none"> • Cost, output, and logistics of “solar rover” 	<ul style="list-style-type: none"> • Sustainability Interns • Eco Facilitators
2–5 years	Pilot one campus building with B100 bioheat made from used cooking oil	<ul style="list-style-type: none"> • Understand viability of B100 as a fuel source for campus buildings 	<ul style="list-style-type: none"> • Return on investment • Number of gallons used • Carbon footprint reduction 	<ul style="list-style-type: none"> • Director, Utilities Management

Grounds

Keys to sustainable grounds management are: organic management, native trees and plantings, reduced water consumption, and increasing campus awareness of policies and practices. Wesleyan has already begun work in each of these areas, making the campus more beautiful and in harmony with the natural world. Selected accomplishments include:

- All-organic lawn care is used on Foss Hill, Butterfields, High and Low Rise, and the Neighborhood Preschools.
- Since 2012, student group Working for Intelligent Landscape Design at Wesleyan (WILD Wes) has brought permaculture principles to campus. The group now manages two garden locations.
- In 2013, Facilities planted a wildflower meadow on eight acres off Long Lane. Eighty-nine acres of Wesleyan's campus are no-mow, low-mow, or wooded.
- In 2015, a stone paver patio was installed at the Center for Humanities to reduce runoff.

For more information on the projects above and for additional accomplishments, visit <http://www.wesleyan.edu/sustainability/buildings-and-grounds/grounds-initiatives.html>.

Goal 1: Grounds are maintained sustainably

Objective 1: Increase transparency of grounds policies and procedures

	Strategy	Outcomes	Metrics	Responsible Parties
0-2 years	Develop a grounds education program	<ul style="list-style-type: none"> • Increased awareness and understanding of grounds practices 	<ul style="list-style-type: none"> • Campus planting plan developed • Electronic communications and signage utilized 	<ul style="list-style-type: none"> • Grounds Manager
0-2 years	Promote education for sustainable design and engage students to work on projects on campus	<ul style="list-style-type: none"> • Enhanced residential learning experience • Increased student connections to campus 	<ul style="list-style-type: none"> • Number and type of mentoring opportunities with WILD Wes members • Number of students involved in tree planting plan 	<ul style="list-style-type: none"> • Project managers • Facilities Planning Committee • WILD Wes leadership

Objective 2: Reduce the negative impacts of landscape maintenance practices

	Strategy	Outcomes	Metrics	Responsible Parties
0-2 years	Pilot 100% organic lawn care practices on one athletics field test plot	<ul style="list-style-type: none"> • Decreased pollution • Improved health and well-being for all aspects of the lived environment • Increased understanding of organic lawn care practices • Reduced use of nitrogen, phosphorus, and potassium 	<ul style="list-style-type: none"> • Consultant identified • Plot identified • Organic fertilizers and pest controls identified • Funding secured • Pilot project undertaken • Root depth, soil test results, and lawn appearance before and after implementation 	<ul style="list-style-type: none"> • Grounds Manager
0-2 years	Pilot ice melt variations	<ul style="list-style-type: none"> • Reduced use of caustic de-icing materials • Decreased detrimental effects to pathway materials • Reduced water pollution 	<ul style="list-style-type: none"> • Length and locations of pilot testing • Effectiveness of variations • Impacts on hardscapes and grounds 	<ul style="list-style-type: none"> • Grounds Manager
0-2 years	Expand existing no mow landscape areas	<ul style="list-style-type: none"> • Decreased mowing intervals • Decreased maintenance • Decreased water usage • Decreased fuel expenditures 	<ul style="list-style-type: none"> • Grasses and wildflower alternatives identified • Change in fuel expenditures • Area of new no-mow landscapes 	<ul style="list-style-type: none"> • Grounds Manager
0-2 years	Seasonally raise mowing heights (non-athletic) campus-wide	<ul style="list-style-type: none"> • Decreased mowing schedule • Decreased fuel expenditures • Added to next Stonehedge contract 	<ul style="list-style-type: none"> • Document cutting heights and frequencies • In spring/fall cut to 2.25-3" (weather-dependent) • In summer cut to 3-3.5" (weather-dependent) 	<ul style="list-style-type: none"> • Grounds Manager
2-5 years	Develop a plan to replace gasoline powered equipment with sustainable alternatives	<ul style="list-style-type: none"> • Decreased noise levels • Improved health and well-being for all aspects of the lived environment 	<ul style="list-style-type: none"> • Green building policy and procedure adopted • Research conducted • Plan created (incorporates industry standards) • Funding secured 	<ul style="list-style-type: none"> • Grounds Manager

Objective 3: Increase the quantity of trees and native landscaped social spaces

	Strategy	Outcomes	Metrics	Responsible Parties
0–2 years	Identify and install landscaped social spaces and seating	<ul style="list-style-type: none"> Enhanced built environment Increased opportunities for outdoor collaboration 	<ul style="list-style-type: none"> Locations identified Number and types of social spaces created 	<ul style="list-style-type: none"> Grounds Manager
0–2 years	Plant 5–10 (3-inch-diameter or greater) trees annually	<ul style="list-style-type: none"> Increased tree coverage Reduced heating and cooling loads Reduced drought impact Reduced stormwater runoff Added to next Stonehedge contract 	<ul style="list-style-type: none"> Tree planting plan established Number of trees planted Number of students, faculty, and staff involved in planning and planting 	<ul style="list-style-type: none"> Grounds Manager
2–5 years	Create a campus wide tree map	<ul style="list-style-type: none"> Obtain Tree Campus USA designation Tree inventory and map are available 	<ul style="list-style-type: none"> Expand on inventory conducted in spring 2015 Students conduct GIS assessment and create interactive map 	<ul style="list-style-type: none"> Grounds Manager Prof. Kim Diver
2–5 years	Pilot replacement of watered landscapes with native and drought-tolerant plants	<ul style="list-style-type: none"> Decreased maintenance Decreased water usage 	<ul style="list-style-type: none"> Locations identified Replacement plants identified Site care plan developed Number/size of pilot sites 	<ul style="list-style-type: none"> Grounds Manager

Objective 4: Reduce the use of potable water

	Strategy	Outcomes	Metrics	Responsible Parties
0–2 years	Develop rainwater collection standards	<ul style="list-style-type: none"> Decreased water usage Decreased operating expenditure 	<ul style="list-style-type: none"> Needed locations for water storage identified Viable building locations identified 	<ul style="list-style-type: none"> Director, Physical Plant Grounds Manager
0–2 years	Install a water catchment system at Long Lane Farm	<ul style="list-style-type: none"> Decreased water usage Decreased operating expenditures 	<ul style="list-style-type: none"> Suitable location found Funding secured System installed Change in water consumption 	<ul style="list-style-type: none"> Long Lane Farm students

Purchasing

Purchasing sustainable products, building relationships with environmentally and socially sustainable vendors, and building a campus culture where sustainable purchasing is the norm are all critical components of a socially and environmentally sustainable purchasing program. Selected accomplishments (all dealing with the identification and purchase of sustainable products) include:

- Nearly all campus departments use at least 30 percent recycled copy paper, with about one-third of paper purchases 100 percent recycled paper.
- Office supply deliveries have been reduced from five to two days per week.
- Wesleyan purchases only Electronic Product Environmental Assessment Tool (EPEAT) Gold computers and monitors.
- Wesleyan's custodial contract specifies Green Seal certified cleaning products and prohibits petroleum-based products. In fiscal year 2014, 78 percent of Sun Services' purchases were for Green Seal or EcoLogo products.

For more information on the projects above and for additional accomplishments, visit <http://www.wesleyan.edu/sustainability/procurement/initiatives.html>.

Goal 1: Purchases are environmentally and financially sustainable

Objective 1: Route all major and large-quantity purchases through the Purchasing Office

	Strategy	Outcomes	Metrics	Responsible Parties
0-2 years	Synchronize large purchases with the Purchasing Office	<ul style="list-style-type: none"> • Coordinated and reduced vendor deliveries • Departments realize cost savings • Compiled list of people who purchase large quantities of items 	<ul style="list-style-type: none"> • Annual presentations at Administrative Assistants' meetings conducted • Targeted outreach to departments making large quantity purchases without use of the Purchasing Office 	<ul style="list-style-type: none"> • SAGES Purchasing Subcommittee
2-5 years	Advertise pre-negotiated sustainable products	<ul style="list-style-type: none"> • Departments realize cost savings • Cost reduction on some environmentally preferable products 	<ul style="list-style-type: none"> • Pricing on sustainable products negotiated • Website updated semi-annually with new information 	<ul style="list-style-type: none"> • Purchasing Director • Finance website coordinator

Objective 2: Reduce waste associated with deliveries

	Strategy	Outcomes	Metrics	Responsible Parties
0-2 years	Centralize office purchasing	<ul style="list-style-type: none"> • Reduced vendor deliveries • Reduced packaging waste • Departments realize cost savings 	<ul style="list-style-type: none"> • Departments with centralization potential identified • Centralization training offered to administrative assistants 	<ul style="list-style-type: none"> • Purchasing Director

Objective 3: Make office supply purchases sustainable

	Strategy	Outcomes	Metrics	Responsible Parties
0-2 years	Reach out to departments not using recycled paper to change purchasing habits	<ul style="list-style-type: none"> • All offices are in compliance with Wesleyan's 30% recycled paper policy 	<ul style="list-style-type: none"> • Non-compliant offices identified • Offices with sustainability and cost saving opportunities identified 	<ul style="list-style-type: none"> • Purchasing Director • SAGES Purchasing Subcommittee
0-2 years	Seek preferred pricing for environmentally preferable office supplies	<ul style="list-style-type: none"> • Environmentally preferable office products are also economically preferable 	<ul style="list-style-type: none"> • Most frequently purchased office supplies identified • Environmentally Preferable Products working group established • List of preferable supplies compiled 	<ul style="list-style-type: none"> • Purchasing Director
2-5 years	Limit office supply purchases to environmentally preferable list	<ul style="list-style-type: none"> • Wesleyan purchases only environmentally preferable office products 	<ul style="list-style-type: none"> • Reports from WB Mason received and reviewed quarterly 	<ul style="list-style-type: none"> • Purchasing Director
2-5 years	Research the feasibility of conducting a life-cycle analysis of Wesleyan's purchases	<ul style="list-style-type: none"> • If life-cycle-analysis is conducted, information will be gained on full environmental impact of product purchases 	<ul style="list-style-type: none"> • Feasibility of life-cycle-analysis (including student role) understood 	<ul style="list-style-type: none"> • Prof. Brian Stewart

Objective 4: Make custodial purchases sustainable

	Strategy	Outcomes	Metrics	Responsible Parties
0-2 years	Evaluate ionized water “blue cleaning” as an alternative to chemical cleaning products	<ul style="list-style-type: none"> Increased understanding of environmentally safe and healthy cleaning options 	<ul style="list-style-type: none"> Cost and effectiveness of blue cleaning researched Recommendations made 	<ul style="list-style-type: none"> Associate Director, Facilities Management Sustainability Director
0-2 years	Incorporate sustainable cleaning product purchases into the next custodial contract	<ul style="list-style-type: none"> Cleaning products used are environmentally safe and not detrimental to human health 	<ul style="list-style-type: none"> Standards integrated into Wesleyan’s custodial contract 	<ul style="list-style-type: none"> Associate Director, Facilities Management Purchasing Director

Goal 2: Wesleyan uses vendors that promote environmental, financial, and social sustainability**Objective 1: Purchase from businesses with environmental and social responsibility standards**

	Strategy	Outcomes	Metrics	Responsible Parties
0-2 years	Expand the Code of Ethics to include minimum standards for social and environmental responsibility	<ul style="list-style-type: none"> Enhanced definition of what Wesleyan looks for in vendors 	<ul style="list-style-type: none"> Existing standards researched Standards integrated into Purchasing and Procurement Code of Ethics 	<ul style="list-style-type: none"> Purchasing Director SAGES Purchasing Subcommittee
2-5 years	Seek procurement relationships with businesses that meet the Code of Ethics	<ul style="list-style-type: none"> Wesleyan works with businesses that prioritize social and environmental sustainability 	<ul style="list-style-type: none"> Businesses practices of new and existing vendors using Code of Ethics audited Relationships with non-compliant vendors reviewed 	<ul style="list-style-type: none"> Purchasing Director

Objective 2: Support historically underrepresented businesses

	Strategy	Outcomes	Metrics	Responsible Parties
0-2 years	Include historically underrepresented businesses in a vendor show	<ul style="list-style-type: none"> Engage with minority-, women-, veteran-, disabled-, and locally-owned businesses 	<ul style="list-style-type: none"> Number and percent of participating underrepresented businesses 	<ul style="list-style-type: none"> Purchasing Director
2-5 years	Twenty percent of businesses working with Wesleyan are historically underrepresented	<ul style="list-style-type: none"> Patronize minority-, women-, veteran-, disabled-, and locally-owned businesses 	<ul style="list-style-type: none"> Attributes of existing and new vendors working with Wesleyan identified Develop vendor identification for vendors paid with Purchasing Cards Change in dollar value of relationships with underrepresented businesses Percent of RFP processes that include historically underutilized businesses 	<ul style="list-style-type: none"> AVP for Finance Purchasing Director AVP for Facilities

Goal 3: Wesleyan has a culture of sustainable purchasing

Objective 1: Educate employees on sustainable product purchasing

	Strategy	Outcomes	Metrics	Responsible Parties
Annually	Conduct annual purchasing sustainability presentations at Administrative Assistants' meetings	<ul style="list-style-type: none"> Increased participation in sustainable purchasing practices 	<ul style="list-style-type: none"> Number of partnerships created with departments Number of presentations given at Administrative Assistants' meetings 	<ul style="list-style-type: none"> Purchasing Director Associate Director, Academic Affairs
0-2 years	Develop user information on sustainable purchasing	<ul style="list-style-type: none"> Increased sustainable purchasing practices 	<ul style="list-style-type: none"> Research completed Number of different informational materials created 	<ul style="list-style-type: none"> Purchasing Director SAGES Purchasing Subcommittee

Objective 2: Encourage a culture of sustainable purchasing in offices

	Strategy	Outcomes	Metrics	Responsible Parties
0-2 years	Create and promote a sustainable office supplies kit	<ul style="list-style-type: none"> New employees get sustainable office supplies Departments realize cost savings 	<ul style="list-style-type: none"> Sustainable supplies for kit identified Preferable pricing for supplies and kit sought Type of promotion Employee office supply checklist created on WB Mason website 	<ul style="list-style-type: none"> Purchasing Director Human Resources Coordinator

Transportation

With respect to sustainable transportation, the University has historically focused efforts on its campus fleet. Commuting and business travel, however, account for 22 percent of Wesleyan's total carbon footprint, so reductions in car and air travel could have a significant impact. Selected accomplishments include:

- Wesleyan's fleet has 18 electric or hybrid vehicles. Physical Plant trades staff vans have been replaced with Sprinter vans, doubling or tripling fuel economy.
- The Ride free campus shuttle makes campus transportation safe and easy. A weekly shuttle service to New Haven Train Station facilitates sustainable off-campus travel.
- Wesleyan's Rental Housing Program, Advanced Purchase Program, and Mortgage Incentive Program encourage faculty and staff to live within walking or biking distance of campus.
- In 2009 two Zipcars were brought to campus; the Zipcar fleet is now four vehicles.
- Since 2010 the student group WesBikes has done per-semester bike rentals to students.
- In 2012 Wesleyan installed its first electric vehicle charging station at Freeman Athletic Center. A second was installed in 2014.
- In 2014 Wesleyan acquired a GoToMeeting license to promote videoconferencing.

For more information on the projects above and for additional accomplishments, visit <http://www.wesleyan.edu/sustainability/transportation/initiatives.html>.

Goal 1: A 25 percent reduction in (Scope 3) transportation emissions by 2020

Objective 1: Decrease employee single-occupancy vehicle commuting

	Strategy	Outcomes	Metrics	Responsible Parties
0-2 years	Review and prioritize recommendations from the Comprehensive Parking Study	<ul style="list-style-type: none"> • Increased awareness of parking challenges and opportunities 	<ul style="list-style-type: none"> • Comprehensive Parking Study (Walker and Assoc.) reviewed • Feasibility and timeline of recommendations determined • List of actionable items created 	<ul style="list-style-type: none"> • Director, Public Safety • Public Safety Advisory Committee
0-2 years	Execute an employee commuting survey (on current and potential use of carpooling, public transportation, and parking)	<ul style="list-style-type: none"> • Increased awareness of how employees commute and opportunities for alternative transportation • Data that can be compared with Public Safety parking survey results to identify target areas for reduction 	<ul style="list-style-type: none"> • Institutional Research engaged to develop and distribute an employee survey • Level of survey participation 	<ul style="list-style-type: none"> • Director, Public Safety • Sustainability Director

	Strategy	Outcomes	Metrics	Responsible Parties
2–5 years	Develop and pilot a communications strategy and programming to reduce single-occupancy vehicle commuting	<ul style="list-style-type: none"> Increased employee awareness of environmental impact of commuting Decreased single-occupancy vehicle usage Reduced parking congestion Reduced carbon emissions 	<ul style="list-style-type: none"> Identification of faculty willing to assist in behavioral economics and sociological research Planning group created Level of participation in planning workshops Pilot group chosen for training and education series Level of pilot participation 	<ul style="list-style-type: none"> SAGES Transportation Subcommittee VP, Academic Affairs SAGES members
2–5 years	Identify and promote a carpooling app for Wesleyan	<ul style="list-style-type: none"> Facilitation of employee carpooling Decreased single-occupancy vehicle usage Reduced parking congestion Reduced carbon emissions 	<ul style="list-style-type: none"> Existing app identified Number of users Change in commuting survey results 	<ul style="list-style-type: none"> SAGES Transportation Subcommittee
2–5 years	Explore the feasibility of a work from home program	<ul style="list-style-type: none"> Decreased single-occupancy vehicle usage Reduced parking congestion Reduced carbon emissions 	<ul style="list-style-type: none"> Identified campus positions that could accommodate working from home Program developed using University Relations program as model Commitment from each Cabinet member to promote participation 	<ul style="list-style-type: none"> Cabinet-level Officers Director, Human Resources

Objective 2: Increase bicycle travel

	Strategy	Outcomes	Metrics	Responsible Parties
0–2 years	Create covered bicycle parking at Hall Atwater	<ul style="list-style-type: none"> Weather-resistant bicycle parking is available Reduced car travel 	<ul style="list-style-type: none"> Funding secured Bicycle racks installed 	<ul style="list-style-type: none"> Director, Environmental Services
2–5 years	Incorporate campus bicycle rack locations into campus map	<ul style="list-style-type: none"> Increased awareness of safe bicycle parking Increased employee and student bicycle travel Increased fitness 	<ul style="list-style-type: none"> Locations mapped with GPS Points added to map Locations needing additional bicycle storage identified 	<ul style="list-style-type: none"> SAGES Transportation Subcommittee Director, Academic Computing, ITS Prof. Kim Diver

Objective 3: Explore ways to reduce employee air travel

	Strategy	Outcomes	Metrics	Responsible Parties
0-2 years	Promote videoconferencing as an alternative to air travel	<ul style="list-style-type: none"> Decreased need for air travel 	<ul style="list-style-type: none"> Data collected on GoToMeeting usage Campaigns or initiatives launched to promote usage List of rooms with videoconferencing capability created in EMS 	<ul style="list-style-type: none"> Desktop Support Specialists, ITS Instructional Media Specialist, ITS Lead Video Producer, ITS
0-2 years	Publicize and create a carbon footprint analysis for different modes of travel	<ul style="list-style-type: none"> Environmental impact of air and ground travel understood Increased awareness of environmental impact of different modes of travel 	<ul style="list-style-type: none"> Cost-effective, reasonable, and lower carbon modes of travel and virtual alternatives identified Map outlining radius of reasonable ground travel distances created 	<ul style="list-style-type: none"> Sustainability Director SAGES Transportation Subcommittee
2-5 years	Develop travel guidelines	<ul style="list-style-type: none"> Environmental impact of air and ground travel addressed Reduced carbon emissions 	<ul style="list-style-type: none"> Travel types divided into different levels based on priority Routine audits of employee air travel conducted 	<ul style="list-style-type: none"> SAGES Transportation Subcommittee Director, Financial Reporting, Finance
2-5 years	Prioritize ground travel for trips under 350 miles in the University Travel Policy	<ul style="list-style-type: none"> Reduced carbon emissions 	<ul style="list-style-type: none"> New language in travel policy Changes in air travel spending by department 	<ul style="list-style-type: none"> AVP for Finance

Goal 2: Reduced student single-occupancy vehicle travel**Objective 1: Reduce student driving on campus**

	Strategy	Outcomes	Metrics	Responsible Parties
0-2 years	Execute a student travel survey (include questions on current and potential use of The Ride, public transportation, shuttles, and parking)	<ul style="list-style-type: none"> Increased awareness of where and how students travel Increased awareness of opportunities for alternative transportation 	<ul style="list-style-type: none"> Survey developed Level of participation Target areas for reduction identified 	<ul style="list-style-type: none"> Director, Public Safety Sustainability Director

Waste

While waste has a relatively small impact on Wesleyan's carbon footprint, it is a tangible way to reduce our ecological footprint and use materials responsibly. Wesleyan has been very active in promoting programs aimed at collecting multiple types of recycling, reusing items, and reducing waste generation. Selected accomplishments include:

- Since 2007 the Freecycle listserv has connected students and employees wishing to give or get items for home or office.
- Beginning in 2009 the Waste Not program has collected unwanted items during student move out. Nearly all items are donated or sold at a large tag sale in the fall. Over \$20,000 in proceeds has been donated to local organizations and Financial Aid, and hundreds of tons of waste have been diverted from the incinerator.
- In 2013 the admission review process became all-electronic.
- Two cardboard balers at Exley and Usdan loading docks collect over 50 tons of corrugated cardboard annually, including three tons each year during freshman move-in.
- In 2015 ten senior houses in the Cross/Pine Street neighborhood were converted from curbside trash and recycling pickup to centralized waste and recycling collection.
- Following a successful pilot program by student Eco Facilitators, paper towels were removed from all student residences beginning in Fall 2015.

For more information on the projects above and for additional accomplishments, visit <http://www.wesleyan.edu/sustainability/recycling/initiatives.html>.

Goal 1: Reduced waste and increased reuse

Objective 1: Reduce the use of paper towels

	Strategy	Outcomes	Metrics	Responsible Parties
0-2 years	Replace paper towel dispensers with high-efficiency hand dryers in academic and administrative locations that have justification for replacement	<ul style="list-style-type: none"> • Reduced carbon footprint • Reduced long-term costs • Reduced waste 	<ul style="list-style-type: none"> • Collaboration with building stewards and facility managers to identify high-traffic restrooms • Inventory created of restrooms with sufficient usage rates to make hand dryers economical • Pilot in one restroom • Audit of waste weights before and after paper towel removal • Timeline developed for other hand dryer installations 	<ul style="list-style-type: none"> • Associate Director, Facilities Management

Objective 2: Reduce waste in administrative offices

	Strategy	Outcomes	Metrics	Responsible Parties
0-2 years	Transition Admission wait-list notifications to online format	<ul style="list-style-type: none"> • Reduced waste • Reduced costs 	<ul style="list-style-type: none"> • Quantity of paper reduction 	<ul style="list-style-type: none"> • Dean, Admission and Financial Aid
0-2 years	Get buy-in from departments and offices to opt out of individual office trash collection	<ul style="list-style-type: none"> • Reduced waste • Reduced labor expenses • Increased building stewardship 	<ul style="list-style-type: none"> • Number of offices opting out • Time needed to complete trash removal before and after implementation 	<ul style="list-style-type: none"> • Green Team • SAGES Waste Subcommittee • Associate Director, Facilities Management
0-2 years	Eliminate individual office waste and recycling liners for buildings with centralized trash stations	<ul style="list-style-type: none"> • Reduced waste from trash can liners • Reduced labor expenses • Increased building stewardship 	<ul style="list-style-type: none"> • Volume of liners required to maintain facility before and after implementation • Time needed to complete trash removal before and after implementation 	<ul style="list-style-type: none"> • Associate Director, Facilities Management
0-2 years	Create shared office supply locations in three pilot offices	<ul style="list-style-type: none"> • Reduced purchase of infrequently-used office supplies • Cost savings from bulk purchasing 	<ul style="list-style-type: none"> • Volume of office supply purchases before and after implementation • Feedback on program • Evaluation of offices to determine feasibility for full-scale implementation 	<ul style="list-style-type: none"> • Green Team • SAGES Waste Subcommittee
2-5 years	Default to double-sided printing	<ul style="list-style-type: none"> • Reduced paper use 	<ul style="list-style-type: none"> • All office printers configured to print double-sided by default • Printing volumes before and after implementation • Printer users trained on efficient printing habits 	<ul style="list-style-type: none"> • Director of User and Technical Services, ITS

Objective 3: Reduce student-generated waste

	Strategy	Outcomes	Metrics	Responsible Parties
2-5 years	Develop and pilot a social marketing strategy to reduce vandalism	<ul style="list-style-type: none"> • Culture of respect for University property and the community • Reduced facility maintenance costs • Reduced building damage 	<ul style="list-style-type: none"> • Changes in costs and labor related to vandalism • Number of work orders related to vandalism 	<ul style="list-style-type: none"> • Sustainability Director • Associate Director, Mechanical Trades • Director, Residential Life
2-5 years	Develop a program to encourage students to bring less to campus	<ul style="list-style-type: none"> • Reduced waste • Increased purchase of reused items • Reduced labor expenses 	<ul style="list-style-type: none"> • Amendments made to packing list and materials sent to incoming students • Volume of cardboard collection 	<ul style="list-style-type: none"> • Sustainability Interns • Director, Student Activities and Leadership Development

Objective 4: Reduce event-related waste

	Strategy	Outcomes	Metrics	Responsible Parties
2-5 years	Discourage individual mailings for campus-wide events	<ul style="list-style-type: none"> • Reduced paper waste • Reduced costs 	<ul style="list-style-type: none"> • Communication with departments issuing paper mailings about alternative options 	<ul style="list-style-type: none"> • Manager of Print Services • Green Team
2-5 years	Research the environmental impact of replacing kiosks and bulletin boards with electronic units	<ul style="list-style-type: none"> • Increased understanding of environmental impacts of paper vs. electronic bulletin boards 	<ul style="list-style-type: none"> • Audit of the quantity of paper posters • Environmental impact of electronic bulletin boards researched 	<ul style="list-style-type: none"> • Associate Director, Facilities Management

Objective 5: Maintain, promote, and expand existing campus reuse programs

	Strategy	Outcomes	Metrics	Responsible Parties
0-2 years	Increase use of the Wesleyan Freecycle listserv	<ul style="list-style-type: none"> • Reduced need to purchase new supplies • Community connections built 	<ul style="list-style-type: none"> • Number of individuals participating in Freecycle • Number of total offers and requests • Number of successful trades before and after marketing 	<ul style="list-style-type: none"> • Green Team • SAGES members
0-2 years	Promote Big Brothers/Big Sisters collection bins	<ul style="list-style-type: none"> • Increased waste diversion 	<ul style="list-style-type: none"> • Contact established with Big Brothers/Big Sisters • Estimated volume of clothing collection 	<ul style="list-style-type: none"> • Director, Environmental Services
0-2 years	Increase donations to the Waste Not program	<ul style="list-style-type: none"> • Increased volume of waste collected • Reduced labor expenses • Reduced bulky waste generation • Increased number of students using reused items • Reduced student purchases of new items 	<ul style="list-style-type: none"> • Weight of waste generated • Approximate weight of items diverted • Weight of Goodwill donations • Information on Waste Not included in student packing lists 	<ul style="list-style-type: none"> • Sustainability Interns • Sustainability Director • Associate Director, Facilities Management • Eco Facilitators • Director, Residential Life • Director, Student Activities and Leadership Development • Class Deans

Goal 2: Increased recycling rates

Objective 1: Increase participation in campus recycling programs

	Strategy	Outcomes	Metrics	Responsible Parties
2-5 years	Develop a social marketing strategy for recycling programs	<ul style="list-style-type: none"> Increased recycling rates of glass, metal, plastic, and paper Decreased contamination of recyclables Increased recycling rates of electronics, ink cartridges, CDs, and other non-conventional recyclables 	<ul style="list-style-type: none"> Audits conducted before and after implementation to measure volumes saved 	<ul style="list-style-type: none"> Sustainability Director Associate Director, Facilities Management Green Team Eco Facilitators SAGES members

Objective 2: Increase the campus capability of collecting recyclable materials

	Strategy	Outcomes	Metrics	Responsible Parties
0-2 years	Increase the placement of BigBelly waste stations on campus	<ul style="list-style-type: none"> Decreased contamination of recyclables Reduced litter Reduced labor expenses 	<ul style="list-style-type: none"> Funding secured Recycling contamination observed Admission tour feedback 	<ul style="list-style-type: none"> Associate Director, Facilities Management
0-2 years	Consolidate woodframe trash, recycling, and food waste collection in the Fountain/Pine neighborhood	<ul style="list-style-type: none"> Reduced litter Decreased contamination of recyclables Increased recycling and organics diversion 	<ul style="list-style-type: none"> Centralized trash, recycling, and compost waste stations established Waste diversion rates Percent of houses provided with indoor trash and recycling bins 	<ul style="list-style-type: none"> Associate Director, Facilities Management
2-5 years	Expand move-in cardboard collection to all students	<ul style="list-style-type: none"> Increased recycling diversion 	<ul style="list-style-type: none"> Program expanded beyond first-year students Waste diversion rates Pounds of cardboard collected 	<ul style="list-style-type: none"> Sustainability Director Associate Director, Facilities Management

Water

Although Connecticut is not as dry as some other parts of the country, reducing water waste is part of our responsibility as environmental stewards. Wesleyan has made great strides conserving water and adding locations for filling reusable water bottles. Selected accomplishments include:

- In 2008 a pool cover at Freeman Athletic Center was installed to prevent energy and water loss.
- In 2011 high-flow toilets, flush valves, faucets, and showerheads were replaced with low-flow models, reducing water consumption by 13 million gallons—over 50 percent of Wesleyan’s annual usage.
- In 2012 the Wesleyan Student Assembly passed a resolution requesting the removal of bottled water. Bottled water is now no longer sold in dining halls, vending machines, or provided at University-sponsored events.
- In 2013 a student water station design competition led to the creation of the Wishing Wells, which now provide filtered tap water at nearly a dozen outdoor events annually.

For more information on the projects above and for additional accomplishments, visit <http://www.wesleyan.edu/sustainability/water/initiatives.html>.

Goal 1: Improved access to drinking water

Objective 1: Increase the number of campus drinking water locations

	Strategy	Outcomes	Metrics	Responsible Parties
0–2 years	Identify and map water fountain and bottle filling station locations	<ul style="list-style-type: none"> • Locations without suitable water access identified 	<ul style="list-style-type: none"> • List of bottle filling station and drinking fountains created • List publicized • Campus water map created 	<ul style="list-style-type: none"> • Sustainability Interns
2–5 years	Install water bottle filling stations in high-traffic locations	<ul style="list-style-type: none"> • Increased access to drinking water 	<ul style="list-style-type: none"> • Funding secured • Installation timeline established • Bottle filling stations installed 	<ul style="list-style-type: none"> • Associate Director, Mechanical Trades • AVP for Finance

Goal 2: Reduced water waste

Objective 1: Improve water efficiency in campus buildings

	Strategy	Outcomes	Metrics	Responsible Parties
0–2 years	Conduct an audit on water conservation measures	<ul style="list-style-type: none"> • Audit conducted • Increased knowledge of water efficiency opportunities 	<ul style="list-style-type: none"> • External consultant hired • Audit conducted • Priority list created based on audit recommendations 	<ul style="list-style-type: none"> • Director, Physical Plant