



# University of Pennsylvania *STARS REPORT*

**Date Submitted:** May 1, 2014

**Rating:** Silver

**Score:** 61.45

**Online Report:** [University of Pennsylvania](#)

**STARS Version:** 1.2

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# About STARS

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

STARS is designed to:

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

The STARS framework is intended to engage and recognize the full spectrum of colleges and universities in the United States and Canada – from community colleges to research universities, and from institutions just starting their sustainability programs to long-time campus sustainability leaders. STARS encompasses long-term sustainability goals for already high-achieving institutions as well as entry points of recognition for institutions that are taking first steps toward sustainability.

[STARS 1.0](#), which launched on January 19, 2010, after a three-year development process, is the first version of STARS in which participants can earn a rating.

## About AASHE

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

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# Summary of Results

**Score** 61.45

**Rating:** Silver

## Education & Research

Co-Curricular Education	14.84 / 18.00
Curriculum	20.84 / 55.00
Research	11.52 / 27.00

## Operations

Buildings	7.26 / 13.00
Climate	4.80 / 16.50
Dining Services	7.00 / 8.50
Energy	2.13 / 16.50
Grounds	3.25 / 3.25
Purchasing	3.37 / 7.50
Transportation	8.96 / 12.00
Waste	7.44 / 12.50
Water	10.00 / 10.25

## Planning, Administration & Engagement

Coordination and Planning	18.00 / 18.00
Diversity and Affordability	13.75 / 13.75
Human Resources	13.47 / 19.75
Investment	7.05 / 16.75
Public Engagement	18.67 / 31.75

## Innovation

Innovation	4.00 / 4.00
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*The information presented in this submission is self-reported and has not been verified by AASHE or a third party. If you believe any of this information is erroneous, please see the [process for inquiring](#) about the information reported by an institution.*

# Education & Research

## Co-Curricular Education

**Points Claimed** 14.84

**Points Available** 18.00

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

<b>Credit</b>	<b>Points</b>
Student Sustainability Educators Program	2.09 / 5.00
Student Sustainability Outreach Campaign	5.00 / 5.00
Sustainability in New Student Orientation	2.00 / 2.00
Sustainability Outreach and Publications	4.00 / 4.00
Student Group	0.25 / 0.25
Organic Garden	0.25 / 0.25
Model Room in a Residence Hall	0.00 / 0.25
Themed Housing	0.25 / 0.25
Sustainable Enterprise	0.25 / 0.25
Sustainability Events	0.25 / 0.25
Outdoors Program	0.25 / 0.25
Themed Semester or Year	0.25 / 0.25

# Student Sustainability Educators Program

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**Score**

2.09 / 5.00

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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## Criteria

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

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

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

Student clubs or groups, which are covered by *Co-Curricular Education Tier Two Credit 1*, are not eligible for this credit unless the group meets the criteria outlined above.

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

## **Total number of degree-seeking students enrolled at the institution:**

24,725

## **Program name (1st program):**

Student Eco-Reps Program

## **Number of students served by the program to whom peer-to-peer sustainability outreach and education is offered (1st program):**

10,324

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

Eco-Reps is Penn's environmental leadership program that focuses on raising awareness of environmental issues and impacting the behavior of individuals across campus. Select students, within their respective College Houses, Greek chapters, Athletics Teams, and Penn Hillel develop educational events, activities, and campaigns aimed at supporting the University's environmental goals and Climate Action Plan. Activities include waste audits, energy conservation outreach campaigns, hanging recycling signs, getting recycling bins for their buildings, taking trips to local farmers' markets and other local food vendors, community service projects for environmental organizations, and more. 115 students participated in FY13's program.

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

Students submit a resume and application, including a few short-answer survey questions and a personal statement addressing their background and interest in environmental engagement. Applications are reviewed by sustainability staff within Penn’s Division of Facilities and Real Estate Services and the Student Eco-Reps Executive Board.

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

Penn’s Eco-Reps program is structured with these roles: Team Leaders, Events Coordinators, Arts Managers, Educational Managers, and Communications Managers. Individual training sessions are coordinated at the beginning of the academic year focusing on themes related to these different areas of specialty. These are run by the University’s sustainability staff in Facilities and Real Estate Services, and assisted by paid student interns. Training sessions include get-to-know-you activities, discussions on topics related to environmental issues, and guidance on how to create connections in their respective communities.

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

A full-time staff person manages the University’s Student Eco-Reps program. Two paid student interns/coordinators help run the program with a Sustainability Associate in Facilities and Real Estate Services, and Eco-Reps are supported by staff inside their College Houses/dorms (House Deans, RAs, GAs, and House Coordinators).

**The website URL for 1st Program:**

<http://www.upenn.edu/sustainability/programs/eco-reps>

**Program name (2nd program):**

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**Number of students to whom peer-to-peer sustainability outreach and education is offered (2nd program):**

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

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

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

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

[stars.aashe.org](http://stars.aashe.org)

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**The website URL for 2nd program:**

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**Program name (3rd program):**

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**Number of students to whom peer-to-peer sustainability outreach and education is offered (3rd program):**

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

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

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

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

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**The website URL for 3rd program:**

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**Program name (All other programs):**

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**Number of students to whom peer-to-peer sustainability outreach and education is offered (All other programs):**

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

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

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

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

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**The website URL for all other programs:**

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# Student Sustainability Outreach Campaign

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Score	Responsible Party
5.00 / 5.00	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

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## Criteria

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

To measure if the campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign.

The campaign could take the form of a competition (such as a residence hall conservation competition), or a collective challenge (such as a campus-wide drive to achieve a specific sustainability target).

The campaign may focus on one or more sustainability issues, but educating students is a primary feature of the campaign.

The campaign may reach additional campus members (faculty, staff, visitors, etc.) as long as students are one of the audiences of the campaigns.

The following impacts are not sufficient for this credit:

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

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### Submission Note:

Information on previous years' competitions -

<http://www.upenn.edu/sustainability/power-down-challenge/competition-archive>

Power Down Challenge

<http://www.upenn.edu/sustainability/programs/power-down-challenge>

<http://buildingdashboard.net/penn/>

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

**Does the institution hold a campaign that meets the criteria for this credit?:**

Yes

**The name of the campaign(s):**

Power Down Challenge

**A brief description of the campaign(s):**

The Power Down Challenge is an annual three-week energy conservation competition among the eleven undergraduate residential College Houses which are distributed across fifteen buildings on campus, plus one primarily graduate student housing complex, Sansom Place, comprised of two buildings. College Houses compete to reduce their electricity consumption the most from a two-week baseline taken at each building before the competition begins. Student Eco-Reps and College House staff collaborate to engage with the entire student population in their communities and to spread awareness of how students can reduce their carbon footprint through individual and communal lifestyle actions.

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

Below are impacts from the Fall 2012 Power Down Challenge:

- 24,283 kWh reduced from baseline electricity usage in the Fall 2012 Power Down Challenge.
- 36% of post-competition student survey respondents reported a permanent change in their energy reduction behavior
- Equivalent to 36,915 lbs of carbon dioxide reduced

**The website URL where information about the sustainability outreach campaign(s) is available:**

<http://www.upenn.edu/sustainability/programs/power-down-challenge>

# Sustainability in New Student Orientation

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Score	Responsible Party
2.00 / 2.00	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

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## Criteria

Institution includes sustainability prominently in its new student orientation activities and programming. Sustainability activities and programming are made available to all new students and are intended to educate about the principles and practices of sustainability.

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context.

As this credit is intended to measure sustainability being infused throughout the institution, program or discipline-level orientations are not included in this credit.

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## Submission Note:

M.I. Green highlighted in the Red and Blue on College Green -

<http://www.upenn.edu/sustainability/news/mi-green-latest-program-introduce-penn-students-sustainability>

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

## Does the institution include sustainability prominently in new student orientation?:

Yes

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

M.I. Green

M.I. (Move-In) GREEN is Penn's move-in engagement program dedicated to environmental sustainability. The program gives upperclassmen environmental leaders the opportunity to educate incoming students around sustainable lifestyles and to raise awareness of the University's Climate Action Plan. Volunteers help incoming students learn about recycling on campus, ways to reduce their carbon footprint, and opportunities to get involved in sustainability initiatives at Penn. Notable numbers and achievements from M.I. Green 2012 are listed below:

- o Received over 900 sign-ups for Penn Sustainability Office's e-newsletter, which helps to inform students about important sustainability news and events on campus;
- o Received over 400 requests for information about extracurricular environmental groups or sustainability-related courses at Penn;
- o Recycled cardboard boxes and hung recycling signs, while educating parents and students about recycling at Penn;
- o Contributed to recycling 30,000 pounds of cardboard during New Student Orientation, while supporting the sustainability efforts of Penn's Housekeeping and Urban Park Campus Maintenance Staff.

o Distributed over 1,000 compact fluorescent light bulbs to students, educating them about ways to conserve energy on campus.

#### Penn Sustainability Office Preceptorial

In August 2012, the Penn Sustainability Office held its annual pro-seminar during New Student Orientation in which self-selecting freshman students learned about the University's sustainability initiatives and took a tour of sustainability sites on campus. Over twenty students attended the pro-seminar, which was led by the University's Sustainability Coordinator and the Student Eco-Reps Executive Board. The campus tour was led by the University Architect.

#### Sustainability Resident Advisor/Graduate Associate Training & Manual

For the second year in a row, the Penn Sustainability Office held a late summer training workshop during Resident Advisor/Graduate Associate orientation about sustainability initiatives on campus and how to get college house residents involved. Students who took part in the training received a sticker to put outside their room door to signify their involvement in environmental efforts. New in FY13 was the "RA/GA Sustainability Manual," an in-depth resource for RA/GAs to learn about Penn's sustainability programs and how to teach residents how to live green in campus residence halls.

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

<http://www.upenn.edu/sustainability/programs/mi-green>

# Sustainability Outreach and Publications

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**Score**

4.00 / 4.00

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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## Criteria

Institution produces outreach materials and/or publications that foster sustainability learning and knowledge. The publications and outreach materials may include the following:

- A central sustainability website that consolidates information about the institution's sustainability efforts
  - A sustainability newsletter
  - A vehicle to publish and disseminate student research on sustainability
  - Building signage that highlights green building features
  - Food service area signage and/or brochures that include information about sustainable food systems
  - Signage on the grounds about sustainable groundskeeping strategies employed
  - A sustainability walking map or tour
  - A guide for commuters about how to use alternative methods of transportation
  - A guide for green living and incorporating sustainability into the residential experience
  - Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
  - Other
- 

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

**Does the institution have a central sustainability website that consolidates information about the institution's sustainability efforts?:**

Yes

**A brief description of the central sustainability website that consolidates information about the institution's sustainability efforts:**

The Penn Sustainability Office website was launched in September 2009 to serve as a central repository for all sustainability news, information, and initiatives at Penn. The site contains the full Climate Action Plan, Climate Action Plan Progress Reports, news and information about the progress being made, links to media coverage, the On College Green e-newsletter, and Penn Sustainability Office programs, like Eco-Reps, Green Fund, etc. It is also a useful source of information guiding individuals on how to improve their green initiatives.

**The website URL for the central sustainability website that consolidates information about the institution's**

[stars.aashe.org](http://stars.aashe.org)

**sustainability efforts:**

<http://www.upenn.edu/sustainability/>

**Does the institution have a sustainability newsletter?:**

Yes

**A brief description of the sustainability newsletter:**

The Penn Sustainability Office publishes a bi-monthly e-newsletter, "The Red & Blue on College Green," to provide the Penn community with facts and figures on our progress, as well as helpful tips on how to "green" Penn. It features highlights about those individuals who are demonstrating great success in meeting the goals of the Climate Action Plan. The Red & Blue on College Green is sent to over 6500 direct subscribers as of FY13.

**The website URL for the sustainability newsletter:**

<http://www.upenn.edu/sustainability/node/355>

**Does the institution have a vehicle to publish and disseminate student research on sustainability?:**

Yes

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

The Penn Sustainability Review (PSR) is a student-run online and print publication featuring sustainability-related opinion editorials, leadership interviews, and academic papers. PSR aims to provide a platform for all members of the Penn community to exchange knowledge, ideas, and perspectives on wide-ranging sustainability issues. Over the course of every academic year, the PSR team publishes a print publication and maintains regular online editorial updates that incorporate relevant thought-provoking articles. Both the print and online editions of the PSR cover a number of topics including climate change, green architecture, corporate strategic sustainability, resource and energy conservation, public policy, and sustainable technology. PSR was awarded a Green Fund Grant in Fall 2011 to support the launch of the first issue.

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

<http://psrmagazine.org/>

**Does the institution have building signage that highlights green building features?:**

Yes

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

Discover Penn is a campus-wide cell phone tour that provides an innovative approach to experiencing the campus. The program helps users understand Penn in a different and unexpected way - as a place - its people, its art, its buildings, its academics, its landscape. The program, which started in Fall 2008, currently has fifteen sites identified by the red Discover Penn signs placed at the locations. The recordings are done by Penn faculty, alumni, and other experts. The messages run approximately two minutes long and vary between deep, trivial, serious, and lighthearted. The sites are equally diverse, including public art, historic buildings, and research milestones. The Music Building, a LEED Gold Building, is one of the many stops on this tour.

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

[http://www.facilities.upenn.edu/map\\_discover.php](http://www.facilities.upenn.edu/map_discover.php)

**Does the institution have food service area signage and/or brochures that include information about sustainable food systems?:**

Yes

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

Penn Dining and Bon Appetit, the University's food service provider, regularly place signage in dining halls on campus about their sustainability practices, including local food sourcing.

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

<http://www.diningatpenn.com/penn/env/>

**Does the institution have signage on the grounds about sustainable grounds-keeping strategies employed?:**

Yes

**A brief description of signage on the grounds about sustainable grounds-keeping strategies employed:**

Discover Penn is a campus-wide cell phone tour that provides an innovative approach to experiencing the campus. The program helps users understand Penn in a different and unexpected way - as a place - its people, its art, its buildings, its academics, its landscape. The program, which started in Fall 2008, currently has fifteen sites identified by the red Discover Penn signs placed at the locations. The recordings are done by Penn Trustees, faculty, alumni, and those who are experts in their field or who have a close connection to Penn. The sites are equally diverse, including public art, historic buildings, and research milestones. Penn Park and Shoemaker Green are key stops on the Discover Penn Tour. The Penn Park stop on recording on the tour is done by Michael Van Valkenburg, President and CEO of Michael Van Valkenburgh Associates - the firm that designed Penn Park. The Shoemaker Green recording is given by Jose Alminana, Principal of Andropogon Associates Ltd. There is also a stop on the tour that discusses the Penn campus as an urban forest, a recording by Paul Meyer, Director of the Morris Arboretum.

**The website URL for signage on the grounds about sustainable grounds-keeping strategies employed:**

[http://www.facilities.upenn.edu/map\\_discover.php](http://www.facilities.upenn.edu/map_discover.php)

**Does the institution have a sustainability walking map or tour?:**

Yes

**A brief description of the sustainability walking map or tour:**

The Penn Sustainability Walking Tour highlights LEED Buildings on campus, best practices in stormwater management, Green Fund projects, electric vehicle charging stations, and more.

**The website URL of the sustainability walking map or tour:**

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**Does the institution have a guide for commuters about how to use alternative methods of transportation?:**

Yes

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

Penn's compact urban campus is well served by an extensive network of subway, bus, regional rail, national rail, car-sharing, and trolley lines that are located around the campus where public transit stops are never more than a five minute walk from any part of campus. The University provides a number of programs to encourage faculty, staff, students and visitors to utilize public transportation. The Penn Transit Services website has extensive information about public transportation, regional transportation information, carpool options, etc.

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

<http://cms.business-services.upenn.edu/transportation/commuter-transit-options/public-transportation.html>

**Does the institution have a guide for green living and incorporating sustainability into the residential experience?:**

Yes

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

The Resident Assistant/Graduate Associate Sustainability Manual serves as an in depth resource to RA/GAs about Penn's sustainability programs, and includes a guide to living green in campus residence halls. RA/GAs can share this information with their residents. Penn Residential Services also provides information to incoming students on what items to bring to campus, which includes a sustainability component.

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

<http://www.upenn.edu/sustainability/guides-manuals/raga-sustainability-manual>

**Does the institution have regular coverage of sustainability in the main student newspaper (either through a regular column or a reporter assigned to the sustainability beat)?:**

Yes

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

The Daily Pennsylvanian frequently covers sustainability initiatives happening across Penn's campus. A student reporter is assigned each semester to Facilities and Real Estate Services, where the Penn Sustainability Office is housed.

**The website URL for regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:**

[stars.aashe.org](http://stars.aashe.org)

**Does the institution produce another sustainability publication or outreach material not covered above? (1st material):**

Yes

**A brief description of this material:**

Penn's sustainability initiatives are often covered in the "Almanac." "Almanac" is the weekly publication of record and opinion for the University of Pennsylvania faculty and staff, with news and service functions - such as calendar posters and special reports - that extend its readership to students and special audiences such as alumni and neighbors.

**The website URL for this material:**

<http://www.upenn.edu/almanac/>

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

Yes

**A brief description of this material:**

Penn's sustainability initiatives are often covered in the "Pennsylvania Gazette." The "Pennsylvania Gazette" is the alumni magazine of the University of Pennsylvania.

**The website URL for this material:**

<http://www.upenn.edu/gazette/>

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

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**A brief description of this material:**

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**The website URL for this material:**

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

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**A brief description of this material:**

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**The website URL for this material:**

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**Does the institution produce another sustainability publication or outreach material not covered above? (5th material):**

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**A brief description of this material:**

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**The website URL for this material:**

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**Does the institution produce another sustainability publication or outreach material not covered above? (6th material):**

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**A brief description of this material:**

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**The website URL for this material:**

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**Does the institution produce another sustainability publication or outreach material not covered above? (7th material):**

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**A brief description of this material:**

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**The website URL for this material:**

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**Does the institution produce another sustainability publication or outreach material not covered above? (8th material):**

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**A brief description of this material:**

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**The website URL for this material:**

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## Student Group

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Score	Responsible Party
0.25 / 0.25	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

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

### Does the institution have an active student group focused on sustainability?:

Yes

### The name and a brief description of each student group:

**STUDENT SUSTAINABILITY ASSOCIATION at PENN** - As the official student sustainability umbrella group, the Student Sustainability Association at Penn (SSAP) was founded in 2010 to foster cohesion among the multiple pre-existing environmentally-focused student groups, develop strategies for impacting campus sustainability, and create a unified student voice on green issues at Penn. As the student environmental community has grown immensely since the 2009 launch of Penn's Climate Action Plan, the SSAP helps to foster increased collaboration among the 20+ student environmental groups on campus and between students, staff, and faculty working on environmental issues. SSAP meets once a month and all student environmental groups each send a representative to attend the meeting.

**ECO-REPS** - Penn's environmental leadership program that focuses on raising awareness of environmental issues and impacting the behavior of individuals across the campus through an extensive network of students, faculty, and staff.

**PENN ENVIRONMENTAL GROUP** - The University of Pennsylvania Environmental Group (PEG) is a student run group aiming to increase campus awareness of global environmental issues across the Penn community and throughout the world. PEG seeks to incorporate ideals from a diverse community, and expose the campus, community and the world at large to an expanded knowledge of environmental issues.

**COMMUNITECH** - CommuniTech is a student organization in the School of Engineering & Applied Sciences that assists neighborhoods in need by supplying local nonprofits and schools with computers and teaching technology skills. Their efforts stem from the recognition that the computer has become a central facet of everyday life. CommuniTech regularly holds e-waste recycling drives and computer donation drives.

**ENGINEERS WITHOUT BORDERS** - PennEWB is a non-profit humanitarian organization established to partner with developing communities worldwide in order to improve their quality of life through sustainable projects.

**KELLY WRITERS HOUSE** - The Kelly Writers House is a center for writers of all kinds from Penn and the Philadelphia region at large. Kelly Writers House is in the beginning stages of adding green programming to their list of activities.

**OIKOS PENN** - Oikos is an international student organization for sustainable economics and management. As a leading reference point for the promotion of sustainability change agents, activities include lectures, conferences, simulation games, seminars, case competitions and practice-oriented learning projects. Their activities are conducted within the framework of a constructive and open-minded dialogue.

PENN COMMUNITY AGAINST MOUNTAIN TOP REMOVAL -PCAMTR is a coalition of groups at Penn committed to social and environmental justice. They joined with Earth Quaker Action Team and members of the university communities at Temple, Swarthmore, Bryn Mawr, and Haverford to put an end to mountaintop removal coal mining.

PENNCYCLE - Penncycle is a student-run bike-loan program open to all Penn students, faculty, and staff. The pilot was awarded a Green Fund Grant, which provided the capital to purchase and maintain bikes during the pilot period.

PENN INTERNATIONAL SUSTAINABILITY ASSOCIATION - The Penn International Sustainability Association (PISA) was formed to promote awareness of the crucial links between business and sustainability to Penn students. PISA aims to establish connections between students and leaders in sustainable business, policy, and technology; improve student awareness of local, regional, national, and international green businesses and policy initiatives; and further develop a culture of environmental, economic, and social responsibility at the University of Pennsylvania that extends to the local, state, regional, national, and international communities.

PENN GARDEN - Penn Garden was awarded a Green Fund Grant in Fall 2009 to plan and implement a demonstration vegetable garden and urban agriculture project on Penn's campus.

PENN SUSTAINABILITY REVIEW (PSR) - Penn Sustainability Review is a student-run online and print publication featuring sustainability-related opinion editorials, leadership interviews, and academic papers. PSR aims to provide a platform for all members of the Penn community to exchange knowledge, ideas, and perspectives on wide-ranging sustainability issues. Over the course of every academic year, the PSR team publishes a print publication and maintains regular online editorial updates that incorporate relevant thought-provoking articles. Both the print and online editions of the PSR cover a number of topics including climate change, green architecture, corporate strategic sustainability, resource and energy conservation, public policy, and sustainable technology. PSR was awarded a Green Fund Grant in Fall 2011.

PENN VEGAN SOCIETY - The Penn Vegan Society raises awareness on the personal health, animal ethics, and environmental issues related to the production and consumption of food. The group meets several times each semester and organizes social events that are geared toward educating the campus community about the benefits of a vegan diet.

POWER UP GAMBIA -Founded by a student in the Penn School of Medicine, Power Up Gambia is a non-profit group that aims to provide reliable electricity and water to healthcare facilities in the Gambia through development of solar energy. The group works to raise awareness on campus about the lack of reliable electricity in developing countries.

SEAS GREEN - SEAS Green is an environmental club with an engineering focus, run out of the School of Engineering and Applied Sciences.

WHARTON ENERGY CLUB - The Wharton Energy Club enhances recruiting into the energy industry and aims to establish Wharton as a thought leader in the sector, while offering insight into merchant energy, renewable energy, utilities, and traditional oil and gas companies.

**List up to 4 notable recent activities or accomplishments of student group(s):**

Penn Sustainability Review (PSR) is a peer-reviewed undergraduate journal on sustainability initiated with a green fund grant. PSR is a student-run online and print publication featuring sustainability-related opinion editorials, leadership interviews, and academic papers. Both the print and online editions of the PSR cover a number of topics including: climate change, green architecture, corporate strategic sustainability, resource and energy conservation, public policy, and sustainable technology. The first issue of PSR was published in Fall 2012.

Green Week is a week devoted to sustainability events in the spring coordinated by the Student Sustainability Association at Penn. It showcases the wide range of opportunities available to students interested in getting involved with Penn's environmental sustainability efforts. Events include speakers, sustainability-quizzo, a bike tour, Appalachian story hour, and earth hour. Green Week is capped off each year by Greenfest.

Greenfest is a semi-annual event held by Penn Environmental Group in the fall and during Green Week in the spring. The event brings together environmental groups and initiatives on Penn's campus and across Philadelphia, raising awareness, boosting enthusiasm and fueling participation for the green movement. Student groups participate by manning a table with a representative from their group to explain their current environmental efforts.

Earth Hour is an annual event started by the World Wildlife Fund and hosted in cities around the world. Penn Environmental Group hosted Philadelphia's official event in 2012 and will continue the tradition in 2013. From 8:30 to 9:30 on a Saturday at the end of March, students living in the high rises are asked to turn off their lights in order to make a statement about resource waste. PEG collaborates with facilities staff to turn off lights around campus. In 2012 and 2013 the event is hosted around a fire pit with s'more-making and live acoustic music.

**List other student groups that address sustainability:**

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**The website URL where information about student group(s) is available:**

<http://www.upenn.edu/sustainability/partners/student-groups-ssap>

# Organic Garden

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**Score**

0.25 / 0.25

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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**Submission Note:**

<http://www.upenn.edu/sustainability/programs/green-fund/penn-garden>

<http://thepennarden.wordpress.com/>

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

**Does the institution have an on-campus garden where students are able to gain organic farming and/or gardening experience?:**

Yes

**A brief description of the garden:**

The Penn Garden, established through a Penn Green Fund grant, intends to raise awareness about the importance of local foods and community engagement. Students hold workdays in the garden in the spring, summer and fall. Penn's Urban Nutrition Initiative also uses the Penn Garden group as a teaching tool about gardening and nutrition to high school students. Student volunteers take produce from the garden home with them or donate it to a local food bank near campus.

**The website URL where information about the garden is available:**

<http://www.upenn.edu/sustainability/programs/green-fund/penn-garden>

## Model Room in a Residence Hall

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**Score**

0.00 / 0.25

**Responsible Party**

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

## Themed Housing

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**Score**

0.25 / 0.25

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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**Submission Note:**

Additional information here:

<http://www.collegehouses.upenn.edu/residentialprograms/info.asp?id=6>

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

**Does the institution have sustainability-themed housing (residential floor or hall, or theme house) where residents learn about sustainability together and to which residents must apply?:**

Yes

**A brief description of the themed housing, including name(s) and descriptions of theme(s):**

The Biosphere is a residential program within the Kings Court English College House for students interested in environmental interaction and sustainability. The program is dedicated to raising participating students' environmental awareness by engaging them via academic, outdoor recreation, and preservation events. Examples of these events include the UC Green tree plantings, involvement in the MLK Day of Service, upkeep of the House's Courtyard Garden, nature outings to locations within the Philadelphia/New York/D.C. region, regular faculty talks, workshops, and other educational opportunities. The program's yearly focus is student-derived and characterized by volunteerism.

**The website URL where information about the themed housing is available:**

<http://kcech.house.upenn.edu/biosphere>

**The total number of residents in themed housing. :**

13

**Score**

0.25 / 0.25

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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**Submission Note:**

PennCycle:

<http://app.penncycle.org/>

Schaye Cafe:

<http://www.vpul.upenn.edu/psa/schayecafe.php>

Green Fund:

<http://www.upenn.edu/sustainability/programs/green-fund>

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

**Does the institution have a student-run enterprise, such as a cafe, through which students gain sustainable business skills?:**

Yes

**A brief description of the enterprise:**

Penn Student Agencies is student-run campus organization that operates a number of campus services and enterprises, encouraging entrepreneurship and business management learning for students through working experience. PennCycle, a campus bike loan program founded in 2012, is a notable example of one such enterprise that incorporates sustainability into their business model by promoting an alternative, non-vehicular mode of transportation. Seed funding for PennCycle came from the University's Green Fund, a loan fund for innovative sustainability project's on campus. Additionally, other enterprises run through Penn Student Agencies that incorporate sustainability include a campus housing laundry service that uses Energy Star-certified washers and environmentally-friendly detergents, two cafes serving locally-sourced food, and a student-run store offering recycling bins.

**The website URL where information about the sustainable enterprise is available:**

<http://www.vpul.upenn.edu/psa/index.php>

# Sustainability Events

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**Score**

0.25 / 0.25

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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## Submission Note:

Initiative for Global Environmental Leadership:

<http://igel.wharton.upenn.edu/events/>

The Institute for Environmental Studies:

[http://www.sas.upenn.edu/earth/ies\\_ss.html](http://www.sas.upenn.edu/earth/ies_ss.html)

PennDesign:

<http://www.design.upenn.edu/calendar>

Penn IUR:

<http://penniur.upenn.edu/events>

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

**Does the institution hold major events related to sustainability, such as conferences, speaker series, or symposia, that have students as the intended audience?:**

Yes

## A brief description of the event(s):

The Penn Sustainability Office frequently holds events and/or partners with other campus groups on campus to host lectures. For example, in January 2012, the Penn Sustainability Office in collaboration with Wharton's Initiative for Global Environmental Leadership hosted the Natural Resources Defense Council (NRDC) to speak about greening athletics. Penn's Athletics Eco-Reps helped to organize the event and represented a large portion of the audience.

The Wharton-led, Penn-wide Initiative for Global Environmental Leadership (IGEL) promotes knowledge for business sustainability through world-class research, transformative teaching and constructive dialogue between top alumni, academic, corporate, government, and non-government organizations. IGEL is a hub for business and sustainability, connecting and leveraging academic capital at Penn to help business leaders of today and tomorrow to create more sustainable industries. IGEL organizes annual conferences that include a [stars.aashe.org](http://stars.aashe.org)

hands-on workshop component, and a monthly seminar series where business leaders are invited to speak about the best practices in their field. These events create a two-way conversation between faculty, students, and business and NGO professionals.

The Institute for Environmental Studies (IES) is dedicated to improving understanding of key scientific, economic, and political issues that underlie environmental problems and their management. IES addresses the gaps between science and policy, and studies problems that arise from the lack of integration of traditionally separate disciplines. The Institute is committed to two specific areas - urban environmental problems and watershed issues. The Institute for Environmental Studies runs a weekly seminar series to promote interactions among faculty, students, and interested members of the community. The talks tend to be interdisciplinary and often cut across departmental and school bounds.

In addition to numerous lecture series featuring sustainable design advocates such as Peter Calthorpe and Phillippe Rahm, PennDesign and the TC Chan Center have facilitated several other sustainability-focused events. In 2011, the TC Chan Center hosted the United Nations Sustainable Buildings Climate Initiative Symposia, where speakers from around the world came to discuss the technology, policy, and recent environmental contexts that advance sustainable building practices both regionally and globally. Another example, the Architecture and Energy Symposia held in both 2012 and 2013 by PennDesign, encouraged attendees to explore and discuss the integration of architecture, style, and building energy efficiency, as well as the influence of climate and region on architecture and energy.

In a similar vein, the Penn Institute for Urban Research (IUR) has partnered with various Schools at Penn and numerous outside public and private agencies to hold events fostering sustainability-related dialogue. Penn IUR's mission to better understand how cities function through cross-disciplinary research, instruction, and civic engagement focuses on three areas: urban development strategies, building sustainable cities, and the role anchor institutions play in urban areas. Recent symposium topics have included financing energy efficient buildings, food security in a rapidly urbanizing world, and integrating the use of geographic information systems with environmental initiatives.

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

<http://www.upenn.edu/sustainability/>

# Outdoors Program

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**Score**

0.25 / 0.25

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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

**Does the institution have a wilderness or outdoors program that organizes hiking, backpacking, kayaking, or other outings for students and follows Leave No Trace principles?:**

Yes

**A brief description of the program:**

Penn Outdoors organizes and promotes trips, speaking engagements, networking events, film screenings, skills courses, social occasions and fundraisers related to the following activities: hiking/backpacking, camping, climbing, paddling, biking, caving, fishing, skiing/snowboarding, and alternative sports.

**The website URL where information about the program is available:**

<http://www.pennoutdoors.org/>

## Themed Semester or Year

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**Score**

0.25 / 0.25

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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

**Has the institution chosen a sustainability-related theme for its themed semester, year, or first-year experience during the past three years?:**

Yes

**A brief description of the themed semester, year, or first-year experience:**

The 2010-2011 Academic Theme Year was The Year of Water. In partnership with the Year of Water, the annual Penn Reading Project (a reading assignment for all incoming freshmen, accompanied by a series of orientation activities) was "The Big Necessity: The Unmentionable World of Human Waste and Why It Matters" by Rose George. Penn Reading Project activities were coordinated with the Year of Water programming, and included a lecture to all freshmen by Ms. George, a Penn Alum and scholar. The Year of Water Grants Program offered members of the Penn community grants up to \$750 for water-related projects – conservation, education, efficiency, and awareness.

<https://secure.www.upenn.edu/themeyear/water/>

The 2011 - 2012 academic theme year was the Year of Games. Symposia, exhibits, performances, etc. spotlighted the role of games, and “gamification” as a strategy to effect behavior change and to make work more rewarding. The Penn Sustainability Office built upon the Year of Games activities through Penn’s Power Down Challenge, a college house energy competition, and participating in RecycleMania, a nationwide recycling competition.

<https://secure.www.upenn.edu/themeyear/games/>

**The sustainability-related book that was chosen, if applicable:**

"The Big Necessity: The Unmentionable World of Human Waste and Why It Matters" by Rose George

**The website URL where information about the theme is available:**

<https://secure.www.upenn.edu/themeyear/water/>

# Curriculum

**Points Claimed** 20.84

**Points Available** 55.00

This subcategory seeks to recognize institutions that have formal education programs and courses that address sustainability. One of the primary functions of colleges and universities is to educate students. By training and educating future leaders, scholars, workers, and professionals, higher education institutions are uniquely positioned to prepare students to understand and address sustainability challenges. Institutions that offer courses covering sustainability issues help equip their students to lead society to a sustainable future.

<b>Credit</b>	<b>Points</b>
Sustainability Course Identification	3.00 / 3.00
Sustainability-Focused Courses	0.64 / 10.00
Sustainability-Related Courses	0.61 / 10.00
Sustainability Courses by Department	2.29 / 7.00
Sustainability Learning Outcomes	0.30 / 10.00
Undergraduate Program in Sustainability	4.00 / 4.00
Graduate Program in Sustainability	4.00 / 4.00
Sustainability Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	1.00 / 2.00
Incentives for Developing Sustainability Courses	3.00 / 3.00

# Sustainability Course Identification

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Score	Responsible Party
3.00 / 3.00	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

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## Criteria

### Part 1

Institution has developed a definition of sustainability in the curriculum. The definition was developed by a committee comprised of at least three faculty members who teach courses in different departments. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

In order to report on other STARS Curriculum credits, the definition of sustainability in the curriculum should distinguish between courses that focus or concentrate on the concept of sustainability throughout the course and courses that relate to an aspect of sustainability or include sustainability as part of the course.

- Sustainability-focused courses concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.
- Sustainability-related courses incorporate sustainability as a distinct course component or module or concentrate on a single sustainability principle or issue.

### Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. A course is either sustainability-focused or sustainability-related; no course should be identified as both sustainability-focused and sustainability-related. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

### Part 3

Institution makes its sustainability course inventory publicly available online. The identification can be incorporated into the course catalog or posted as a stand-alone document.

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

**Has the institution developed a definition of sustainability in the curriculum?:**

Yes

**A copy of the institution's definition of sustainability in the curriculum?:**

Sustainability is a holistic approach to management, operations and development designed to meet the needs of today's world while not compromising the ability of future generations to meet their own needs. Sustainability addresses issues of economic prosperity, social equity and health of the natural and built environment.

**Has the institution identified its sustainability-focused and sustainability-related course offerings?:**

Yes

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

Penn's "Sustainability Course Inventory" is a comprehensive listing of all of the sustainability courses that the University of Pennsylvania plans to offer in the 2012-2013 academic year. The guide is organized alphabetically by school and then by department. The course catalog should be consulted for full descriptions of the courses and Penn InTouch's course registration site to confirm that the course is currently being offered. Classes are categorized by whether or not they are "sustainability-focused" or "sustainability related."

**Does the institution make its sustainability course inventory publicly available online?:**

Yes

**The website URL where the sustainability course inventory is posted:**

<http://www.upenn.edu/sustainability/sites/default/files/Penn%20Sustainability%20Course%20Inventory.pdf>

## Sustainability-Focused Courses

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**Score**

0.64 / 10.00

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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### Criteria

Institution offers sustainability-focused academic courses.

This credit does not include continuing education and extension courses, which are covered by *PAE Credit 21: Sustainability in Continuing Education*.

---

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

**The number of sustainability-focused courses offered :**

50

**The total number of courses offered :**

7,800

**Number of years covered by the data:**

One

**A list of sustainability-focused courses offered:**

[www.upenn.edu/sustainability/sites/default/files/Penn%20Sustainability%20Course%20Inventory.pdf](http://www.upenn.edu/sustainability/sites/default/files/Penn%20Sustainability%20Course%20Inventory.pdf)

**The website URL where the publicly available sustainability course inventory that includes a list of sustainability-focused courses is available:**

<http://www.upenn.edu/sustainability/sites/default/files/Penn%20Sustainability%20Course%20Inventory.pdf>

**A copy of the sustainability course inventory:**

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## Sustainability-Related Courses

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**Score**

0.61 / 10.00

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

---

### Criteria

Institution offers sustainability-related academic courses.

This credit does not include continuing education and extension courses, which are covered by *PAE Credit 21: Sustainability in Continuing Education*.

---

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

**The number of sustainability-related courses offered :**

143

**The total number of courses offered :**

7,800

**Number of years covered by the data:**

One

**A list of sustainability-related courses offered:**

<http://www.upenn.edu/sustainability/sites/default/files/Penn%20Sustainability%20Course%20Inventory.pdf>

**The website URL where the sustainability course inventory that includes a list of sustainability-related courses is posted:**

<http://www.upenn.edu/sustainability/sites/default/files/Penn%20Sustainability%20Course%20Inventory.pdf>

**A copy of the sustainability course inventory:**

[stars.aashe.org](http://stars.aashe.org)

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# Sustainability Courses by Department

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**Score**

2.29 / 7.00

**Responsible Party**

**Daniel Garofalo**

Environmental Sustainability Director  
Facilities and Real Estate Services

---

## Criteria

Institution's academic departments (or equivalent) offer sustainability-related and/or sustainability- focused courses.

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### Submission Note:

These numbers were taken from the Sustainability Course Inventory which is not an exhaustive list. The Sustainability Course inventory is updated on an biannual basis.

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

**The number of departments that offer at least one sustainability-related or -focused course :**

38

**The total number of departments that offer courses:**

129

**A list of departments that offer sustainability courses:**

---

**The website URL where the publicly available sustainability course inventory that includes a list of departments that offer sustainability courses is available:**

<http://www.upenn.edu/sustainability/sustainability-themes/learning-sustainability>

**A copy of the sustainability course inventory :**

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# Sustainability Learning Outcomes

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**Score**

0.30 / 10.00

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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## Criteria

Institution's students graduate from programs that include sustainability as a required learning outcome or include multiple sustainability learning outcomes.

For this credit, learning outcomes at the course level count if the course is required to earn the degree. This credit includes graduate as well as undergraduate programs. For this credit, "programs" include majors, minors, concentrations, certificates, and other academic designations. Programs that include co-curricular aspects may count as long as there is an academic component of the program.

---

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

## The number of graduates covered by the sustainability learning outcomes:

253

## Total number of graduates :

8,385

## A list of degree programs that have sustainability learning outcomes:

- Masters of Environmental Sustainability
- Masters of Environmental Building Design
- B.A in Earth & Environmental Science
- B.A in Environmental and Risk Management
- B.A in Environmental Geology
- B.A in Environmental Policy
- B.A in Environmental Policy & Management
- B.A in Environmental Studies
- B.A in Environmental Sustainability
- B.A in Urban Environment
- Energy & Sustainability minor
- Environmental Science minor
- Environmental Studies minor
- Occupational & Environmental Health minor
- Sustainability & Environmental Management minor
- Certificate in Ecological Design

**The website URL where the publicly available sustainability course inventory that includes a list of degree programs that have specified sustainability learning outcomes is available:**

<http://www.upenn.edu/sustainability/sustainability-themes/learning-sustainability>

**A copy of the sustainability course inventory :**

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**A list or sample of the sustainability learning outcomes associated with the degree programs:**

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# Undergraduate Program in Sustainability

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**Score**

4.00 / 4.00

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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## Criteria

Institution offers at least one sustainability-focused undergraduate major, degree program, or equivalent.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a major (e.g. a concentration on sustainable business within the business major) do not count for this credit.

---

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

**Does the institution offer an undergraduate degree program that meets the criteria for this credit?:**

Yes

**The name of the sustainability-focused, undergraduate degree program (1st program):**

Sustainability and Environmental Management Minor

**The website URL for the program (1st program):**

[http://www.sas.upenn.edu/earth/u\\_oevm.html](http://www.sas.upenn.edu/earth/u_oevm.html)

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

Environmental Studies Major/Minor -

**The website URL for the program (2nd program):**

[http://www.sas.upenn.edu/earth/u\\_env.html](http://www.sas.upenn.edu/earth/u_env.html)

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

Earth Science Major

**The website URL for the program (3rd program):**

[http://www.sas.upenn.edu/earth/u\\_earthscience.html](http://www.sas.upenn.edu/earth/u_earthscience.html)

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

[stars.aashe.org](http://stars.aashe.org)

The Vagelos Integrated Program in Energy Research (VIPER)

[www.viper.upenn.edu](http://www.viper.upenn.edu)

# Graduate Program in Sustainability

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**Score**

4.00 / 4.00

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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## Criteria

Institution offers at least one sustainability-focused degree program or equivalent for graduate students.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count for this credit as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a degree program (e.g. a concentration on sustainable business within an MBA program) do not count for this credit.

---

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

## Does the institution offer a graduate degree program that meets the criteria for this credit?:

Yes

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

Master of Environmental Studies

## The website URL for the program (1st program) :

<http://www.sas.upenn.edu/lps/graduate/mes>

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

Master in Environmental Building Design

## The website URL for the program (2nd program):

<http://www.design.upenn.edu/architecture/master-environmental-building-design-mebd>

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

Master of Science in Applied Geosciences

## The website URL for the program (3rd program):

<http://www.sas.upenn.edu/lps/graduate/msag/>

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

Master of City and Regional Planning

[www.design.upenn.edu/city-regional-planning](http://www.design.upenn.edu/city-regional-planning)

Master of Landscape Architecture

[www.design.upenn.edu/landscape-architecture/degrees-offered](http://www.design.upenn.edu/landscape-architecture/degrees-offered)

Master of Science in Historic Preservation

[www.design.upenn.edu/historic-preservation/degree-and-certificates](http://www.design.upenn.edu/historic-preservation/degree-and-certificates)

Master of Architecture

[www.design.upenn.edu/architecture/professional-program-march](http://www.design.upenn.edu/architecture/professional-program-march)

Dual Master of Environmental Studies/Master of Business Administration

[www.sas.upenn.edu/lps/graduate/mes/related\\_programs/mesmba](http://www.sas.upenn.edu/lps/graduate/mes/related_programs/mesmba)

# Sustainability Immersive Experience

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Score	Responsible Party
2.00 / 2.00	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

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## Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program(s) may take place off-campus, overseas, or on-campus.

For this credit, the program meets one or both of the following criteria:

- it concentrates on sustainability, including its social, economic, and environmental dimensions or
- it examines an issue or topic using sustainability as a lens.

Immersive programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

---

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

## Does the institution offer a program that meets the criteria for this credit?:

Yes

## A brief description of the sustainability-focused immersive experience(s) offered by the institution:

PennGreen offers students an introduction to environmentalism at Penn and in Philadelphia, giving them a chance to form close personal relationships with peers interested in environmental activism. During the program, participants meet faculty, learn about campus sustainability projects - such as recycling and LEED construction - work at a local urban farm, partake in and learn about how the community participates in the sustainable food and living movement, embark on an educational river tour, and more. In addition, students get to know Penn, Philadelphia, and other excited and engaged students before New Student Orientation begins.

## The website URL where information about the immersive experience is available:

<http://www.vpul.upenn.edu/osa/preprog/pgdesc.html>

# Sustainability Literacy Assessment

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**Score**

1.00 / 2.00

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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## Criteria

### Part 1

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics, not values or beliefs.

### Part 2

Institution conducts a follow-up assessment of the same cohort group using the same instrument.

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#### Submission Note:

"PJM Electricity Price Ticker and Energy Literacy Education Campaign"

<http://penniur.upenn.edu/initiatives/pjm-electricity-price-ticker-and-energy-literacy-education-campaign>

"Penn IUR, Partners Launch Innovative Electricity Price Awareness Campaign"

[www.upenn.edu/pennnews/news/penn-iur-partners-launch-innovative-electricity-price-awareness-campaign](http://www.upenn.edu/pennnews/news/penn-iur-partners-launch-innovative-electricity-price-awareness-campaign)

"Track energy prices in real time with the Penn IUR electricity ticker!"

<http://penniur.upenn.edu/press-room/announcements/track-energy-prices-in-real-time-with-the-penn-iur-electricity-ticker>

"Models of Excellence Recognizes Energy Conservation Efforts"

[www.upenn.edu/sustainability/news/models-excellence-recognizes-energy-conservation-efforts](http://www.upenn.edu/sustainability/news/models-excellence-recognizes-energy-conservation-efforts)

"Electricity Price Ticker Tracks Volatile Prices"

<http://penniur.upenn.edu/press-room/announcements/electricity-price-ticker-tracks-volatile-prices>

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

**Has the institution conducted a sustainability literacy assessment?:**

Yes

**Did the assessment include a baseline evaluation of students and then a follow-up evaluation of the same cohort?:**

No

**A copy of the questions included in the sustainability literacy assessment:**

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**A copy of the questions included in the sustainability literacy assessment :**

---

**A brief description of how the assessment was developed:**

As part of the Energy Efficient Building Hub (EEB Hub) project (now the Consortium for Building Energy Innovation), and in partnership with PJM Interconnection LLC (the organization that coordinates the movement of wholesale electricity in all or parts of 13 states and the District of Columbia) Penn Institute for Urban Research (Penn IUR) developed an electricity price ticker, a web-based and desktop app which allows people to track the wholesale price of electricity and see in real time how the price of electricity fluctuates with weather, time of day, and overall changes in consumer demand. In addition to developing the price ticker itself, Penn IUR and PJM developed an electricity literacy program that aims to enhance public understanding of the wholesale price of energy, and to promote responsible energy use. The creation of the electricity literacy test was developed with the EEB Hub, PJM Interconnection LLC, Penn IUR and Penn Facilities & Real Estate Services as tool to educate the Penn community about the cost of electricity.

The Electricity Price Ticker can also be downloaded onto your desktop as a Windows gadget.

**A brief description of how the assessment was administered:**

The electricity literacy test was promoted throughout the Penn campus community. The Penn Sustainability Office pushed out links to the electricity ticker and literacy test via their website,

[www.upenn.edu/sustainability](http://www.upenn.edu/sustainability)

, and their e-newsletter, Red & Blue On College Green. University Communications created a press release for the launch of the energy ticker. The Penn Sustainability Office and Penn IUR also used social media to promote the electricity literacy test.

**A brief summary of results from the assessment:**

The results of the electricity literacy test were compiled by Penn IUR and were shared with the project partners in hopes that this information would help shape future communications around electricity price volatility and general communications about energy consumption.

**The website URL where information about the literacy assessment is available:**

[stars.aashe.org](http://stars.aashe.org)



# Incentives for Developing Sustainability Courses

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Score	Responsible Party
3.00 / 3.00	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

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## Criteria

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

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

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

---

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

## Does the institution have a program that meets the criteria outlined above?:

Yes

## A brief description of the program(s):

The Integrating Sustainability Across the Curriculum program (ISAC) is an 8-week summer program teaming undergraduates with faculty to refine an existing course or develop a new course that incorporates sustainability as an academic theme. Faculty participants explore sustainability concepts at a one-day workshop in the late spring, and then are partnered with an undergraduate student research assistant to work over the summer integrating sustainability into the course syllabi, lectures, assignments, reading material, and tests. The research assistants work 40 hours a week for eight weeks starting in June, and are paid by funds made available by the Academics Subcommittee of Penn's Environmental Sustainability Advisory Committee.

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

Faculty members that participate in the Integrating Sustainability Across the Curriculum program are paired with a student research assistant for eight weeks. The collaboration between faculty members and students is one of the strongest features of this program. Each student research assistant is paired with two faculty members and works with them to enrich their existing courses or develop new ones. This may involve, but is not limited to, researching material for the course, developing new assignments, and compiling course reading lists. Structuring the program to have one student work with two faculty members allows for cross-pollination of ideas between two separate courses and expands the breadth of knowledge the student is exposed to during the program.

In addition, courses that have participated in the ISAC program are highlighted in Penn's "Sustainability Course Inventory," a directory of sustainability-focused and sustainability-related courses across Penn's 12 schools and centers. The promotion of this course inventory fosters dialogue among students and underscores the inherently interdisciplinary aspects of sustainability across Penn's diverse course offerings.

**The website URL where information about the program is available:**

<http://www.upenn.edu/sustainability/programs/integrating-sustainability-across-curriculum>

# Research

**Points Claimed** 11.52

**Points Available** 27.00

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

<b>Credit</b>	<b>Points</b>
Sustainability Research Identification	0.00 / 3.00
Faculty Engaged in Sustainability Research	3.52 / 10.00
Departments Engaged in Sustainability Research	0.00 / 6.00
Sustainability Research Incentives	6.00 / 6.00
Interdisciplinary Research in Tenure and Promotion	2.00 / 2.00

# Sustainability Research Identification

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**Score**

0.00 / 3.00

**Responsible Party**

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## Criteria

### Part 1

Institution has developed a definition of sustainability research. The definition was developed by a committee comprised of at least three faculty members from different departments who conduct research. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

### Part 2

Institution has identified its sustainability research activities and initiatives. This research inventory should include all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

### Part 3

Institution makes its sustainability research inventory publicly available online.

---

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

# Faculty Engaged in Sustainability Research

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**Score**

3.52 / 10.00

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

---

## Criteria

Institution's faculty members conduct research on sustainability topics.

Any level of sustainability research by a faculty member is sufficient to be included for this credit. In other words, a faculty member who conducts both sustainability research and other research may be included.

---

## Submission Note:

375 faculty represents the faculty involved in the centers listed in the submission

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

## The number of faculty members engaged in sustainability research:

380

## The total number of faculty members engaged in research:

4,318

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

Penn Institute for Urban Research - [penniur.upenn.edu/associates/view-everyone/types/penn-iur-faculty-fellows](http://penniur.upenn.edu/associates/view-everyone/types/penn-iur-faculty-fellows)

The Penn Institute for Urban Research (Penn IUR) is a university-wide entity dedicated to an increased understanding of cities through cross-disciplinary research, instruction, and civic engagement. Penn IUR is dedicated to developing knowledge in three critical areas: innovative urban development strategies; building the sustainable, 21st-century city; and the role of anchor institutions in urban places.

The Penn Center for Energy Innovation -

[www.energy.upenn.edu/?q=pennergians](http://www.energy.upenn.edu/?q=pennergians)

Pennergy: the Penn Center for Energy Innovation was launched in September, 2009 under the sponsorship of the University of Pennsylvania's Schools of Engineering and Applied Science (SEAS) and Arts and Sciences (SAS) and from Penn's Office of the Vice Provost of Research. The Center unites faculty and students from SEAS and SAS as well as from other Penn schools, and from neighboring Drexel and Temple Universities. Pennergy brings together world-class researchers to solve scientific and technological problems enabling the efficient use of current energy sources, the practical use of more sustainable energy, and the facile conversion of

energy to different forms. The Center researchers and educators integrate and share their knowledge through energy research, educational, and outreach activities that impact researchers, students, and our community

T.C. Chan Center -

<http://tcchancecenter.com/people/>

The goal of the T.C. Chan Center is to connect the academic and professional worlds of sustainability research. The mission of the T. C. Chan Center is to develop new knowledge, tools, processes, techniques and continuing education for professionals involved in building energy and technology. The goal is to create healthier, productive, energy efficient strategies that will lead to high performance buildings and sustain(able) environments.

Energy Efficient Buildings Hub -

[www.eebhub.org/about-eebhub/members/university-of-pennsylvania/](http://www.eebhub.org/about-eebhub/members/university-of-pennsylvania/)

Penn faculty participate in the Energy Efficient Buildings Hub (EEB Hub), which was established in Philadelphia by the U.S. Department of Energy (DOE) as an Energy-Regional Innovation Cluster (E-RIC) in 2011.

Initiative for Global Environmental Leadership -

<http://igel.wharton.upenn.edu/about/faculty-and-staff/>

The Wharton-led, Penn-wide Initiative for Global Environmental Leadership (IGEL) promotes knowledge for business sustainability through world-class research, transformative teaching and constructive dialogue between top alumni, academic, corporate, government, and non-government organizations. IGEL is a hub for business and sustainability, connecting and leveraging academic capital at Penn to help business leaders of today and tomorrow to create more sustainable industries.

Institute for Environmental Studies -

[www.sas.upenn.edu/earth/ies\\_fr.html](http://www.sas.upenn.edu/earth/ies_fr.html)

Ocean Biogeochemistry & Climate Change, Department of Earth & Environmental Science -

<https://climate.sas.upenn.edu>

Within the Department of Earth & Environmental Science, this group's research interests are at the frontier of ocean biogeochemistry, ocean ecology and physical oceanography. We research the oceanic controls on atmospheric pCO<sub>2</sub> and global climate from inter-annual to millennial time scales and we wish to improve understanding and prediction of:

- Oceanic uptake, storage and release of atmospheric CO<sub>2</sub> and other gases;
- Climate-sensitivity of ocean biogeochemical cycles and interactions with ecosystem structure;
- Feedbacks between ocean carbon cycle, ocean ecosystem structure, ocean circulation and climate.

Their work combines theoretical aspects with running climate change simulations and sensitivity studies (using complex general circulation models or GCMs) on a newly acquired state-of-the-art computer cluster in the Earth and Environmental Science Department at

the University of Pennsylvania.

**The website URL where the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research is posted :**

<http://www.upenn.edu/sustainability/sustainability-themes/learning-sustainability>

**A copy of the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research:**

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**Brief descriptions of up to 4 recent notable accomplishments by faculty engaged in sustainability research, including names and department affiliations:**

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**The website URL where information about sustainability research is available:**

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## Departments Engaged in Sustainability Research

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**Score**

0.00 / 6.00

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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### Criteria

Institution's academic departments include faculty members who conduct sustainability research.

Any level of sustainability research by a faculty member in a department is sufficient for this credit.

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

# Sustainability Research Incentives

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Score	Responsible Party
6.00 / 6.00	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

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## Criteria

### Part 1

Institution has an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships.

### Part 2

Institution has an ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops.

---

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

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

Yes

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

Climate Action Plan Research Grants enable selected undergraduates to participate in summer research projects in sustainability field work under the guidance of Penn faculty. Past research project topics ranged from nonprofit sustainability management models to the study of relative sea level on the Georgia coast. In the past three years, a total of 19 grants were awarded.<http://www.upenn.edu/curf/research/grants/p-ucag>

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

<http://www.upenn.edu/curf/research/recent-recipients/p-ucag-recipients>

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

Yes

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

Integrating Sustainability Across the Curriculum (ISAC) Program was established in 2012 to help Penn faculty introduce environmental sustainability into existing and new courses. Faculty participants explore sustainability concepts at a one-day workshop in the late spring, and then are partnered with an undergraduate student research assistant to work over the summer integrating sustainability into the course syllabi, lectures, assignments, reading material, and tests. Six students and ten faculty members participated in ISAC 2012.

<http://www.upenn.edu/sustainability/programs/integrating-sustainability-across-curriculum>

The Benjamin Franklin Scholars Course Design Grants provide funding for faculty to develop and launch new undergraduate seminar programs, targeted to a select cohort of scholars each year. Four new seminars are launched each year by the Provost. Since the launch of the Climate Action Plan, at least one of the four seminars has been focused on environmental sustainability. The funding is used to pay undergraduate and graduate students to help develop the course theme, syllabus, and reading list. Interdisciplinary courses are preferred.

<http://www.upenn.edu/sustainability/news/call-proposals-ben-franklin-scholars-course-design-gra>

nts-0

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

<http://www.upenn.edu/sustainability/programs/integrating-sustainability-across-curriculum>

# Interdisciplinary Research in Tenure and Promotion

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Score	Responsible Party
2.00 / 2.00	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

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## Criteria

Institution gives positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and tenure decisions.

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### Submission Note:

"Integrate Knowledge: Penn Names Two New PIK Professors"

<http://www.upenn.edu/president/penn-compact/penn-names-two-new-pik-professors-barbara-mellers-and-philip-tetlock>

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

### Does the institution's treatment of interdisciplinary research meet the criteria for this credit?:

Yes

### A brief description or a copy of the institution's policy regarding interdisciplinary research:

PIK stands for Penn Integrates Knowledge, an initiative conceived by President Gutmann to recruit scholars whose research and teaching exemplify the integration of knowledge. These scholars hold endowed professorships and joint appointments between Penn's schools.

The Penn Integrates Knowledge program attracts leading professors whose scholarship and teaching fall at the overlap of disciplines—and who hold joint appointments in more than one of Penn's schools. Examples include anthropology and filmmaking, medicine and ethics, chemistry and engineering, and psychology, politics, and organizational behavior, among others.

PIK appointments create natural bridges between different parts of the University, enriching learning experiences and furthering Penn's mission to integrate knowledge in service to society. To date, Penn has appointed 15 PIK professors.

### The website URL where information about the treatment of interdisciplinary research is available:

<http://www.giving.upenn.edu/giving-opportunities/faculty-and-staff/pik-professors>

# Operations

## Buildings

**Points Claimed** 7.26

**Points Available** 13.00

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

<b>Credit</b>	<b>Points</b>
Building Operations and Maintenance	2.63 / 7.00
Building Design and Construction	2.63 / 4.00
Indoor Air Quality	2.00 / 2.00

# Building Operations and Maintenance

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Score	Responsible Party
2.63 / 7.00	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

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## Criteria

Institution owns and operates buildings that are:

1) Certified under the LEED® for Existing Buildings: Operations & Maintenance (O&M) Green Building Rating System,

and/or

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

- Impacts on the surrounding site
  - Energy consumption
  - Usage of environmentally preferable materials
  - Indoor environmental quality
  - Water consumption
- 

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

## Total building space that meets "Eligible Buildings Criteria":

14,275,777 Square Feet

## Building space that is maintained in accordance with sustainable building operations and maintenance guidelines or policies but is NOT certified under LEED for Existing Buildings: O&M:

14,275,777 Square Feet

## Building space that is LEED for Existing Buildings: O&M Certified :

0 Square Feet

## Building space that is LEED for Existing Buildings: O&M Silver certified :

0 Square Feet

## Building space that is LEED for Existing Buildings: O&M Gold certified :

0 Square Feet

## Building space that is LEED for Existing Buildings: O&M Platinum certified :

[stars.aashe.org](http://stars.aashe.org)

**The website URL where a copy of the institution's guidelines or policies for sustainable building operations and maintenance is available :**

<http://www.facilities.upenn.edu/sustain.php>

**An electronic copy of the guidelines or policies:**

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**The date(s) the policies or guidelines were adopted:**

---

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

The requirements of Penn's "Green Housekeeping Plan" establish a policy for the purchase and use of cleaning products and methods that reduce adverse impacts on occupant health and the environment. Cleaning methods set forth in this plan emphasize the removal or prevention or minimization of the introduction of indoor pollutants (including soils, particulates, microbes, etc.) while maintaining a safe and healthy environment for all building users. Additionally, methods minimize the amount of product used as well as the amount of waste that is created. Products that fall under this plan include general cleaners, hard floor chemicals, disposable janitorial paper products, trash liners, hand soap and hand sanitizers, and some specialty products. Specific product names and information are listed in the document, Highlights from the plan include:

- where appropriate within the facility, ORBIO water will be used as a daily cleaning agent, for use out of a spray bottle, as a carpet extraction agent, and a floor maintainer.
- All trash cans will be lined with clear liners constructed of 70% post consumer recycled material. Co-mingled Recycling liners are blue in color and constructed from the same 70% post consumer recycled material as are the trash liners.
- Cleaning products and materials shall meet the sustainability requirements outlined in IEQ Credit 3.3. Should criteria be revised in subsequent versions of LEED EB-O&M, the program shall strive to meet those requirements. For the purpose of this item, cleaning products shall include green cleaning chemicals, materials and products, floor finishes and strippers, disposable janitorial paper products and trash liners, and hand soap. This requirement shall be met if 30% of total purchases, by cost, during the performance period (annual thereafter) meet at least one of the appropriate specified standards listed.

**The names and certification levels of all buildings that are certified under LEED for Existing Buildings: O&M:**

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**The names of all buildings operated and maintained in accordance with similar sustainable operations and maintenance guidelines and policies:**

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# Building Design and Construction

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Score	Responsible Party
2.63 / 4.00	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

---

## Criteria

Institution-owned buildings that were constructed or underwent major renovations in the past three years are:

1) Certified under the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems,

and/or

2) Designed and built in accordance with green building guidelines and policies that cover the following topics:

- Impacts on the surrounding site
  - Energy consumption
  - Usage of environmentally preferable materials
  - Indoor environmental quality
  - Water consumption
- 

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

## **New building space that meets "Eligible Buildings Criteria":**

614,271 *Square Feet*

## **New building space that was designed and constructed in accordance with green building policies or guidelines but not LEED certified:**

0 *Square Feet*

## **New building space that is LEED Certified :**

0 *Square Feet*

## **New building space that is LEED Silver certified:**

500,000 *Square Feet*

## **New building space that is LEED Gold certified :**

93,431 *Square Feet*

**New building space that is LEED Platinum certified:**

20,840 *Square Feet*

**The website URL where a copy of the institution's guidelines or policies for green building is available :**

<http://www.upenn.edu/sustainability/sustainability-themes/designing-green>

**An electronic copy of the guidelines or policies :**

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**The date(s) the policies or guidelines were adopted:**

September 2009

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

---

**The names of all buildings that are certified under the LEED for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems:**

Morris Arboretum Horticultural Center (Platinum)

Music Building (Gold)

Joe's Café in Steinberg-Hall Dietrich Hall (Gold for Commercial Interiors)

The Perelman Center for Advanced Medicine (Certified)

Weiss Pavilion (Gold)

Golkin Hall for Penn Law School (Gold)

**The names of all buildings designed and constructed in accordance with green building guidelines and policies but not LEED certified:**

---

# Indoor Air Quality

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Score	Responsible Party
2.00 / 2.00	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

---

## Criteria

Institution has adopted an indoor air quality management policy, plan, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints. Policies and plans adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

---

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

## Occupied building space covered by an indoor air quality plan, policy, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints :

14,275,777 Square Feet

## Total occupied building space :

14,275,777 Square Feet

## A brief description of the institution's indoor air quality plan, policy, and/or practices:

All occupied buildings on Penn's Campus are covered by an IAQ plan regulating temperature and ventilation, and are monitored by a centralized control system. Users may, through an online system, request attention to perceived deficiencies with Penn's Facilities & Real Estate Services, who then issue work orders to remedy IAQ issues.

## The website URL where information about the institution's indoor air quality initiatives is available:

---

# Climate

**Points Claimed** 4.80

**Points Available** 16.50

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas emissions. Global warming is expected to have myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are expected to be particularly pronounced for poor communities and countries.

<b>Credit</b>	<b>Points</b>
Greenhouse Gas Emissions Inventory	1.75 / 2.00
Greenhouse Gas Emissions Reduction	3.05 / 14.00
Air Travel Emissions	0.00 / 0.25
Local Offsets Program	0.00 / 0.25

# Greenhouse Gas Emissions Inventory

---

**Score**

1.75 / 2.00

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

---

## Criteria

### Part 1

Institution has conducted a GHG emissions inventory covering its Scope 1 and Scope 2 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents' Climate Commitment reporting site, the institution's website, or another public website.

### Part 2

Institution has conducted a GHG emissions inventory covering Scope 3 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents' Climate Commitment reporting site, the institution's website, or another public website.

---

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

### The website URL where the GHG emissions inventory is posted:

<http://www.upenn.edu/sustainability/about-us/our-climate-action-plan>

### Does the inventory include all Scope 1 and 2 emissions?:

Yes

### Does the inventory include emissions from air travel?:

Yes

### Does the inventory include emissions from commuting?:

Yes

### Does the inventory include embodied emissions from food purchases?:

No

### Does the inventory include embodied emissions from other purchased products?:

No

**Does the inventory include emissions from solid waste disposal?:**

Yes

**Does the inventory include another Scope 3 emissions source not covered above?:**

No

**If yes, please specify:**

---

**Does the inventory include a second Scope 3 emissions source not covered above?:**

No

**If yes, please specify :**

---

**Does the inventory include a third Scope 3 emissions source not covered above?:**

No

**If yes, please specify :**

---

**Does the inventory include a fourth Scope 3 emissions source not covered above?:**

No

**If yes, please specify :**

---

# Greenhouse Gas Emissions Reduction

---

**Score**

3.05 / 14.00

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

---

## Criteria

Institution reduced its net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a 2005 baseline.

For this credit, off-site, institution-catalyzed carbon offsets (i.e. those popularly known as “local offsets”) count in full. Purchased carbon offsets that have been verified by a third party may count towards a portion of the reduction. Purchased offsets that have not been third-party verified do not count.

To conduct a GHG emissions inventory, campuses may use any methodology and/or calculator that is consistent with the Greenhouse Gas Protocol's Corporate Accounting and Reporting Standards.

The baseline GHG emissions inventory should include the same emissions sources as the performance year emissions inventory.

---

### Submission Note:

Penn uses baseline data from 2007. The numbers above reflect 2007 baseline information - not 2005 data.

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

### Scope 1 and 2 gross GHG emissions, 2005 :

239,260 Metric Tons of CO2 Equivalent

### Off-site, institution-catalyzed carbon offsets generated, 2005:

0 Metric Tons of CO2 Equivalent

### Third-party verified carbon offsets purchased, 2005:

65,548 Metric Tons of CO2 Equivalent

### On-campus residents, 2005:

6,500

### Non-residential/commuter full-time students, faculty, and staff members, 2005:

28,580

### Non-residential/commuter part-time students, faculty, and staff members, 2005:

5,832

**Scope 1 and 2 gross GHG emissions, performance year :**

221,860 *Metric Tons of CO2 Equivalent*

**Off-site, institution-catalyzed offsets generated, performance year:**

0 *Metric Tons of CO2 Equivalent*

**Carbon offsets purchased, performance year:**

71,961 *Metric Tons of CO2 Equivalent*

**List the start and end dates of the GHG emissions performance year:**

July 1, 2012 - June 30, 2013

**On-campus residents, performance year:**

6,500

**Non-residential/commuter full-time students, faculty, and staff members, performance year:**

35,544

**Non-residential/commuter part-time students, faculty, and staff members, performance year:**

5,827

**Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with GHG performance year):**

July 1, 2012 - June 30, 2013

## Air Travel Emissions

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**Score**

0.00 / 0.25

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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

## Local Offsets Program

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Score	Responsible Party
0.00 / 0.25	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

---

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

# Dining Services

**Points Claimed** 7.00

**Points Available** 8.50

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water, which has potentially dangerous impacts on wildlife and human health. Furthermore, the often long-distance transportation of food to institutions produces greenhouse gas emissions and other pollution. Additionally, farm workers are often paid substandard wages, subjected to harsh working conditions, and exposed to dangerous pesticides. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly farming methods; and help alleviate poverty for farmers.

Please note that while dining services can also play an important role in conserving energy and water, reducing waste, and purchasing environmentally preferable materials other than food, STARS measures these impacts across the institution instead of by department; therefore, the benefits of these actions are captured in the Energy, Water, Waste, and Purchasing subcategories, respectively.

<b>Credit</b>	<b>Points</b>
Food and Beverage Purchasing	4.50 / 6.00
Trayless Dining	0.25 / 0.25
Vegan Dining	0.25 / 0.25
Trans-Fats	0.25 / 0.25
Guidelines for Franchisees	0.25 / 0.25
Pre-Consumer Food Waste Composting	0.25 / 0.25
PostConsumer Food Waste Composting	0.25 / 0.25
Food Donation	0.25 / 0.25
Recycled Content Napkins	0.25 / 0.25
Reusable Container Discounts	0.25 / 0.25
Reusable To-Go Containers	0.25 / 0.25

# Food and Beverage Purchasing

---

Score	Responsible Party
4.50 / 6.00	<b>Joel Mintzer</b> Building Administrator Residential Services

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## Criteria

This credit includes food and beverage purchases for on-campus dining services operated by the institution or the institution's primary on-site contractor. Institution purchases food and beverages that meet at least one of the following criteria:

- Grown and processed within 250 miles of the institution
- Third-party certified (USDA Certified Organic, Marine Stewardship Council Blue Ecolabel, Food Alliance, Fair Trade, Certified Humane Raised and Handled)

Food and beverage purchases that meet multiple criteria listed above should not be double-counted.

This credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending machines, or concessions are excluded from this credit unless they are operated by the institution or the institution's primary on-site contractor..

---

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

## Percentage of food expenditures that meet one or more of the criteria for this credit (0 - 100):

37.50

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

Bon Appetit at Penn Dining, the University's food service provider, believes in preserving the future by purchasing food in a sustainable, socially responsible manner. A sustainable future for food service means flavorful food that's healthy and economically viable for all, produced through practices that respect farmers, workers, and animals; nourish the community; and replenish our shared natural resources for future generations.

In concert with the Penn Compact, introduced by President Gutmann in 2004, Bon Appetit engages locally with farmers and vendors – most from within 150 miles and many from within Philadelphia.

A minimum of 20% is purchased locally from "Farm to Fork" vendors; up to 50% in harvesting months. For this submission, the 37.5% yearly average was calculated by taking the sum of the sustainable food and beverage purchase percentages in non-harvest months (20%, November through March) and harvest months (50%, April through October), divided by 12.

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

<http://cms.business-services.upenn.edu/dining/>

# Trayless Dining

---

**Score**

0.25 / 0.25

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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

**Does the institution have a trayless dining program in which trays are removed from or not available in dining halls?:**

Yes

**A brief description of the trayless dining program:**

Our dining services have gone tray-less in residential dining halls; this both reduces food waste and conserves water and energy by eliminating the need to wash trays and reducing the volume of heated water required water for washing. Tray-less dining also reduces the use of chemicals that are found in detergents, and rinsing and drying agents needed to wash trays.

**List the year the program was started:**

Sept. 1, 2008

**The overall percentage of meals served on campus that are trayless:**

100

**The percentage of meal plan meals served on campus that are trayless:**

100

**The percentage of retail facility meals served on campus that are trayless:**

---

**The percentage of conference meals served on campus that are trayless:**

---

**The website URL where information about the program is available:**

<http://cms.business-services.upenn.edu/dining/component/content/article/7-food-slider-articles/70-choices-09-waste.html>

## Vegan Dining

---

Score	Responsible Party
0.25 / 0.25	<b>Joel Mintzer</b> Building Administrator Residential Services

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

### **Does the institution offer diverse, complete-protein vegan dining options during every meal?:**

Yes

### **A brief description of the vegan dining program:**

Penn has been nominated by PETA for the past several years as one of the most Vegan-Friendly Schools in the country. Bon Appetit at Penn Dining offer vegan dining options in every café at every meal. Bon Appétit meets and works with the Penn Vegan Society on a monthly basis to ensure we are up to date on all vegan dining options.

### **The website URL where information about the program, policy, or practice is available:**

<http://cms.business-services.upenn.edu/dining/>

## Trans-Fats

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Score	Responsible Party
0.25 / 0.25	<b>Joel Mintzer</b> Building Administrator Residential Services

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

**Does the institution use frying oil that does not include trans-fats and seek to avoid foods that include trans-fats in its dining operations?:**

Yes

**A brief description of the trans-fats avoidance program, policy, or practice:**

Bon Appétit uses non-hydrogenated canola oil in its fryers to minimize the presence of trans-fatty acids in its food.

When research came out in the late 1980s linking heart disease to fats, Bon Appétit converted all of its frying oil to canola oil. In addition, heart-healthy olive and canola oils are used for everyday salad dressings, specialty oils for other purposes (e.g. sesame oil for Chinese cooking).

In 2004 a non-hydrogenated canola oil came on the market and Bon Appétit was the first food service company to use it throughout all operations. The result is healthier food for our guests.

**The website URL where information about the program, policy, or practice is available:**

<http://www.bamco.com/sustainable-food-service/trans-fat-free-oils>

## Guidelines for Franchisees

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Score	Responsible Party
0.25 / 0.25	<b>Joel Mintzer</b> Building Administrator Residential Services

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

### **Has the institution adopted sustainability policies or guidelines for food service franchisees operating on campus?:**

Yes

### **A brief description of the guidelines for franchisees:**

We place the following language in the contracts requiring vendors adhering to Penn sustainable policies:

"Sustainability

In support of the University of Pennsylvania's strong commitment to socially responsible purchasing, Penn Purchasing Services actively researches and solicits quotes on environmentally preferable goods and services. Such good and services include, but are not limited to, those which are made from recycled content, conserve natural resources, minimize pollution, reduce their use of water and energy, reduce environmental health hazards to workers and our community, support strong recycling markets, reduce materials that are land filled, and increase the use and availability of environmentally preferable product produced locally.

Its goal is to develop partnerships with suppliers who are able to support this commitment. Note: Suppliers must be able to substantiate all environmental claims on proposed product or service offerings to the satisfaction of the University."

### **The website URL where information about the guidelines is available:**

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# Pre-Consumer Food Waste Composting

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Score	Responsible Party
0.25 / 0.25	<b>Joel Mintzer</b> Building Administrator Residential Services

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

**Does the institution have a pre-consumer food waste composting program?:**

Yes

**A brief description of the pre-consumer food waste composting program:**

All non-grindable foodwaste is collected in the kitchens in compostable liners and deposited in green disposal bins to be hauled to an organic recycling center.

**The overall percentage of meals for which pre-consumer scraps are composted:**

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**The percentage of meal plan meals for which pre-consumer scraps are composted:**

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**The percentage of retail facility meals for which pre-consumer scraps are composted:**

---

**The percentage of conference meals for which pre-consumer scraps are composted:**

---

**The website URL where information about the composting program is available:**

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# PostConsumer Food Waste Composting

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Score	Responsible Party
0.25 / 0.25	<b>Joel Mintzer</b> Building Administrator Residential Services

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

## Does the institution have a postconsumer food waste composting program?:

Yes

## A brief description of the postconsumer food waste composting program:

Green composting bins are placed at all dishware collection areas in the dining halls, with signage directing participants to place all food waste and napkins/paper products in bins to be delivered to the Wilmington Organic Recycling Center.

Penn then purchases compost from Wilmington Organic Recycling Center and for use as mulch on campus. This completes the cycle from campus food waste, to composting, to a usable product.

## The percentage of overall meals for which postconsumer composting is available:

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## The percentage of meal plan meals for which postconsumer composting is available:

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## The percentage of retail facilities for which postconsumer composting is available:

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## The percentage of conference meals for which postconsumer composting is available:

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## The website URL where information about the composting program is available:

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## Food Donation

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**Score**

0.25 / 0.25

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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

**Does the institution donate leftover or surplus food?:**

Yes

**A brief description of the food donation program:**

As a part of Move-Out at the end of the academic year, students are able to donate non-perishable foods to Goodwill. Collection sites for non-perishable items are located near college houses to make the drop off easy for students as they leave campus for the summer.

**The website URL where information about the food donation program is available:**

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## Recycled Content Napkins

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Score	Responsible Party
0.25 / 0.25	<b>Joel Mintzer</b> Building Administrator Residential Services

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

**Does the institution use recycled content napkins in its dining service operations?:**

Yes

**A brief description of the purchasing behavior:**

All napkins purchased for dining halls are all composed of 100% recycled content.

**The website URL where information about the purchasing is available:**

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## Reusable Container Discounts

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**Score**

0.25 / 0.25

**Responsible Party**

**Joel Mintzer**  
Building Administrator  
Residential Services

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

**Does campus dining operations offer discounts to customers who use reusable mugs instead of disposable cups in to-go food service operations?:**

Yes

**A brief description of the reusable mug program:**

Joe's Cafe and Houston Market (Bon Appetit) sell coffee for \$1 a cup, if the customer uses a reusable mug. Heathland at Wharton and Dental will refill any reusable mug for the price of a small coffee.

**Amount of the discount offered for using reusable mugs:**

---

**Description of other reusable food- or beverage-related programs (e.g. incentives for use of reusable bags, dishware, to-go containers):**

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**The website URL where information about the reusable mug discount program is available:**

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## Reusable To-Go Containers

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**Score**

0.25 / 0.25

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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

**Does campus dining operations provide reusable containers for to-go food that are returned for cleaning and reuse?:**

Yes

**A brief description of the reusable to-go container program:**

“To Go” food containers are widely used on campus, and will become more sustainable in the Fall of 2013 through the support of a Green Fund grant to Penn Hospitality Services and Bon Appétit. These funds were used to purchase re-usable eco-containers for students who use the residential dining halls in 1920 Commons, English House and Hill. The microwave-safe, anti-microbial clamshell containers can be used to take out food and then be returned at the next visit. At the end of their usable life, the containers can be recycled.

**The website URL where information about the reusable to-go container program is available:**

<http://www.upenn.edu/sustainability/programs/green-fund/green-go-dining>

# Energy

**Points Claimed** 2.13

**Points Available** 16.50

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

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

<b>Credit</b>	<b>Points</b>
Building Energy Consumption	0.14 / 8.00
Clean and Renewable Energy	0.49 / 7.00
Timers for Temperature Control	0.25 / 0.25
Lighting Sensors	0.25 / 0.25
LED Lighting	0.25 / 0.25
Vending Machine Sensors	0.25 / 0.25
Energy Management System	0.25 / 0.25
Energy Metering	0.25 / 0.25

# Building Energy Consumption

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**Score**

0.14 / 8.00

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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## Criteria

Institution has reduced its total building energy consumption per gross square foot of building space compared to a 2005 baseline.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

---

### Submission Note:

The baseline year provided is for FY2007. FY20072007 is the year used in the University's Climate Action Plan to which all energy and carbon goals are compared. Both the Total Building Energy Consumption and the Building Space above are 2007, not 2005, data.

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

### Total building energy consumption, 2005:

2,435,611 MMBtu

### Building space, 2005 :

12,729,413 Gross Square Feet

### Total building energy consumption, performance year:

2,432,437 MMBtu

### Building space, performance year:

12,821,182 Gross Square Feet  
[stars.aashe.org](http://stars.aashe.org)

**List the start and end dates of the energy consumption performance year:**

July 1, 2012 - June 30, 2013

# Clean and Renewable Energy

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**Score**

0.49 / 7.00

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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## Criteria

Institution supports the development and use of clean and renewable energy sources using any one or combination of the following options.

Option 1: Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here). The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Option 2: Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.

Option 3: Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.

Option 4: Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

Option 5: Using cogeneration technologies to generate electricity more efficiently. Note: generating electricity using cogeneration technology and a renewable fuel, such as biomass, is considered Option 1 and should not be counted twice.

Since this credit is intended to recognize institutions that are generating new sources of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution count for this credit.

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies are captured by *OP Credit 5: Greenhouse Gas Emissions Reductions* and *OP Credit 7: Building Energy Consumption*.

Transportation fuels, which are covered by *OP Credit 14: Campus Fleet*, are not included in this credit.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU

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

**Option 1: Total clean and renewable electricity generated on site during the performance year and for which the institution retains or has retired the associated environmental attributes :**

0 MMBtu

**Option 2: Non-electric renewable energy generated:**

0 MMBtu

**Option 3: Total clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes :**

0 MMBtu

**Option 4: Total RECs and other similar renewable energy products that the institution purchased during the performance year that are Green-e certified or meet the Green-e standard's technical requirements and are third party verified:**

682,428 MMBtu

**Option 5: Total electricity generated with cogeneration technology using non-renewable fuel sources :**

0 MMBtu

**Total energy consumed during the performance year :**

2,432,437 MMBtu

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

---

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

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

---

**A brief description of RECs or other similar renewable energy products purchased during the previous year, including contract timeframes:**

The University of Pennsylvania in Philadelphia has finished in first place in the U.S. Environmental Protection Agency's nationwide College and University Green Power Challenge since 2008. The University of Pennsylvania took top honors in FY13 by purchasing more than 200 million kWh of wind power annually--more green power than any of the 75 other competing schools.

EPA defines green power as electricity produced from solar, wind, geothermal, biogas, eligible biomass, and low-impact small hydroelectric sources.

**A brief description of cogeneration technologies deployed:**

---

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

<http://www.upenn.edu/sustainability/news/penn-takes-top-honors-epa%E2%80%99s-green-power-challenge>

## Timers for Temperature Control

---

**Score**

0.25 / 0.25

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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

**Does the institution use timers to regulate temperatures based on occupancy hours in at least one building?:**

Yes

**A brief description of the technology used:**

Penn uses a variety of building control systems, which monitor and control HVAC operations at the building level for many of its campus buildings. These systems utilize various occupancy schedules to help optimize building temperatures.

**The percentage of building space (square footage) with timers for temperature control:**

---

**The website URL where information about the practice is available:**

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## Lighting Sensors

---

**Score**

0.25 / 0.25

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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

**Does the institution use motion, infrared, and/or light sensors to reduce energy use for lighting in at least one building?:**

Yes

**A brief description of the technology used:**

Occupancy sensors are used in buildings across the University campus to reduce energy consumption.

**The percentage of building space with lighting sensors:**

---

**The website URL where information about the institution's use of the technology is available:**

---

# LED Lighting

---

Score	Responsible Party
0.25 / 0.25	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

---

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

**Does the institution use Light Emitting Diode (LED) technology in at least one lighting application? LED applications in exit signs and remote controls do not count for this credit.:**

Yes

**A brief description of the technology used:**

Penn Facilities and Real Estate Services installs LED technology in buildings across campus. Williams Hall recently underwent a renovation where dimmable LEDs were installed as part of a Green Fund project. LED technology is also used for exterior lighting on campus. Locust walk, a core campus pedestrian walk, is lit with LED lights.

**The percentage of building space with LED lighting:**

---

**The percentage of parking deck space with LED lighting:**

---

**The percentage of outdoor space that uses LED lighting:**

---

**The percentage of building space with efficient, non-LED lighting (compact fluorescent, automatic daylight shutoff, or other energy-saving features):**

---

**The website URL where information about the institution's use of the technology is available :**

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## Vending Machine Sensors

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Score	Responsible Party
0.25 / 0.25	<b>Joel Mintzer</b> Building Administrator Residential Services

---

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

**Has the institution installed vending machine motion sensors for at least one vending machine?:**

Yes

**A brief description of the technology used:**

"Vend Misers" have been installed on most of the vending machines.

**The percentage of vending machines with sensors:**

90

**The website URL where information about the institution's use of the technology is available:**

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# Energy Management System

---

**Score**

0.25 / 0.25

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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

**Does the institution use a centralized energy management system that allows it to track energy consumption and performance in multiple buildings in a central location?:**

Yes

**A brief description of the management system:**

Penn uses an energy management system called ALC's EnergyReports. With it, Penn's Energy Team can compare energy consumption or demand over different periods with clear graphs and detailed data. This centralized energy management system provides building specific data to help reduce energy consumption and quickly identify irregular usage.

The Operations Control Center in Facilities and Real Estate Services controls and monitors utilities for the entire campus. From this centralized location, staff can regulate our utility distribution. The SCADA (Supervisory Control and Data Acquisition) system monitors and controls critical equipment such as HVAC systems, chiller plants, electrical substations, lighting, and space conditions throughout the campus. The system uses an expert alarm system that will display a text message when conditions are not within their operating conditions. The Operations Control Center can then adjust the systems accordingly.

Members of the Penn Community can now see live electric usage for the campus, and by building, over a 13 month period

**The percentage of building space monitored with a centralized energy management system:**

---

**A description of what systems are shut down during unoccupied periods:**

---

**The website URL where information about the institution's use of the technology is available:**

[http://www.facilities.upenn.edu/sustain\\_emng.php](http://www.facilities.upenn.edu/sustain_emng.php)

# Energy Metering

---

**Score**

0.25 / 0.25

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

---

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

**Does the institution meter all energy consumption (electricity, natural gas, purchased steam, etc.) for at least one building?:**

Yes

**A brief description of the metering system:**

The initiative to install meters in the majority of campus building, growing out of the Climate Action Plan, is key to efforts to better manage energy usage at the individual building level, providing the essential engineering data as well as setting up the possibility of new financial incentives for Schools and Centers at Penn. Facilities and Real Estate Services (FRES) is beginning to accumulate sufficient data to evaluate the impact of billing Schools and Centers based on their actual building-specific energy usage, instead of the long-standing engineering calculation methodology based primarily on square footage and use type. This methodology will create, for the first time, financial incentives for energy conservation by the Schools and Centers. This comprehensive metering effort will be complete by the end of FY14.

**The percentage of building space with energy metering:**

---

**The website URL where information about the metering system is available:**

---

# Grounds

**Points Claimed** 3.25

**Points Available** 3.25

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

<b>Credit</b>	<b>Points</b>
Integrated Pest Management	2.00 / 2.00
Native Plants	0.25 / 0.25
Wildlife Habitat	0.25 / 0.25
Tree Campus USA	0.25 / 0.25
Snow and Ice Removal	0.25 / 0.25
Landscape Waste Composting	0.25 / 0.25

# Integrated Pest Management

---

Score	Responsible Party
2.00 / 2.00	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

---

## Criteria

Institution's grounds are developed and maintained in accordance with an integrated pest management plan that adheres to the following four-tiered approach:

- 1) Set action thresholds
  - 2) Monitor and identify pests
  - 3) Prevention
  - 4) Control
- 

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

### **The size of the campus grounds :**

302 Acres

### **The size of campus grounds that are maintained in accordance with a four-tiered IPM plan :**

302 Acres

### **A brief description of the IPM plan(s) :**

The University of Pennsylvania manages its grounds using guidelines that responsibly implement plant selection, compost tea applications, use of natural predators (like lady bugs to control an aphid population), leaf composting, and limited use of synthetic pesticides and herbicide applications. All site work is carefully studied to provide the best environment for our plant communities which results in little to no pest infestations.

### **The website URL where information about the IPM plan(s) is available:**

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## Native Plants

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**Score**

0.25 / 0.25

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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

**Does the institution prioritize the use of native plant species in landscaping?:**

Yes

**A brief description of the native plant program, policy, or practice:**

Penn prioritizes the use of native plant species in landscaping. The University Landscape Architect always tries to plant as many native plants as possible, as they are adapted to our region and tend to grow well here. They improve our natural ecosystem, tend to require less water and low maintenance, and provide food and habitat for pollinators and other wildlife.

**The website URL where information about the program, policy, or practice is available:**

<http://www.facilities.upenn.edu/services/campus-grounds>

# Wildlife Habitat

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**Score**

0.25 / 0.25

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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## Submission Note:

Morris Arboretum Plant Catalog

<http://www.business-services.upenn.edu/arboretum/pdf/PlantCatalogue.pdf>

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

## Does the institution have programs in place to protect and/or create wildlife habitat on institution-owned land?:

Yes

## A brief description of the wildlife habitat program, policy, or practice:

### Mission of Morris Arboretum

The Morris Arboretum of the University of Pennsylvania is a historic public garden and educational institution. It promotes an understanding of the relationship between plants, people and place through programs that integrate science, art and the humanities. The Arboretum conducts four major activities: education, research, outreach, and horticultural display. As the official Arboretum of the Commonwealth of Pennsylvania, the Morris Arboretum of the University of Pennsylvania provides research and outreach services to state agencies, community institutions and to citizens of Pennsylvania and beyond.

The Morris Arboretum is 92 acres and is located in the Northwestern Philadelphia.

### Plant Collection

More than 12,000 labeled plants of approximately 2,500 types are growing in the Arboretum's living collection. These include representatives of the temperate floras of North America, Asia, and Europe. This historic collection traces its foundation to John Morris's interest in plants from around the world, and includes plants collected in China by E.H. Wilson at the turn of the century. Many of the Delaware Valley's "trees-of-record" (the largest of their kind) are found in the Arboretum. Most notable are the katsura, Engler beech, Bender oak, and trident maple. Morris Arboretum staff members have regularly engaged in plant collecting expeditions in Asia and the United States, increasing the diversity of plants available for today's urban and community landscapes. Currently plants from 27 countries are represented in the collection with a primary focus on Asian temperate species. Significant plant groups in the Arboretum's collection include maples, magnolia species, native azaleas, members of the witch hazel family, roses, hollies, and conifers.

### Birding

Morris Arboretum's natural areas include wetlands, meadows, and the woodlands along the Wissahickon Creek. These areas provide a great habitat for a wide variety of birds year-round. There are resident birds, as well as migrating raptors and warblers to see.

Additionally, Out on a Limb, a canopy walk on the Arboretum grounds, gives you a chance to look for birds on the tree canopy: a great vantage point for viewing birds at treetop level.

<http://www.business-services.upenn.edu/arboretum/birding.shtml>

**The website URL where information about the program, policy, or practice is available:**

<http://www.business-services.upenn.edu/arboretum>

**Score**

0.25 / 0.25

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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

**Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program?:**

Yes

**A brief description of the institution's Tree Campus USA program:**

Penn has been recognized by the Arbor Day Foundation's Tree Campus USA program since 2009, and was awarded Tree Campus USA for 2012. Major components include:

Upgraded and revised tree inventory and comprehensive tree map: All collected tree information will be used to develop campus tree maps, including fall and spring color displays, tree age, true canopy widths and native and non-native tree canopy.

Penn Class Tree Program: The Penn Class Tree Program was designed to honor Penn's graduating seniors while also furthering the University's sustainability efforts, the Morris Arboretum has established a new Penn tradition: planting and dedicating a tree on campus every spring in honor of the University's graduating class.

Creating Canopy Tree Giveaway Program: In May 2013, the University partnered with several local organizations to give away over 400 trees to members of the Penn community during several Creating Canopy Tree Giveaway events.

Outreach and Communication: Publicity of Penn's "Tree Care Plan" showcases established guidelines in campus development planning and sustainability efforts to the University community so that all members can be informed stewards of campus trees. A Tree Care Plan was produced for all tree recipients and disseminated through print and online publication sources of the staff and students.

**The website URL where information about the program, policy, or practice is available:**

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## Snow and Ice Removal

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**Score**

0.25 / 0.25

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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

**Has the institution implemented technologies or strategies to reduce the environmental impacts of snow and ice removal?:**

Yes

**A brief description of the snow and ice removal program, policy, or practice:**

Penn manages its landscape with myriad sustainable landscape practices. In the winter, salt is not used on campus to de-ice pathways and sidewalks, as it is caustic to the landscape and can sterilize soil. Instead, Penn uses a salt solution, Magic Salt, which is treated to neutralize the caustic elements of salt and is therefore better for soil health.

**The website URL where information about the program, policy, or practice is available:**

[http://www.upenn.edu/sustainability/sites/default/files/pdf/PENN\\_2011\\_Climate\\_Action\\_Plan\\_Progress\\_Report.pdf](http://www.upenn.edu/sustainability/sites/default/files/pdf/PENN_2011_Climate_Action_Plan_Progress_Report.pdf)

# Landscape Waste Composting

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**Score**

0.25 / 0.25

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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

**Does the institution compost or mulch waste from grounds keeping, including grass trimmings?:**

Yes

**A brief description of the composting or mulching program:**

Grass clippings are introduced back into all of the lawns on Penn's campus during regular mowing by the grounds crew, who use self-mulching mowers. Leaves are also mulched during the autumn months when lawns require mowing; other months, leaves are taken to one of two on-site locations, composted, and reused on campus in the spring. Additionally the Brickman Group, Penn's contracted landscape maintenance company, removes tree trimmings and delivers them to another third party for mulching and composting.

**The percentage of landscape waste that is mulched or composted onsite:**

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**The percentage of landscape waste that is mulched or composted off-site:**

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**The website URL where information about the program, policy, or practice is available:**

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# Purchasing

**Points Claimed** 3.37

**Points Available** 7.50

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

<b>Credit</b>	<b>Points</b>
Computer Purchasing	0.83 / 2.00
Cleaning Products Purchasing	0.54 / 2.00
Office Paper Purchasing	0.50 / 2.00
Vendor Code of Conduct	1.00 / 1.00
Historically Underutilized Businesses	0.25 / 0.25
Local Businesses	0.25 / 0.25

# Computer Purchasing

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Score	Responsible Party
0.83 / 2.00	<b>Joel Mintzer</b> Building Administrator Residential Services

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## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

### *Part 2*

Institution purchases Electronic Product Environmental Assessment Tool (EPEAT) Silver and/or Gold registered products for standard desktop and notebook/laptop computers and monitors. This credit does not include specialized computers for which no EPEAT certified products are available.

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#### **Submission Note:**

The above (\$5.2M) is out of a total client computer spend of approximately \$6-7M. We cannot determine with precision, because we do not have the exact data on which computers were retained and used by Penn versus student computers.

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

#### **Does the institution have an institution-wide stated preference to purchase EPEAT Silver or higher computers and monitors?:**

Yes

#### **The website URL where the EPEAT policy, directive, or guidelines are posted :**

<http://www.upenn.edu/computing/greenit/purchasing.html>

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

Penn's Computing Green Information Technology (IT) program has established recommended guidelines for IT purchases that include Energy Star 5.0 compliant desktops and replacing CRT monitors with LCD monitors. Penn uses an EPEAT system to help compare and select electronics.

**Does the institution wish to pursue points for Part 2 of this credit (expenditures on EPEAT computers)?:**

Yes

**Expenditures on EPEAT Gold desktop and laptop computers and monitors :**

5,041,000 *US/Canadian \$*

**Expenditures on EPEAT Silver desktop and laptop computers and monitors :**

136,000,000 *US/Canadian \$*

**Total expenditures on desktop and laptop computers and monitors :**

650,000,000 *US/Canadian \$*

# Cleaning Products Purchasing

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Score	Responsible Party
0.54 / 2.00	<b>Joel Mintzer</b> Building Administrator Residential Services

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## Criteria

### Part 1

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogo™ certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning products. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

### Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or EcoLogo certified cleaning products. This credit does not include cleaning products for which no Green Seal or EcoLogo certified products are available.

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

**Does the institution have an institution-wide stated preference to purchase Green Seal (tm) or EcoLogo (tm) certified cleaning products?:**

Yes

**The website URL where the green cleaning product purchasing policy, directive, or guidelines are posted:**

<http://www.facilities.upenn.edu/sustain.php>

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

As outlined in Penn's Green Housekeeping Plan, cleaning products and materials shall meet the sustainability requirements outlined in LEED Existing Buildings: Operations & Maintenance IEQ Credit 3.3. Should criteria be revised in subsequent versions of LEED EB-O&M, the program strive to meet those requirements. For the purpose of this item, cleaning products shall include green cleaning chemicals, materials and products, floor finishes and strippers, disposable janitorial paper products and trash liners, and hand soap. This requirement shall be met if 30% of total purchases, by cost, during the performance period (annual thereafter) meet at least one of the appropriate specified standards listed.

**Does the institution wish to pursue points for Part 2 of this credit (expenditures on cleaning products)?:**

Yes

**Expenditures on Green Seal and/or EcoLogo certified cleaning products :**

75,125 *US/Canadian \$*

**Total expenditures on cleaning products :**

2,539,422 *US/Canadian \$*

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

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# Office Paper Purchasing

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Score	Responsible Party
0.50 / 2.00	<b>Joel Mintzer</b> Building Administrator Residential Services

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## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

### *Part 2*

Institution purchases recycled content office paper.

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

**Does the institution have an institution-wide stated preference to purchase recycled content office paper?:**

Yes

**The URL where the recycled paper policy, directive, or guidelines are posted:**

<http://www.purchasing.upenn.edu/green-initiative/>

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

The Purchasing Services website references greener products for purchase. Our online punch-out "Marketplace" catalogue with Office Depot has a "Green Products" tab, showing currently available recycled content papers. During quarterly business reviews, the overall green spend is reviewed, and marketing efforts are targeted to business areas that are not purchasing recycled paper

**Does the institution wish to pursue points for Part 2 of this credit (expenditures on recycled paper)?:**

No

**Expenditures on 10-29 percent recycled-content office paper :**

340 US/Canadian \$

**Expenditures on 30-49 percent recycled-content office paper :**

[stars.aashe.org](http://stars.aashe.org)

245,000 US/Canadian \$

**Expenditures on 50-69 percent recycled-content office paper :**

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**Expenditures on 70-89 percent recycled-content office paper (required if claiming points for Part 2):**

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**Expenditures on 90-100 percent recycled-content office paper :**

14,500 US/Canadian \$

**Total expenditures on office paper :**

551,828 US/Canadian \$

# Vendor Code of Conduct

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Score	Responsible Party
1.00 / 1.00	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

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## Criteria

Institution has and acts on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business. Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

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

**Does the institution have and act on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business?:**

Yes

**The website URL where the vendor code of conduct or equivalent policy is posted :**

[http://www.purchasing.upenn.edu/for\\_suppliers/code-of-conduct](http://www.purchasing.upenn.edu/for_suppliers/code-of-conduct)

**A copy of the vendor code of conduct or equivalent policy:**

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**A brief description of programs and strategies institution has implemented to ensure the code is followed, including a brief description of instances when vendor code of conduct has changed purchasing behavior within the last five years, if applicable:**

In performing quarterly business reviews (and in ongoing business), Penn Purchasing Services asks its strategic preferred suppliers to offer ideas and solutions that positively affect environmental sustainability.

Each of our sourcing managers' "playbooks", is required to have a listing of current initiatives that will drive positive impact on sustainability.

On a monthly basis, Purchasing Services reports the status of sustainability initiatives to its leadership.

Recently, Penn put in place a standard set of 3 questions that address social responsibility, including environmental sustainability. In addition, all Purchasing-led RFP's for computers and electronics will include questions specifically addressing the matter of conflict minerals.

In terms of specific activities, highlights of the impact of the Penn community's collaborative activities have had on sustainability are as follows:

#### Sourcing Highlights:

- Penn's Office Depot tote program has eliminated more than 10,000 corrugated boxes in annual shipments.
- Of the paper purchased at Penn, 50% now contains at least some level of post-consumer recycled content or is sourced from FSC-certified sources (Forestry Stewardship Council). Since transitioning to more recycled content, Penn has eliminated:
  - 170 tons of wood usage
  - 500 million BTU's of paper energy production costs
  - 50 tons of CO2 output
  - 500,000 gallons of water
  - 17.5 tons of solid waste

Office Depot has implemented a Green section in its punch-out catalog, and has enabled users to compare green vs. non-green options on most office supplies.

Currently 40% of ink and toner cartridges are either remanufactured or contain at least partially post-consumer content.

In collaboration with Fisher Scientific, Millipore, and select labs at Penn, Penn Purchasing recently came to agreement by which laboratories in the CRB, Stellar Chance, and Translational Research Center buildings will begin recycling deionized water filtration cartridges through Millipore this spring. This will reduce the waste involved with discarding these purification cartridges.

The Quench in-line water filter program now has over 200 point-of-use water units on campus, eliminating vast amounts of water bottle consumption.

#### eBusiness Highlights

- Penn Purchasing Services has enabled a feature in the Penn Marketplace whereby users can search for recycled items. By checking the Penn Green box in the advanced search feature, users are able to select green items in their search. Green items are considered those items that are recycled, contain recycled content, or are Energy Star rated. Over the last 3 years Penn has purchased over \$4 million of green items through Penn Marketplace.
- By utilizing EDI transmission of Purchase Orders (PO's) it is estimated that over a year Penn eliminates 1.07 metric tons of paper versus printing PO's. This reduction in paper usage not only impacts the consumption of wood, but also reduces energy consumption, water pollution, and solid waste.
- Ben's Attic, an online exchange for surplus Penn property, was launched in 2010. Over this time, 182 items, such as desks, lamps, chairs, and tables, have been repurposed within the University. Penn Purchasing is currently implementing enhancements that are expected to expand its use.

# Historically Underutilized Businesses

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Score	Responsible Party
0.25 / 0.25	<b>Joel Mintzer</b> Building Administrator Residential Services

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## Submission Note:

Economic Inclusion at Penn

<http://www.purchasing.upenn.edu/social/economic-inclusion-at-penn.php>

The Penn Compact: Engaging Locally

<http://www.upenn.edu/president/penn-compact/engaging-locally>

Local Community Business Initiative

<http://www.purchasing.upenn.edu/social/local-community-business.php>

The Penn Marketplace

<http://www.purchasing.upenn.edu/buytools/penn-marketplace.php>

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

## Does the institution seek to support historically underutilized businesses, minority-owned businesses, and women owned-businesses?:

Yes

## A brief description of how the institution meets the criteria:

The Penn Purchasing Services Supplier Diversity Program is designed to promote and increase participation of minority, women, and disabled veteran business enterprises (MBE, WBE and DVBEs) in Penn Purchasing's supply chain. Penn Purchasing Services looks for opportunities to work with diversity suppliers in all of our commodity areas – from research, technology, office products and MRO purchase requirements.

Purchasing Services, operating under the auspices of the University's Division of Business Services, has developed a Diversity Supplier Development Program in partnership with the Minority Business Development Agency Business Center of Pennsylvania (MBDA Business Center of Pennsylvania) at the Enterprise Center, a Philadelphia-based non-profit, to maximize business opportunities for qualified Philadelphia based, regional and national diversity suppliers interested in developing mutually beneficial business relationships with Penn.

MBDA Business Center of Pennsylvania is Penn's sole diversity supplier development and engagement facilitator based on Purchasing Services predefined procurement business and technology requirements. MBDA Business Center of Pennsylvania engages interested diversity suppliers on behalf of Penn and members of the Philadelphia Area Collegiate Cooperative (PACC) in order to match supplier capabilities and capacity with the appropriate purchasing organization.

**The website URL where information about the program, policy, or practice is available:**

<http://www.purchasing.upenn.edu/supplierdiversity/diversity-supplier-development-program.php>

## Local Businesses

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**Score**

0.25 / 0.25

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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### Submission Note:

Economic Inclusion at Penn

<http://www.purchasing.upenn.edu/social/economic-inclusion-at-penn.php>

The Penn Compact: Engaging Locally

<http://www.upenn.edu/president/penn-compact/engaging-locally>

Diversity Supplier Development Program

<http://www.purchasing.upenn.edu/supplierdiversity/diversity-supplier-development-program.php>

The Penn Marketplace

<http://www.purchasing.upenn.edu/buytools/penn-marketplace.php>

Local Community Supplier List

[http://www.purchasing.upenn.edu/buyinfo/suppliers/wphilly\\_suppliers.php](http://www.purchasing.upenn.edu/buyinfo/suppliers/wphilly_suppliers.php)

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

**Does the institution give preference to local products and businesses in its purchasing decisions? Local food purchases, which are covered in OP Credit 6: Food Purchasing, are not included in this credit.:**

Yes

### **A brief description of the program:**

Engaging Locally! is one of the main components of the Penn Compact 2020, President Amy Gutmann's vision for Penn. As the largest private employer in the City of Philadelphia and the second largest private employer in the Commonwealth of Pennsylvania, Penn is using its considerable purchasing and construction capacity, as well as its academic expertise, to encourage local business growth, empower diversity and women business owners, provide women and minorities with greater access to the skilled and higher-paying trades, and create jobs.

Purchasing Services supports Penn's commitment to economic inclusion by engaging diversity-owned and local community-based suppliers in the procurement process at Penn. With support from senior management, community and political leaders, Purchasing Services has leveraged the University's buying power, its knowledge assets, resources, and commitment to socially responsible purchasing to provide business opportunities for local community based suppliers and job growth among neighborhood residents. Purchasing Services has succeeded in promoting economic inclusion while meeting its mission to provide best-in-class buying methods and best price supplier business relationships.

Launched in 1986, Penn's Local Community Business Program pursues opportunities for local community businesses, on a direct supplier basis or in strategic partnerships with major regional and national firms, including participation in the Penn Marketplace, Penn's private online supplier exchange. Last fiscal year alone (FY12), Penn purchased more than \$85.7 million in products and services from local community businesses, with \$69.9 million from diversity owned suppliers. That's 12% of total Penn's purchasing dollars directed to local community businesses and 10% to diversity-owned suppliers. And by helping its diversity business partners acquire eBusiness capability, Purchasing Services is empowering them to compete more effectively in the Penn Marketplace, Penn's private supplier exchange. Approximately 20% of the Penn Marketplace participating suppliers are diversity-owned.

**The website URL where information about the program, policy, or practice is available:**

<http://www.purchasing.upenn.edu/social/local-community-business.php>

# Transportation

**Points Claimed** 8.96

**Points Available** 12.00

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

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

<b>Credit</b>	<b>Points</b>
Campus Fleet	0.19 / 2.00
Student Commute Modal Split	3.95 / 4.00
Employee Commute Modal Split	2.32 / 3.00
Bicycle Sharing	0.25 / 0.25
Facilities for Bicyclists	0.00 / 0.25
Bicycle and Pedestrian Plan	0.25 / 0.25
Mass Transit Programs	0.25 / 0.25
Condensed Work Week	0.25 / 0.25
Telecommuting	0.25 / 0.25
Carpool/Vanpool Matching	0.25 / 0.25
Cash-out of Parking	0.00 / 0.25
Carpool Discount	0.25 / 0.25
Local Housing	0.25 / 0.25
Prohibiting Idling	0.25 / 0.25
Car Sharing	0.25 / 0.25

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Score	Responsible Party
0.19 / 2.00	<b>Joel Mintzer</b> Building Administrator Residential Services

---

## Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet (cars, trucks, tractors, buses) vehicles that are:

1. Gasoline-electric hybrid
2. Diesel-electric hybrid
3. Plug-in hybrid
4. 100 percent electric
5. Fueled with Compressed Natural Gas (CNG)
6. Hydrogen fueled
7. Fueled with B20 or higher biofuel for more than 6 months of the year; and/or
8. Fueled with E85 or higher ethanol for more than 6 months of the year.

For this credit, the institution's motorized fleet includes all institution-owned and operated vehicles that are used for transporting people and/or goods. Heavy construction equipment (e.g. excavators and pavers) and maintenance equipment (e.g. lawn-mowers and leaf blowers) are not included in this credit.

---

### Submission Note:

Penn Transportation and Parking recently opened a new propane fueling station at the South Bank campus. The facility, which is the only private propane fueling station in Philadelphia, holds 1,000 gallons of fuel - enough to fuel the entire Penn Transit fleet for a week.

Propane-powered vehicles produce 30-90% less carbon monoxide and about 50% less toxins and smog producing substances than normal gasoline-powered vehicles. Since propane is over 90% domestically produced, it is more readily available than most other alternative fuels and costs about \$1 less per gallon than gasoline.

As part of the University's Climate Action Plan, Penn Transit plans to retro-fit the existing shuttle van fleet to utilize propane fuel over the next five years to further reduce Penn's carbon footprint. In the future, Penn Transit plans to allow any University vehicle to utilize the station. In addition, Penn Transit has the ability through its maintenance program to convert gas-powered University vehicles to propane.

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

### Gasoline-electric, non-plug-in hybrid vehicles in the institution's fleet :

1

**Diesel-electric, non-plug-in hybrid vehicles in the institution's fleet :**

0

**Plug-in hybrid vehicles in the institution's fleet :**

0

**100 percent electric vehicles in the institution's fleet :**

0

**Vehicles in the institution's fleet that are fueled with Compressed Natural Gas (CNG):**

8

**Hydrogen fueled vehicles in the institution's fleet :**

0

**Vehicles in the institution's fleet that are fueled with B20 or higher biofuel for more than 6 months of the year :**

0

**Vehicles in the institution's fleet that are fueled with E85 or higher ethanol for more than 6 months of the year :**

0

**Total number of vehicles in the institution's fleet, including all of the above :**

94

# Student Commute Modal Split

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Score	Responsible Party
3.95 / 4.00	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

---

## Criteria

Institution's students commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options. Students who live on campus should be included in the calculation based on how they get to and from their classes.

### Submission Note:

Based on the fact that 290 students have parking permits and there are 24,725 students (full and part-time, Grad and Undergrad), 98.8% of Penn Students use sustainable commuting options.

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

**The percentage (0-100) of institution's students who use more sustainable commuting options:**

98.80

**The percentage (0-100) of institution's students who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation:**

1.20

**The percentage (0-100) of institution's students who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents :**

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**The percentage (0-100) of institution's students who vanpool or carpool as their primary method of transportation:**

---

**The percentage (0-100) of institution's students who take a campus shuttle or public transportation as their primary method of transportation :**

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**The percentage (0-100) of institution's students who use a motorcycle, scooter or moped as their primary method of transportation:**

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**The website URL where information about alternative transportation is available:**

<http://cms.business-services.upenn.edu/transportation/commuter-transit-options/public-transportation.html>

# Employee Commute Modal Split

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Score	Responsible Party
2.32 / 3.00	<b>Joel Mintzer</b> Building Administrator Residential Services

---

## Criteria

Institution's employees (faculty, staff, and administrators) commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options. Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

---

### Submission Note:

# of employees – permits =# of sustainable commute employees

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

**The percentage (0-100) of institution's employees that use more sustainable commuting options:**

77.30

**The percentage (0-100) of institution's employees who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation :**

22.70

**The percentage (0-100) of institution's employees who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents:**

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**The percentage (0-100) of institution's employees who vanpool or carpool as their primary method of transportation :**

---

**The percentage (0-100) of institution's employees who take a campus shuttle or public transportation as their primary method of transportation :**

---

**The percentage (0-100) of institution's employees who use a motorcycle, scooter, or moped as their primary method of transportation:**

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**The website URL where information about alternative transportation is available:**

<http://cms.business-services.upenn.edu/transportation/commuter-transit-options/public-transportation.html>

## Bicycle Sharing

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**Score**

0.25 / 0.25

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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

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

Yes

**A brief description of the program, including an indication of its scope (e.g., the number of bicycles the program makes available, participation levels, etc.):**

PennCycle is a University of Pennsylvania student-led shared bicycle program. PennCycle was originally financed through a Penn Green Fund grant. There are five locations on campus with 26 bikes available to be checked out by Penn students, faculty and staff.

**The website URL where information about the program, policy, or practice is available:**

<http://app.penncycle.org/>

## Facilities for Bicyclists

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**Score**

0.00 / 0.25

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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

# Bicycle and Pedestrian Plan

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**Score**

0.25 / 0.25

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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

## **Has the institution developed a bicycle plan?:**

Yes

## **A brief description of the plan:**

Campus Master Plan – The University remains committed to improving and increasing open space, strengthening the consistency, quality and character of existing and new landscapes, and preserving the historic pedestrian core of Campus.

University Bicycle Policy:

- A. To enhance pedestrian and rider safety within the inner campus during peak traffic periods.
- B. To provide for the safe and free ingress/egress to and from all the University buildings and facilities.
- C. To reduce bicycle theft losses.
- D. To identify, establish and publish written guidelines and regulations to facilitate the movement of bicycle traffic to and about the campus while safeguarding the needs of the community population at large.

Campus Bicycle Parking Progress Report – Describes our efforts and anticipated goals, recommendations and priorities around bicycle planning.

## **The website URL where information about the plan is available:**

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# Mass Transit Programs

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Score	Responsible Party
0.25 / 0.25	<b>Joel Mintzer</b> Building Administrator Residential Services

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

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

Yes

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

To assist commuters who choose to use public transportation, Penn offers discounted options and/or pretax benefits through these programs: the Commuter Pass Program (COMPASS), TransitChek®, PATCO Freedom Pass and N.J. Transit. All programs are available to full-time University faculty and staff who are not participating in the parking permit program. Over 3000 employees participate.

**The website URL where information about the program is available:**

<http://cms.business-services.upenn.edu/parking/sustainable-commuting/public-transportation/faculty-and-staff.html>

## Condensed Work Week

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**Score**

0.25 / 0.25

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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

**Does the institution offer a condensed work week option for employees? The institution does not have to offer the option to all employees in order to earn this credit.:**

Yes

**A brief description of the program:**

Flexible Work Options are a valued tool for supporting employee efforts to balance the demands of work and personal life. They can promote productivity and balance by using non-traditional work hours, locations, and/or job structures. Because the University is a decentralized organization with diverse work environments, no one flexible work arrangement can apply, and no practice can be appropriate for all situations. Therefore, information is offered in the form of guidelines rather than policy. However, many Penn workplace environments can utilize at least one flexible work arrangement if the job, person, environment, and work situation are appropriate for the arrangement and recommended protocols are followed. Typical flexible work options are flextime (flexible start, stop and lunch times), flexplace (work away from the office, typically at home), compressed work schedules (compressing standard work week hours into fewer days), and part-time and job sharing assignments (less than full-time work, either for a reduced assignment, or a shared one).

**The website URL where information about the program is available:**

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# Telecommuting

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**Score**

0.25 / 0.25

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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

**Does the institution offer a telecommute program for employees?:**

Yes

**A brief description of the program:**

Flexible Work Options are a valued tool for supporting employee efforts to balance the demands of work and personal life. They can promote productivity and balance by using non-traditional work hours, locations, and/or job structures. Because the University is a decentralized organization with diverse work environments, no one flexible work arrangement can apply, and no practice can be appropriate for all situations. Therefore, information is offered in the form of guidelines rather than policy. However, many Penn environments can utilize at least one flexible work arrangement if the job, person, environment, and work situation are appropriate for the arrangement and recommended protocols are followed. Typical flexible work options are flextime (flexible start, stop and lunch times), flexplace (work away from the office, typically at home), compressed work schedules (compressing standard work week hours into fewer days), and part-time and job sharing assignments (less than full-time work, either for a reduced assignment, or a shared one).

**The website URL where information about the program is available:**

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# Carpool/Vanpool Matching

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Score	Responsible Party
0.25 / 0.25	<b>Joel Mintzer</b> Building Administrator Residential Services

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## Submission Note:

<http://www.dvrpc.org/SAR/>

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

## Does the institution participate in a carpool/vanpool matching program?:

Yes

## A brief description of the program:

### Share-A-Ride program

The University participates in the Delaware Valley Regional Planning Commission's Share-A-Ride program is a free computerized service enables commuters with convenient transit services, car pools, vanpool groups, even walking and bicycling opportunities if who work in the 5-county southeastern Pennsylvania region.

### Vanpool Program

As part of Penn's Sustainable Transportation Initiative, Penn Transportation and Parking has joined with VPSI, a national leader in vanpooling and sustainable transportation, to expand vanpooling options to Penn faculty and staff.

The vans which operate throughout the region, including New Jersey and Delaware, offer a reliable, affordable and sustainable way to commute to campus. Depending on where you live and the number of riders, the average cost of participating in a Vanpool is between \$100 and \$150, which can be a pre-tax deduction from your paycheck. Riders generally meet at a convenient spot near their residences such as a church or shopping mall parking lot and are brought directly to campus.

Vanpooling offers benefits to the commuters, the University and the planet. Riders can avoid the high cost of gasoline and the hassle of driving in rush hour traffic. Vanpooling helps ease traffic congestion in and around campus and supports Penn's Climate Action Plan by lowering the University's carbon footprint.

## The website URL where information about the program is available:

<http://cms.business-services.upenn.edu/transportation/commuter-transit-options/ride-share.html>

## Cash-out of Parking

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Score	Responsible Party
0.00 / 0.25	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

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

# Carpool Discount

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Score	Responsible Party
0.25 / 0.25	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

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

**Does the institution offer reduced parking fees for car and van poolers?:**

Yes

**A brief description of the program:**

Current Penn Parking permit patrons can take advantage of discounts based on occupancy and location choices by teaming up to form a carpool. Registration is on an annual basis and each carpool member receives a pre-tax deduction via payroll. Carpool discounts are currently set at 25% for a two person carpool, 50% for a three person car pool, and 75% for a four person carpool.

**The website URL where information about the program is available:**

<http://cms.business-services.upenn.edu/parking/sustainable-commuting/ride-sharing-options/carpool.html>

Score	Responsible Party
0.25 / 0.25	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

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

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

Yes

### **A brief description of the incentives or programs:**

The University's commitment to urban revitalization is deeply rooted in an understanding that the health and vitality of the University is inextricably linked to maintaining a diverse, safe and thriving urban community. Since the University's commitment to home ownership began in 1965, over 1400 individuals and families have participated in programs designed to encourage faculty and staff to live close to campus.

The Office of Penn Home Ownership Services offers eligible employees the opportunity to apply for financing for home purchases as well as rehabilitation in the West Philadelphia area. They also offer refinancing options with lending partners, home improvement grants, loans, educational workshops and a variety of other resources. Penn Home Ownership Services is committed to ensuring that the University community receives quality services that will assist prospective buyers and current home owners in making informed decisions. Penn Home Ownership Services currently offers two programs - the Enhanced Forgivable Loan Program and the Closing Cost Reduction Program.

Penn established the Enhanced Forgivable Loan (EFL), a \$7,500 forgivable loan, as an incentive for faculty and staff interested in living and/or currently residing in the West Philadelphia community. These loans can be used for closing costs, down payment, to buy down points, and/or for interior or exterior home improvements. In addition, the loan can be used to convert a property from a multi-family to a single-family residence. Existing home owners may apply for the \$7,500 loan for improvements to houses valued at the current median price of homes in West Philadelphia.

The Closing Cost Reduction Program (CCRP) offers mortgage financing options with discounted closing costs (.25% of mortgaged amount) to the University community for the purchase and refinancing of homes. In partnership with its current mortgage partners, PHOS can help eligible University and Health System employees save on closing costs when purchasing a home in West Philadelphia within Penn's boundary area.

### **The website URL where information about the incentives or programs is available:**

<http://cms.business-services.upenn.edu/homeownership/about-phos.html>

## Prohibiting Idling

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**Score**

0.25 / 0.25

**Responsible Party**

**Joel Mintzer**  
Building Administrator  
Residential Services

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

**Has the institution adopted a policy prohibiting idling?:**

Yes

**A brief description of the policy:**

City law prohibits idling under certain weather conditions. Penn Transit adheres to this city ordinance.

**The website URL where information about the policy is available:**

<http://www.idlefreephilly.org/>

# Car Sharing

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**Score**

0.25 / 0.25

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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**Submission Note:**

Emissions Reduction at Penn

<http://www.upenn.edu/sustainability/sustainability-themes/reducing-emissions>

Car Shares at Penn

<http://www.upenn.edu/sustainability/news/campus-car-sharing-programs-expanded>

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

**Does the institution participate in a car sharing program, such as ZipCar or HourCar?:**

Yes

**A brief description of the program:**

Penn initially had with Enterprise CarShare, formerly PhillyCarShare, to create special student rates to help provide easy access to occasional-use autos for the student community. Penn recently installed two electric vehicle charging stations on campus that are used by Enterprise CarShare for two Chevy Volts. In September 2010, Penn expanded its car-sharing capabilities by partnering with a second local car-sharing program, Zipcar, which added an additional 44 carshare spaces on campus and in the surrounding neighborhood. Between the two companies, there are a total of 82 carshare locations on or around Penn's campus.

**The website URL where information about the program, policy, or practice is available:**

<http://cms.business-services.upenn.edu/transportation/commuter-transit-options/ride-share.html>

# Waste

**Points Claimed** 7.44

**Points Available** 12.50

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

<b>Credit</b>	<b>Points</b>
Waste Reduction	1.68 / 5.00
Waste Diversion	1.33 / 3.00
Construction and Demolition Waste Diversion	0.93 / 1.00
Electronic Waste Recycling Program	1.00 / 1.00
Hazardous Waste Management	1.00 / 1.00
Materials Exchange	0.25 / 0.25
Limiting Printing	0.25 / 0.25
Materials Online	0.25 / 0.25
Chemical Reuse Inventory	0.25 / 0.25
Move-In Waste Reduction	0.25 / 0.25
Move-Out Waste Reduction	0.25 / 0.25

# Waste Reduction

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**Score**

1.68 / 5.00

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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## Criteria

Institution has implemented source reduction strategies to reduce total waste generation (garbage, recycling, and compost) per weighted campus user compared to a 2005 baseline.

Total waste generation includes all materials recycled, composted, and disposed of as trash except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

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

### **Weight of materials recycled, 2005 baseline year :**

1,270 Tons

### **Weight of materials composted, 2005 baseline year :**

0 Tons

### **Weight of materials disposed as garbage, 2005 baseline year :**

7,080 Tons

### **Weight of materials recycled, performance year :**

2,050 Tons

### **Weight of materials composted, performance year :**

310 Tons

### **Weight of materials disposed as garbage, performance year :**

5,760 Tons

### **List the start and end dates of the waste reduction performance year:**

July 1, 2012- June 30, 2013

### **On-campus residents, 2005:**

[stars.aashe.org](http://stars.aashe.org)

6,500

**Non-residential/commuter full-time students, faculty, and staff members, 2005:**

28,580

**Non-residential/commuter part-time students, faculty, and staff members, 2005:**

5,832

**On-campus residents, performance year:**

6,500

**Non-residential/commuter full-time students, faculty, and staff members, performance year:**

35,544

**Non-residential/commuter part-time students, faculty, and staff members, performance year:**

5,827

**Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with waste reduction performance year):**

July 1, 2011 - June 30, 2012

**Indication of whether institution has a stated commitment to waste-reduction goals, such as zero waste:**

Yes

**A brief description of the plan of action to achieve waste reduction goals:**

The Penn Climate Action Plan calls on the University to reduce its overall waste stream and increase its diversion rate of paper, cardboard, and commingled recyclables to 40 percent by 2014, from a 2007 baseline. In FY13, Penn developed a comprehensive solid waste management plan for the University.

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

<http://www.upenn.edu/sustainability/sustainability-themes/minimizing-waste>

# Waste Diversion

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**Score**

1.33 / 3.00

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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## Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

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### Submission Note:

<http://www.upenn.edu/sustainability/sustainability-themes/minimizing-waste>

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

### Materials recycled, composted, reused, donated, re-sold, or otherwise diverted :

4,750 Tons

### Materials disposed in a solid waste landfill or incinerator :

5,970 Tons

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

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# Construction and Demolition Waste Diversion

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**Score**

0.93 / 1.00

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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## Criteria

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

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

---

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

## Amount of construction and demolition materials recycled, donated, or otherwise recovered :

2,600.53 Tons

## Amount of construction and demolition materials landfilled or incinerated :

200.53 Tons

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

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# Electronic Waste Recycling Program

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Score	Responsible Party
1.00 / 1.00	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

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## Criteria

### Part 1

Institution has a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution. Institution takes measures to ensure that the electronic waste is recycled responsibly.

### Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by students. Institution takes measures to ensure that the electronic waste is recycled responsibly.

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

**Does the institution have a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution and take measures to ensure that the electronic waste is recycled responsibly?:**

Yes

**Does the institution have a program in place to recycle, reuse, and/or refurbish electronic waste generated by students and take measures to ensure that the electronic waste is recycled responsibly?:**

Yes

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

Electronics can be sent back to the manufacturer for recycling via the campus' computer store, Computer Connection. A battery recycling program offered through the Computer Connection in collaboration with the Office of Environmental Health & Radiation Safety (EHRS) provides safe disposal and recycling of batteries from laptops, mobile phones and other devices using rechargeable batteries.

Computer and electronic equipment that cannot be donated must be sent to an electronics recycler. Elemental Inc. and E-Force, approved University vendors, will pick up all types of computer and electronic equipment.

[www.upenn.edu/computing/provider/recycle/](http://www.upenn.edu/computing/provider/recycle/)

Through a 2012 Green Fund grant, the School of Engineering & Applied Science (SEAS) Green Team re-designed an existing trash room to incorporate an area that readily accommodates the growing recycling needs of the SEAS community. In this project, SEAS carved out a space designated for recycling collection out of a room already designated for waste stream collection - thus, transforming it into an accessible, organized & flexible area for the SEAS community and other University partners at large. As a compliment to the University system of single stream recycling the SEAS Recycling Room addresses the need for centralized systems for the collection & proper removal of the following items that currently lie outside of the University's single stream recycling plan, including: CFL's and light bulbs, ink and toner cartridges, electronic waste, pens and markers, batteries, paper towel composting. SEAS Recycling Room project has spurred the development of other recycling rooms on campus.

[www.upenn.edu/sustainability/news/recycling-center-seas-sees-high-usage-soon-after-launch](http://www.upenn.edu/sustainability/news/recycling-center-seas-sees-high-usage-soon-after-launch)

### **A brief description of the electronic waste recycling program for institution-generated materials:**

Penn Computing's Green IT website,

[www.upenn.edu/computing/greenit](http://www.upenn.edu/computing/greenit)

, provides extensive information on how Penn faculty and staff can recycle their e-waste. Additionally, the University has two preferred vendor contracts with two e-waste recyclers, E-Force and Elemental. Both of these firms were fully vetted with support from Penn's Department of Environmental Health and Radiation Safety to ensure environmental standards are met.

<http://www.upenn.edu/computing/provider/recycle/>

### **A brief description of the electronic waste recycling program for student-generated materials :**

Students can recycle cell phones, batteries, and mercury-containing bulbs in receptacles in the lobbies of all Penn's dormitories. Electronics can be sent back to the manufacturer for recycling via the campus' computer store, Computer Connection.

### **The website URL where information about the e-waste recycling program is available:**

[http://www.ehrs.upenn.edu/programs/environ/waste/puter\\_disposal.html](http://www.ehrs.upenn.edu/programs/environ/waste/puter_disposal.html)

# Hazardous Waste Management

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Score	Responsible Party
1.00 / 1.00	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

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## Criteria

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

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

**Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:**

Yes

**A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:**

Each principle investigator or supervisor for all Penn research or other academic science labs evaluates methods to reduce waste volume and toxicity. Non-hazardous and less toxic materials are substituted whenever possible, and only the amount needed is purchased to avoid an excess surplus, which leads to increased disposal costs.

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

The Office of Environmental Health & Radiation Safety (EHRS) is responsible for the development and implementation of proper management practices for all aspects of the handling, storage, and disposal of chemical wastes that are generated at the University of Pennsylvania. Their goal is to manage chemical wastes in a safe and environmentally sound manner that complies with all applicable federal, state and local regulations.

The University has several protocols for managing the cleanup and disposal of various types of bio-hazardous, radioactive, chemical, and mixed-waste, as well as used sharps and mercury-containing objects. Eventually, all of this waste is collected by EHRS and disposed of according to regulations set by the US Environmental Protection Agency and the Pennsylvania Department of Environmental Protection. The University has a zero tolerance policy for non-compliance with these environmental regulations

**The website URL where information about hazardous materials management is available:**

<http://www.ehrs.upenn.edu/resources/wastemanagement/>

# Materials Exchange

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**Score**

0.25 / 0.25

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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

**Does the institution have a surplus department or formal office supplies exchange program that facilitates reuse of materials?:**

Yes

**A brief description of the program:**

BEN's Attic is an online application hosted on the University of Pennsylvania Purchasing Services website, which provides a service for online auctions or sales for other departments which have surplus equipment. It is their mission to provide an online application for faculty and staff at the University of Pennsylvania to repurpose and sell quality surplus goods. All faculty and staff members with a PennKey may view, suggest, or purchase items.

**The website URL where information about the program is available:**

<https://upenn.unl.edu/Default.aspx>

## Limiting Printing

---

Score

0.25 / 0.25

Responsible Party

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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### Submission Note:

Penn's Computer Labs

<http://www.upenn.edu/computing/view/labs/>

SEAS Printing Policies

<http://www.seas.upenn.edu/cets/print-policy.php>

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

### Does the institution limit free printing for students in all computer labs and libraries?:

Yes

### A brief description of how printing is limited:

Printing in Penn's libraries is pay-to-print only and requires students to use their PennCards (a University-issued ID tied to their student account) which can be refilled with funds at their discretion. The printers use a printing queue management software which only releases printing jobs to the printers after students log into the system via a printer bank workstation or from a lab computer. This helps mitigate accidental or mistaken print jobs, conserving paper and ink. Duplex printing is available in most labs and libraries on campus and is generally the default setting.

Penn's twelve schools also limit printing by granting students printing funds on a semester basis, if at all. While some schools, such as the School of Engineering and Applied Sciences, offer limited free printing for student coursework and notes (up to 5 pages per half hour for black and white, up to 5 pages per day for color), many adhere to the pay-to-print University policy.

### The website URL where information about the program, policy, or practice is available:

<http://www.library.upenn.edu/computing/printing.html>

## Materials Online

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**Score**

0.25 / 0.25

**Responsible Party**

**Daniel Garofalo**

Environmental Sustainability Director  
Facilities and Real Estate Services

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

**Is the institution's default not to print course catalogs, course schedules, and directories, but instead make these materials available online?:**

Yes

**A brief description of the practice:**

University of Pennsylvania classes are listed in the Course Register, located on the Registrar's website. The Course Search & Schedule Planning Tool, Academic Bulletin and the 3 Year Academic Calendar are also located on the Registrar's website.

**The website URL where information about the practice is available:**

<https://srfspdf.apps.upenn.edu/srfsPdf/jsp/fast.do?fastStart=courseRegister>

# Chemical Reuse Inventory

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**Score**

0.25 / 0.25

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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**Submission Note:**

<http://www.upenn.edu/sustainability/programs/green-fund/chemical-inventory-waste-management-system>

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

**Has the institution implemented a campus-wide inventory system to facilitate the reuse of laboratory chemicals?:**

Yes

**A brief description of the program:**

With assistance from the Penn Green Fund, the Office of Environmental Health and Radiation Safety (EHRS) at Penn offers University laboratories access to chemical inventory software to help research faculty manage their chemical storage. The inventory system acts to greatly improve the ability of individual laboratories to efficiently manage the purchase of hazardous chemicals and reduce the University's hazardous waste stream. The CISPro® inventory software is provided by ChemSW, a world leader in providing chemical inventory software support. CISPro® Chemical Inventory System is a high-performance, relational database system for tracking chemicals and other laboratory supplies. EHRS provides in-lab assistance and training to new users of the system.

Most of the solvent waste generated at Penn is blended with similar materials and is used as a fuel for the kilns at cement manufacturing plants.

EHRS also sends many other waste streams for recycling. These recycled waste streams include mercury and mercury containing equipment, rechargeable batteries, fluorescent light tubes & lead. Most other chemical reagents are sent for thermal incineration at an approved hazardous waste treatment facility.

**The website URL where information about the practice is available:**

<http://www.ehrs.upenn.edu/programs/labsafety/cheminv/>

# Move-In Waste Reduction

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**Score**

0.25 / 0.25

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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

## **Does the institution have a program to reduce residence hall move-in waste?:**

Yes

### **A brief description of the program:**

M.I. (Move-In) GREEN is Penn's move-in engagement program dedicated to environmental sustainability. The program gives student environmental leaders the opportunity to educate incoming students around sustainable lifestyles and to raise awareness of the University's Climate Action Plan. Volunteers help incoming students learn about recycling on campus, ways to reduce their carbon footprint, and opportunities to get involved in sustainability initiatives at Penn.

Notable numbers and achievements from M.I. Green 2012 include:

- Recycled cardboard boxes and hung recycling signs, while educating parents and students about recycling at Penn;
- Contributed to recycling 30,000 pounds or 15 tons of cardboard during NSO, while supporting Penn's Housekeeping and Urban Park sustainability efforts;
- Distributed over 1,000 compact fluorescent light bulbs to students, educating them about ways to conserve energy on campus;
- Received over 900 sign-ups for Penn Sustainability Office's e-newsletter helping to inform students about important sustainability news and events on campus;
- Received over 400 requests for information about extracurricular environmental groups or sustainability-related courses at Penn.

### **The website URL where information about the program is available:**

<http://www.upenn.edu/sustainability/programs/mi-green>

## Move-Out Waste Reduction

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**Score**

0.25 / 0.25

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

---

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

**Does the institution have a program to reduce residence hall move-out waste?:**

Yes

**A brief description of the program:**

Since its inception in 2008, PennMOVES – Move Out Volunteers Engaging in Service – has collected close to 500,000 pounds of items that students can't take with them when they leave campus in the summer – clothes, furniture, kitchen gear, non perishable food items, etc. Rather than ending up in the landfill, these items are now distributed to individuals and organizations throughout our local community.

**The website URL where information about the program is available:**

<http://cms.business-services.upenn.edu/about-pennmoves>

# Water

**Points Claimed** 10.00

**Points Available** 10.25

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

<b>Credit</b>	<b>Points</b>
Water Consumption	7.00 / 7.00
Stormwater Management	2.00 / 2.00
Waterless Urinals	0.00 / 0.25
Building Water Metering	0.25 / 0.25
Non-Potable Water Usage	0.25 / 0.25
Xeriscaping	0.25 / 0.25
Weather-Informed Irrigation	0.25 / 0.25

# Water Consumption

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**Score**

7.00 / 7.00

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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## Criteria

Institution has reduced its total water consumption per weighted campus user compared to a 2005 baseline.

Total water consumption includes both potable and non-potable water.

---

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

### Water consumption, 2005 baseline year:

981,200,000 Gallons

### Water consumption, performance year :

760,380,600 Gallons

### List the start and end dates of the water consumption performance year:

July 1, 2006 - June 30, 2007

### On-campus residents, 2005:

6,500

### Non-residential/commuter full-time students, faculty, and staff members, 2005:

28,580

### Non-residential/commuter part-time students, faculty, and staff members, 2005:

5,832

### On-campus residents, performance year:

6,500

### Non-residential/commuter full-time students, faculty, and staff members, performance year:

35,544

### Non-residential/commuter part-time students, faculty, and staff members, performance year:

5,827

**Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with water consumption performance year):**

July 1, 2012 - June 30, 2013

**Indication of whether institution has a stated commitment to water use reduction goals:**

No

**A brief description of the plan of action to achieve water use reduction goals:**

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

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# Stormwater Management

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Score	Responsible Party
2.00 / 2.00	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

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## Criteria

### **Part 1**

Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

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

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

### **Part 2**

Institution has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

The policy, plan, or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for this credit.

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

**Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from new development projects? :**

Yes

**Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations? :**

Yes

### **A brief description of the institution's stormwater management initiatives:**

The Penn Stormwater Management Plan describes guidelines for managing existing infrastructure along with suggestion for new projects. Penn has implemented a myriad of stormwater best practices on campus along with green infrastructure, such as green roofs, bioswales, rainwater infiltration and detention basins and cisterns, rain gardens, and permeable paving to filter, capture and re-use rainwater.

The Music Building, a LEED Gold Certified building, also collects rainwater from around the site and uses it for irrigation. Shoemaker Green is a new public commons, a welcoming open space of lawns, tree-lined walkways, and sitting areas. This new green space is both a destination and a pedestrian route from Locust and Smith Walks in the core of campus to the historic buildings surrounding the space and further eastward to Penn Park.

[www.pennconnects.upenn.edu/find\\_a\\_project/completed/completed\\_2010/music\\_building\\_overview.php](http://www.pennconnects.upenn.edu/find_a_project/completed/completed_2010/music_building_overview.php)

Shoemaker Green sustainable site management improves water quality and minimizes runoff, reduces the effect of the urban heat island by greening large paved areas, restores biomass on site, increases local biodiversity, and improves the overall environment for the community.

[www.pennconnects.upenn.edu/find\\_a\\_project/completed/completed\\_2012/shoemaker\\_green\\_overview.php](http://www.pennconnects.upenn.edu/find_a_project/completed/completed_2012/shoemaker_green_overview.php)

Penn Park, completed in 2011, increase the green/open space on campus by 20 percent. One of the appealing features of Penn Park is the return of vegetation and plant life to an area that was paved in asphalt and an industrial site for decades. Specific native and adaptive plants are used throughout the site to reduce irrigation requirements. Of the 548 trees found within Penn Park, some species include: catalpa, hackberry, swamp white oak, white pine, metasequoia, larch and balsam pine. These species were selected with specific attention to where they appear relative to their position on the land, with trees that prefer wet soil conditions planted in the lower levels, and hedgerow trees, which are more drought resistant, planted along the top of the landforms. A cistern was installed as part of Penn Park and can hold up to 300,000 gallons of rainwater that can be used for irrigation.

[www.pennconnects.upenn.edu/find\\_a\\_project/completed/completed\\_2011/penn\\_park\\_overview.php](http://www.pennconnects.upenn.edu/find_a_project/completed/completed_2011/penn_park_overview.php)

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

[http://www.facilities.upenn.edu/sites/default/files/Stormwater%20Master%20Plan%20for%20the%2020University%20of%20Pennsylvania\\_March%202013\\_web.pdf](http://www.facilities.upenn.edu/sites/default/files/Stormwater%20Master%20Plan%20for%20the%2020University%20of%20Pennsylvania_March%202013_web.pdf)

### **Does the institution have a living or vegetated roof?:**

Yes

### **A brief description of the institution's living or vegetated roof:**

[stars.aashe.org](http://stars.aashe.org)

Penn has several green (or vegetated) roofs on existing buildings, including:

- Steinberg-Hall Dietrich Hall cafe,
- Huntsman Hall, the main Wharton School building,
- Hill Pavilion at the Vet School,
- Horticulture Center at the Morris Arboretum,
- Clair Fagin Hall at the School of Nursing,
- English House College House
- Golkin Hall at the Law School
- The Krishna P. Singh Nanotechnology Center

The green roofs serve multiple functions, but their primary environmental benefit is to retain stormwater and reduce the demands on Philadelphia's combined storm and sewer sanitary system.

**Does the institution have porous paving?:**

Yes

**A brief description of the institution's porous paving:**

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**Does the institution have retention ponds?:**

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**A brief description of the institution's retention ponds:**

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**Does the institution have stone swales?:**

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**A brief description of the institution's stone swales:**

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**Does the institution have vegetated swales?:**

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**A brief description of the institution's vegetated swales:**

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**Does the institution employ any other technologies or strategies for stormwater management?:**

Yes

**A brief description of other technologies or strategies for stormwater management employed:**

Underground cisterns were installed at Shoemaker Green, Penn Park, and the Singh Center for Nanotechnology.

## Waterless Urinals

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**Score**

0.00 / 0.25

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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

## Building Water Metering

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**Score**

0.25 / 0.25

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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

**Does the institution have building-level water consumption meters for at least one building?:**

Yes

**A brief description of the water metering employed:**

All buildings on Penn's campus are metered for water usage.

**The percentage of building space with water metering:**

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**The website URL where information about the practice is available:**

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# Non-Potable Water Usage

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**Score**

0.25 / 0.25

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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

**Does the institution use non-potable water (e.g., harvested rainwater or graywater) for irrigation and/or other applications?:**

Yes

**A brief description of the source of non-potable water and how it is used:**

Two new open green space projects on Penn's campus harvest rainwater to be re-used for irrigating the same planted spaces, helping to reduce water use, improve water quality and minimize runoff. Shoemaker Green, a 2.75 acre public commons, features a 20,000 gallon cistern, while Penn Park, a 24 acre park for recreation and sports activity, features a 300,000 gallon cistern.

**The percentage of irrigation water usage from recovered, reclaimed or untreated sources :**

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**The percentage of building space using water from recovered, reclaimed or untreated sources:**

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**The percentage of water used in utility plants from recovered, reclaimed or untreated sources:**

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**The website URL where information about the program, policy, or practice is available:**

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Score	Responsible Party
0.25 / 0.25	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

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**Submission Note:**

Shoemaker Green

<http://www.upenn.edu/sustainability/news/shoemaker-green-adds-campus-open-space>

Penn Park

<http://www.facilities.upenn.edu/standards-policies/policies/outdoor-space-policy#pennpark>

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

**Does the institution use xeriscape landscaping techniques, including the selection of drought tolerant plants?:**

Yes

**A brief description of the program or practice:**

The University selects hardy campus trees and shrubs with regards to its location in the Delaware Valley/Philadelphia metropolitan region, meaning trees and shrubs on campus are climate-appropriate and do not require additional irrigation. While some turf areas of campus are planted with Kentucky Bluegrass, the University is moving towards using more Fescue blends, which is more drought-tolerant and requires less water.

Additionally, several recent campus projects like Shoemaker Green and Penn Park have integrated native and adaptive plants in their designs through constructed wetlands, raingardens, and meadows. This trend will continue through Penn's commitment to LEED Silver construction for all new buildings and their associated sites.

**The website URL where information about the program or practice is available:**

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## Weather-Informed Irrigation

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**Score**

0.25 / 0.25

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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

**Does the institution use weather data or weather sensors to automatically adjust irrigation practices?:**

Yes

**A brief description of how weather data or sensors are used:**

The University utilizes rain sensors to prevent the irrigation of several campus lawns on a quarter of campus during rainy weather. The sensors shut off the irrigation system when rainfall is detected, preventing overwatering of the turf areas. Planning is underway to extend this technology to other parts of campus.

**The website URL where information about the practice is available:**

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# Planning, Administration & Engagement

## Coordination and Planning

**Points Claimed** 18.00

**Points Available** 18.00

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution's priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

<b>Credit</b>	<b>Points</b>
Sustainability Coordination	3.00 / 3.00
Strategic Plan	6.00 / 6.00
Physical Campus Plan	4.00 / 4.00
Sustainability Plan	3.00 / 3.00
Climate Action Plan	2.00 / 2.00

# Sustainability Coordination

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Score	Responsible Party
3.00 / 3.00	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

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## Criteria

Institution has a sustainability committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus.

The committee, office, and/or coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

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

## Does the institution have a sustainability committee?:

Yes

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

Penn President Dr. Amy Gutmann's signing of the American College and University Presidents' Climate Commitment in 2007 charged Penn to develop a strategic plan outlining the University's goals for carbon reduction. To carry out this mission the Environmental Sustainability Advisory Committee (ESAC) was formed. ESAC is a cross-campus collaboration that includes a representative group of faculty, staff, and students who advise the President on environmental sustainability issues. This committee is comprised of six subcommittees: Academics, Physical Environment, Energy and Utilities, Waste Management and Recycling, Transportation, and Communications. These subcommittees developed recommendations for short- and long-term actions to address the Commitment's requirements. These recommendations were reviewed by the members of ESAC and now serve as the backbone of Penn's Climate Action Plan, completed in 2009.

ESAC was given a new role after the launch of the University's Climate Action Plan- to continue to meet once per semester to discuss current work, challenges, and achievements in each of the plan's six initiatives. These update meetings ensure effective implementation of the plan and provide an opportunity to strengthen Penn's initiatives through regular communication and collaboration.

## Members of the committee, including affiliations:

(As of FY13)

- Anne Papageorge, Chair, Vice President, Facilities and Real Estate Services
- Marie Witt, Vice President, Division of Business Services
- William Braham, Professor of Architecture, School of Design

- David Hollenberg, University Architect, Facilities & Real Estate Services
- Ken Ogawa, Executive Director of Operations, Facilities and Real Estate Services
- Brian Shaw, Director, Division of Business Services
- Eric Weckel, Executive Director of Space Planning and Operations, School of Medicine
- Jonathan Bryan, undergraduate student, School of Engineering and Applied Science
- Jane Dmochowski, Managing Director, Vagelos Integrated Program in Energy Research
- Richard Fisher, graduate student, School of Design
- Andy Huemmler, Lecturer, School of Arts and Sciences
- Mark Alan Hughes, Distinguished Senior Fellow, School of Design
- Matt Lane, Executive Director of Facilities Planning and Science Operations, School of Arts & Sciences
- Barbara Lea-Kruger, Director of Communications & External Relations, Division of Business Services
- Bob Lundgren, University Landscape Architect, Facilities and Real Estate Services
- Muscoe Martin, Adjunct Professor, Architecture, School of Design
- Dominic McGraw, graduate student, School of Arts & Sciences
- Paul Meyer, F. Otto Haas Director of the Morris Arboretum, Division of Business Services
- Rob Nelson, Director, Office of the Provost
- Eric Orts, Professor, Environmental Management, Legal Studies and Business Ethics and Management, Wharton School
- Laura Peller, Associate Director, Industrial Hygiene and Environmental Programs, Environmental Health and Radiation Safety
- Jennifer Rizzi, Director of Communications, Facilities & Real Estate Services
- Kyle Rosato, Senior Industrial Hygienist, Environmental Health and Radiation Safety
- Ben Suplick, Director of Engineering & Energy Planning, Facilities & Real Estate Services
- Franca Trubiano, Assistant Professor, Architecture, School of Design
- Daniel Garofalo, Environmental Sustainability Director
- Andy Binns, Vice Provost for Education, Office of the Provost
- Anthony Sorrentino, Executive Director, Office of the Executive Vice President
- Mark Mills, Director of Purchasing, Division of Business Services
- Sara King, Associate Director, Sustainability & Project Management, School of Arts & Sciences
- Leandra Davis, Project Manager, Sustainability Coordinator, School of Engineering & Applied Science
- Rafael De Luna, Associate Director, Sustainability & Operations, Wharton School of Business
- Ben Suplick, Director of Energy Operations, Facilities & Real Estate Services
- Rob Nelson, Executive Director, Office of the Provost

**The website URL where information about the sustainability committee is available:**

<http://www.upenn.edu/sustainability/about-us/our-history>

**Does the institution have a sustainability office?:**

Yes

**A brief description of the sustainability office:**

The Environmental Sustainability Director and two sustainability term-employees are located within the Office of the University Architect in Facilities and Real Estate Services. The Energy Team is located within Operations & Maintenance in Facilities and Real Estate Services. The Penn Sustainability Office is the umbrella organization that was formed in 2007 to address environmental sustainability planning and policy development at the University of Pennsylvania and to coordinate programs and initiatives for a more sustainable campus.

**The number of people employed in the sustainability office:**

3

**The website URL where information about the sustainability office is available:**

<http://www.upenn.edu/sustainability/about-us/our-staff>

**Does the institution have a sustainability coordinator?:**

Yes

**Sustainability coordinator's name:**

Daniel Garofalo

**Sustainability coordinator's position title:**

Environmental Sustainability Director

**A brief description of the sustainability coordinator's position:**

Penn's Environmental Sustainability Director is the primary administrator responsible for coordinating campus-wide conservation and efficiency goals, for building a community of support for the University's Climate Action Plan, and for tracking Penn's progress towards the plan's goals. The Environmental Sustainability Director coordinates environmental initiatives across the university. The Environmental Sustainability Director works with peer administrators and with faculty to provide direction on both capital projects and operational activities. Through the Academics Subcommittee of Penn's Environmental Sustainability Advisory Committee and in collaboration with leading faculty, the director also provides guidance for instructors and researchers in a host of disciplines across multiple Schools to advance research, teaching, learning, and understanding of climate change and environmental sustainability. The Environmental Sustainability Director also manages the University's advisory group on environmental sustainability, the Environmental Sustainability Advisory Committee (ESAC). ESAC and its subcommittees meet over 20 times a year to provide feedback on the CAP and suggestions to for more rapid implementation.

**The website URL where information about the sustainability coordinator is available:**

<http://www.upenn.edu/sustainability/about-us/our-staff>

# Strategic Plan

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Score	Responsible Party
6.00 / 6.00	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

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## Criteria

Institution's current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in *PAE Credit 3: Physical Campus Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 5: Sustainability Plan*) counts for this credit.

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## Submission Note:

<http://www.upenn.edu/pennnews/current/2013-09-12/eye-future/eye-future-penn-compact-2020>

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

## Year the strategic plan or equivalent was completed or adopted:

2,004

## Does the institution's strategic plan or equivalent guiding document include the environmental dimensions of sustainability at a high level?:

Yes

## A brief description of how the strategic plan or amendment addresses the environmental dimensions of sustainability:

The Penn Compact, which was launched at the inauguration of President Amy Gutmann in October 2004, has become the vision that expresses the Penn community's commitment to propel the University of Pennsylvania "From Excellence to Eminence." Eminence for Penn requires both academic leadership and social responsibility in carrying out the University's core activities of teaching, research, clinical practice, and social service.

To fulfill the Compact's commitment to local engagement, Penn is collaborating with local communities on many initiatives to improve public education, public health, economic development, employment opportunities, the quality of life, and the physical landscape of West Philadelphia and Philadelphia, as well as to promote sustainable and equitable economic growth throughout the region.

The Penn Connects 2.0 Campus Plan, a part of the Penn Compact, will create an innovative, sustainable, and beautiful urban campus with vibrant living and learning spaces and positive impact for community. The vision of Penn Connects is to link the University to the City and the City to the University. The eastern expansion continues the strong network of pedestrian pathways and urban design principles currently found on Penn's campus. Of the many planning projects in Penn Connects all in Phase I (2006-2010) have been completed or are currently in construction. All projects in Phase II (2011-2016) are completed, in construction or in design. Phase III projects (2016-30) are in various stages of pre-planning or planning.

<http://www.pennconnects.upenn.edu/>

**Does the institution's strategic plan or equivalent guiding document include the social dimensions of sustainability at a high level?:**

Yes

**A brief description of how the strategic plan or amendment addresses the social dimensions of sustainability:**

"Engage Locally, Nationally and Globally" is a key tenet of the Penn Compact.

In 2007, Penn introduced an all-grant, no-loan aid package that eliminated loans for financially eligible students. The University will continue this commitment to students. In addition, the University plans to expand the Penn World Scholars program, which brings outstanding international undergraduate students to campus. The Action Plan for Faculty Diversity and Excellence outlines Penn's plan to recruit, retain, and mentor diverse faculty members. And Open Learning at Penn will continue to expand with online education initiatives that highlight some of the University's most compelling courses.

<http://www.upenn.edu/president/penn-compact/archives/engage-locally-nationally-and-globally>

**Does the institution's strategic plan or equivalent guiding document include the economic dimensions of sustainability at a high level?:**

Yes

**A brief description of how the strategic plan or amendment addresses the economic dimensions of sustainability:**

As outlined in the Penn Compact, the University is increasing access to its exceptional resources by:

- Meeting the full financial need of undergraduates with all-grant, no-loan aid packages, expanding the Penn World Scholars program, and strengthening graduate and professional financial aid.

- Increasing diversity and excellence at all levels with high-priority efforts including the Action Plan for Faculty Diversity and Excellence.

- Advancing Open Learning at Penn with other high-quality online education initiatives that promote the most innovative teaching and educational research on Penn's campus.

<http://www.upenn.edu/president/penn-compact/increase-access>

**The website URL where information about the strategic plan is available:**

<http://www.upenn.edu/president/penn-compact>

# Physical Campus Plan

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**Score**

4.00 / 4.00

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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## Criteria

Institution's current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in *PAE Credit 2: Strategic Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 4: Sustainability Plan*) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution's entire physical campus are eligible for this credit.

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### Submission Note:

Penn Connects was launched in 2006.

Penn Connects 2.0 was launched in 2011.

Penn Connects

[http://www.pennconnects.upenn.edu/growing\\_greener/buildings\\_and\\_utilities.php](http://www.pennconnects.upenn.edu/growing_greener/buildings_and_utilities.php)

[http://www.pennconnects.upenn.edu/growing\\_greener/land\\_use\\_patterns.php](http://www.pennconnects.upenn.edu/growing_greener/land_use_patterns.php)

University of Pennsylvania Stormwater Master Plan

[http://www.facilities.upenn.edu/sites/default/files/Stormwater%20Master%20Plan%20for%20the%2020University%20of%20Pennsylvania\\_March%202013\\_web.pdf](http://www.facilities.upenn.edu/sites/default/files/Stormwater%20Master%20Plan%20for%20the%2020University%20of%20Pennsylvania_March%202013_web.pdf)

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

**Does the institution's physical campus plan include sustainability at a high level?:**

Yes

**A brief description of how the physical campus plan or amendment includes sustainability:**

The Penn Connects 2.0 plan recommends a sustainable approach to development, with a particular focus on the opportunities available in the east expansion area. Specific recommendations include:

- o a long-term plan for carbon reduction
- o high-performance buildings to reduce energy consumption
- o smart land use planning and increased open space
- o enhanced transportation
- o mitigating stormwater issues
- o improving recycling practices
- o emphasis on appropriate reuse of existing buildings

Penn Connects 2.0 reinforces the University's sustainability objectives as outlined in the 2009 Climate Action Plan and aligns with the City of Philadelphia's Greenworks broader goals for the region. It acknowledges several initiatives underway at the University, including annual reinvestment in existing buildings and infrastructure via the Facility Renewal Fund, a new campus-wide Stormwater Management Master Plan and the recently completed transportation plan, Campus Circulation: A Study of Multi-Modal Access.

**Green Buildings and Utility Management** - Penn has committed to the design of high-performance building as part of all future Penn Connects projects. Using the US Green Building Council's LEED program as a guide, Penn's green building design focuses on the building landscaping, water use, energy performance, materials and methods of construction, and indoor air quality. Although LEED Silver is the minimum identified target for new construction, many of Penn's LEED projects have achieved Gold or better.

The Plan recommends best practices in utility management. For several recent projects on campus, Penn's own TC Chan Research Center, located within the School of Design and staffed by Penn faculty and graduate students, has been employed as consultants to provide energy modeling for selected buildings. The goal is to provide the most comfortable, healthy, day lit lecture halls, labs, classrooms, and offices possible for teaching, research, and learning.

**Land Use Patterns in Penn Connects** - The plan recommends new development in compact patterns adjacent to regional transit services, reducing auto dependence and the reliance on fossil fuels to move about the campus and University City area. Mixed-use development combining office, academic, research, retail and housing uses at strategically chosen locations supports the creation of a pedestrian atmosphere, while reducing the footprint of the built environment, leaving more open space. The Plan respects Philadelphia's traditional development pattern by locating buildings along the city grid, benefiting from the optimal solar orientation and responding to prevailing breezes. Such opportunities for daylighting and natural ventilation reduce energy demand and improve building efficiency.

**Integrated Transportation Connections** - All of the land on Penn's campus is within a five minute walk of a transit station or a bus route. Penn Connects extends this transit integration to reduce environmental impact and provide a comprehensive and integrated transportation network that focuses on pedestrian, bike and transit — the transportation modes which have the least environmental impacts.

**Water Management** - About 70% of the 24 acre Penn Park site was previously asphalt and concrete paving, which channeled stormwater into the city's combined sewer and storm system. Penn Park increases campus open space by 20% and features a rich mix of new athletic fields and public recreation amenities. The use of pervious pavements and open fields has the capacity to capture over 13,000 cubic feet of stormwater at the ground level during a rain event, reducing the burden on the city's treatment plants and keeping Philadelphia's rivers cleaner. Additional stormwater capacity is provided by incorporating green roofs on new buildings throughout campus, consistent with the recommendation of the US Green Building Council. The University's recently completed Stormwater Master Plan provides guidance and recommendations for reducing the negative stormwater runoff impacts that are created by the impervious (building and paved) surfaces of the University campus. The purpose of the plan is to aid campus planning by identifying opportunities to incorporate sustainable stormwater management practices into future projects. These opportunities will contribute to the University's goals for increased environmental sustainability, increased green space, and reduced utility costs associated with stormwater runoff.

**The year the physical campus plan was developed or adopted:**

[stars.aashe.org](http://stars.aashe.org)

2,006

**The website URL where the physical campus plan is available:**

<http://www.pennconnects.upenn.edu/>

# Sustainability Plan

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Score	Responsible Party
3.00 / 3.00	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

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## Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by *PAE Credit 5: Climate Plan*, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

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

## Does the institution have a sustainability plan that meets the criteria for this credit?:

Yes

## A brief description of how multiple stakeholder groups were involved in developing the plan:

In 2007, Penn created the Environmental Sustainability Advisory Committee (ESAC), made up of faculty, administrators, and students, and chaired by the Vice President of Facilities and Real Estate Services, and charged this group to develop University-wide recommendations and implementation strategies for a Climate Action Plan. ESAC established six comprehensive themes and disciplines as the most significant avenues for reducing Penn's carbon footprint and enhancing overall sustainability; subcommittees were assembled to focus on these specific aspects of the broad ESAC goals.

## A brief description of the plan's measurable goals :

Penn's Climate Action Plan goals are listed below:

- Academics: "Make climate change and sustainability part of the curriculum and educational experience available to all students and the larger Penn community."
- Utilities and Operations: Reduce energy usage by 17 percent from the 2007 baseline by 2014.
- Physical Environment: Create and maintain a sustainable campus by increasing green space, decreasing building energy consumption through design and renovations, improving the environmental quality of interior and outdoor spaces and increasing education and awareness of sustainable design.
- Transportation: Plan a quality pedestrian campus environment, encouraging the use of public transportation for commuting, and provide safe, efficient local transportation services for the University community. More than 50% of the University population use alternative transit in daily commuting.
- Waste Minimization & Recycling: Increase Penn's diversion rate of paper, cardboard, and commingled recyclables from 20 percent in

2008 to 40 percent by 2014.

- Outreach & Engagement: Build a culture of sustainability that informs all constituents of University life.
- Communications: Create a campaign which communicates clear, concise and accurate public information that informs the broad internal Penn community and key external Penn stakeholders about Penn's Climate Action Plan and its goals.

**A brief description of how progress in meeting the plan's goals is measured:**

With the launch of the Climate Action Plan, a new model of reporting was created to ensure transparency and monitor implementation milestones. Sustainability reports containing metrics on six sustainability indicators are submitted quarterly to the Office of the Executive Vice President and the President. In January 2011, Penn submitted a progress report to the ACUPCC, a requirement of the Climate Commitment. Additionally, progress on the University's Climate Action Plan has been presented to the Trustees' Facilities and Campus Planning Committee twice since 2009.

**The website URL where more information about the sustainability plan is available:**

<http://www.upenn.edu/sustainability/about-us/our-climate-action-plan>

**The year the plan was developed or last updated:**

2,009

# Climate Action Plan

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**Score**

2.00 / 2.00

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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## Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution's administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward *PAE Credit 4: Sustainability Plan*.

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

## Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit?:

Yes

## A brief summary of the climate plan's long-term goals:

Penn's Climate Action Plan is a comprehensive approach to reducing the University's carbon footprint, enhancing overall sustainability, and in general focus on making Penn a leader in environmental sustainability. The sustainability mission is both educationally important and absolutely critical for our planet as we work towards making Penn the "Greenest Urban Campus." Penn has identified the year 2042 as an aspirational goal for achieving carbon neutrality. Conservation through capital investment and behavior change strategies, improved low-carbon energy sourcing, and the purchase of RECs and offsets will be among the strategies employed in meeting this ambitious goal.

## A brief summary of the climate plan's short-term goals:

The recommendations of the Climate Action Plan are measurable, achievable, and consistent with the imperatives associated with Penn's sustainability aspirations. The short-term goals provide a roadmap for translating our vision into reality by integrating our scholarly expertise across our twelve schools in the area of sustainability and putting our knowledge to work. The Climate Action Plan provides tools throughout the University and strategies for implementing behavior change and institutional change. The Plan provides tools throughout the University and strategies for implementing behavior change and institutional change. In the Plan, Penn committed that all new buildings and major renovations on campus will be designed to achieve a LEED Silver Certification or higher. Penn established the new undergraduate minor in Sustainability and Environmental Management in 2009. Penn began a campus-wide remote metering effort which will provide a financially-based approach to monitor energy use and promote conservation. The metering effort consists of installation of chilled water, steam, and electric meters in the majority of campus buildings and the development of a single database to store information to be used for visualization and analysis of the metered energy data. These two concurrent components will be completed by end of fiscal year 2014.

**Year the climate plan was formally adopted or approved:**

2,009

**An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year:**

Yes

**List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment:**

1,2, and 3

**The reduction level (percentage) institution has committed to:**

17%

**The baseline year the institution used in its GHG emissions commitment:**

July 1, 2007

**The baseline emissions level institution used in its GHG emissions commitment:**

209,204 MTCDE (Gross Emissions excluding RECs)

**The target year the institution specified in its GHG emissions commitment :**

July 1, 2014

**The website URL where information about the climate plan is available:**

<http://www.upenn.edu/sustainability/about-us/our-climate-action-plan>

# Diversity and Affordability

**Points Claimed** 13.75

**Points Available** 13.75

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

<b>Credit</b>	<b>Points</b>
Diversity and Equity Coordination	2.00 / 2.00
Measuring Campus Diversity Culture	2.00 / 2.00
Support Programs for Underrepresented Groups	2.00 / 2.00
Support Programs for Future Faculty	4.00 / 4.00
Affordability and Access Programs	3.00 / 3.00
Gender Neutral Housing	0.25 / 0.25
Employee Training Opportunities	0.25 / 0.25
Student Training Opportunities	0.25 / 0.25

# Diversity and Equity Coordination

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Score	Responsible Party
2.00 / 2.00	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

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## Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus.

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

## Does the institution have a diversity and equity committee?:

Yes

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

The University Council of the University of Pennsylvania is a deliberative and broadly representative forum which exists to consider the activities of the University in all its phases, with particular attention to the educational objectives of the University and those matters that affect the common interests of faculty, staff and students. It may recommend general policies and otherwise advise the President, the Provost, and other officers of the University. It is authorized to initiate policy proposals as well as to express its judgment on those submitted to it by the administrative officers of the University and its various academic divisions. It is also empowered to request information through appropriate channels from any member of the University administration. The Committee on Diversity and Equity is one of seven committees comprising the Council, whose standing charge is as follows:

The Committee on Diversity and Equity aids Penn in fostering and taking full advantage of its diversity as well as in strengthening ties across all boundaries to enrich and enliven the campus community. The Committee advises the offices of the President, Provost, and the Executive Vice Presidents on ways to develop and maintain a supportive atmosphere on campus for the inclusion and appreciation of diversity among all members of the University community. The Committee reviews and provides advice regarding the University's equal opportunity and affirmative action programs and policies. The areas in which the Committee shall report to the Council include diversity within the educational and work settings, integration of staff and faculty into the larger campus community, and ways to foster a campus environment that is inclusive and supportive of difference. The Committee also advises the administration on specific diversity issues that may arise on campus.

## Members of the committee, including job titles and affiliations :

CO-CHAIRS (as of April 2014):

Dr. Judy Shea, Professor, School of Medicine

Susan Sorenson, Professor, School of Social Policy & Practice

**Liason:**

Lubna Mian, Director of Faculty Development and Equity, Office of the Provost

**Staff:**

Gail Oberton, Manager, Equity and Access Programs

**Faculty:**

Dr. Ezekiel Dixon-Roman, Assistant Professor, School of Social Policy & Practice

Dr. Nader Engheta, Professor, School of Engineering and Applied Sciences

Tulia Falleti, Associate Professor, School of Arts and Sciences

Dr. Chenoa Flippen, Assistant Professor, School of Arts and Sciences

Dr. Grace Kao, Professor, School of Arts and Sciences

Dr. Joe Libonati, Associate Professor, School of Nursing

**Graduate/professional students:**

Akeesha Washington

Paule Joseph

**Undergraduate students:**

Nikhil Kumar

Adrienne Edwards

**PPSA (Penn Professional Staff Assembly):**

Sharon Bryant, University of Pennsylvania Health System

Kayla Crawley Haidara, Alumni Officer, University Life Administration

**WPSA (Weekly-Paid Professional Staff Assembly):**

Erin Lemons, Recruiting Coordinator, Career Services

Michelle Wells Lockett, Administration, School of Medicine

**The website URL where information about the diversity and equity committee is available:**

<https://secure.www.upenn.edu/secretary/council/de.html>

**Does the institution have a diversity and equity office?:**

Yes

**A brief description of the diversity office:**

The mission of the Office of Affirmative Action and Equal Opportunity Programs is to provide central leadership and support for the University's efforts to achieve an educational and work environment that is diverse in race, ethnicity, color, sex, sexual orientation, gender identity, religion, creed, national or ethnic origin, citizenship status, age, disability, veteran status or any other legally protected class status as well people of all interests, abilities and perspectives. The office will ensure the implementation of equal opportunity, affirmative action, and nondiscrimination policies through education, training and active partnership with others from the campus and the broader Philadelphia communities.

The Office of Affirmative Action and Equal Opportunity Programs is charged with ensuring that the University meets its obligations as an affirmative action and equal opportunity employer and educational institution. The Office is responsible for implementing and advocating for the University's policies, procedures, and priorities and helping the University realize its vision of a respectful, diverse and

inclusive community. To fulfill its mission, the Office carries out a number of activities and services in collaboration with University administrators, faculty, staff and students. The Office works in close collaboration with the Division of Human Resources on issues related to equal opportunity, affirmative action and diversity for staff and applicants for employment. The Office also works in close collaboration with the Office of the Provost on issues related to increasing the diversity of Penn's faculty. The Office of Affirmative Action works in partnership with a number of other campus resource offices to support Penn's aims of becoming a more diverse community. Some of the activities and services provided include:

- Overseeing the implementation of the University's affirmative action programs and nondiscrimination policies and programs and advising members of the University community regarding Penn's policies and programs that support its commitment to equal opportunity, affirmative action and diversity.
- Providing training, education, and information on issues related to equal opportunity, affirmative action and diversity to support Penn's commitment to an inclusive and supportive learning and working environment;
- Ensuring that the campus is accessible to people with disabilities, including consulting with faculty, staff, students, and visitors to the campus who have questions or need information about Penn's policies or its provision of reasonable accommodations, including authorizing use of the Penn Access Transit for faculty and staff;
- Assisting in the resolution of concerns related to alleged discrimination or harassment by investigating complaints, providing technical assistance and support to other resource offices and advising members of the community who have questions regarding the University's policies or procedures related to equal opportunity and affirmative action.

**The number of people employed in the diversity office:**

4

**The website URL where information about the diversity and equity office is available:**

<http://www.upenn.edu/affirm-action/eoaa.html>

**Does the institution have a diversity and equity coordinator?:**

Yes

**Diversity coordinator's name:**

Sam Starks

**Diversity coordinator's position title:**

Executive Director, Office of Affirmative Action and Equal Opportunity Programs

**A brief description of the diversity coordinator's position:**

<http://www.upenn.edu/pennnews/current/node/3434>

**The website URL where information about the diversity and equity coordinator is available:**

<http://www.upenn.edu/affirm-action/contact.html>



# Measuring Campus Diversity Culture

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**Score**

2.00 / 2.00

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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## Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

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## Submission Note:

Penn IR&A Survey Repository

<http://www.upenn.edu/ir/surveylist.html>

University Survey Schedule

<http://www.upenn.edu/ir/surveys/IR&A%20Survey%20Schedule.pdf>

Gender Equity Report (2009, progress report published 2013)

<http://www.upenn.edu/almanac/volumes/v59/n17/gender-equity.html>

[http://www.upenn.edu/almanac/volumes/v59/n17/pdf\\_n17/011513-GenderEquity.pdf](http://www.upenn.edu/almanac/volumes/v59/n17/pdf_n17/011513-GenderEquity.pdf)

Minority Equity Report (2010)

[http://www.upenn.edu/almanac/volumes/v57/n14/pdf\\_n14/Minorityequity.pdf](http://www.upenn.edu/almanac/volumes/v57/n14/pdf_n14/Minorityequity.pdf)

Penn's Action Plan for Faculty Diversity and Excellence (2011)

<http://www.upenn.edu/almanac/volumes/v58/n02/diversityplan.html>

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

**Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit?:**

Yes

**A brief description of the assessment(s):**

Student Body Surveys

Penn conducts a number of surveys of its student population in regards to many aspects of diversity and equity on campus. The Enrolled Student Survey (ESS) and the Perception of Undergraduate Life and Student Engagement (PULSE) assess students' general satisfaction with the collegiate experience, as well as their perceived acquisition of knowledge, skills and abilities as a result of attending college. This information is gathered through 40 core questions in ESS and 60 core questions in PULSE, covering the academic environment, faculty and advisors, intellectual gains and progress, employment, extracurricular activities, health and well-being, and demographics. Penn also includes a set of questions related to the culture and climate of the institution. The ESS is conducted biannually, with 2013 being the most recent survey. Additionally, Penn conducts an annual Freshman and biannual Senior survey with similar questions regarding diversity and equity.

Gender Equity (last Progress Report in 2013)

The Gender Equity Report and its subsequent updates assess the status of women faculty at Penn along several dimensions: their presence in junior and senior ranks; compensation; hiring and departure activity; and promotion to leadership positions. Prior updates also provided information on central and significant school activities to support the recruitment, retention, promotion, and climate for women.

Minority Equity (last Progress Report in 2010)

The Minority Equity Report and its subsequent updates examine faculty census information (the racial and ethnic composition of Penn's faculty over time and by school, rank, and department), as well as the progress of Penn's efforts to improve minority equity through recruitment, retention, and a supportive climate; enhancements to University data-keeping; and efforts to improve the academic-career pipeline for members of underrepresented groups.

**Year the assessment was last administered:**

2,013

**A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives:**

Student Surveys

All student surveys are facilitated by Penn's Office of Institutional Research & Analysis (IR&A). IR&A serves the executive administration, as well as the broader University community, through the provision of data and information about Penn and its peer institutions. IR&A collects, summarizes, and analyzes data related to Penn students, faculty and staff, and compiles information related to finances, research, space and facilities, and alumni. Additionally, IR&A provides decision support to the Offices of the President and [stars.aashe.org](http://stars.aashe.org)

Provost as well as selected university councils, committees, and subcommittees.

### Gender Equity Report

The 2013 update is situated in the context of Penn's recently published Action Plan for Faculty Diversity and Excellence, which has galvanized efforts to attract and retain diverse faculty, including women in fields in which they are underrepresented. This latest update represents an opportunity not only to revisit data relevant to women faculty members' experiences at Penn but also to showcase some of the excellent work that has been initiated pursuant to the Action Plan.

### Minority Equity Report

In response to the Report, the University committed to periodic reviews of policy-level responses relating to recruitment and retention, including school and departmental reviews of best practices, effective recruitment outreach, and the identification of "rising stars." It also agreed to develop pipeline-oriented initiatives; enhanced mentorship of junior faculty and graduate students; improved record-keeping relating to faculty recruitment, promotions, and departures; and publication of periodic updates reporting progress toward these objectives.

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

<http://www.upenn.edu/ir/index.html>

# Support Programs for Underrepresented Groups

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**Score**

2.00 / 2.00

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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## Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

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### Submission Note:

Student Resource Centers

[http://diversity.upenn.edu/resources/affiliated\\_with\\_resource\\_centers/](http://diversity.upenn.edu/resources/affiliated_with_resource_centers/)

<http://www.admissions.upenn.edu/life-at-penn/our-diverse-community/cultural-resource-centers>

Action Plan for Faculty Diversity and Excellence (2011)

[http://www.upenn.edu/provost/images/uploads/Faculty\\_Diversity\\_Plan.pdf](http://www.upenn.edu/provost/images/uploads/Faculty_Diversity_Plan.pdf)

<http://www.upenn.edu/almanac/volumes/v58/n02/diversityplan.html>

Creating an Enterprising Community: Economic Inclusion at the University of Pennsylvania

[http://www.evp.upenn.edu/docs/Ec\\_Incl.pdf](http://www.evp.upenn.edu/docs/Ec_Incl.pdf)

<http://www.upenn.edu/almanac/volumes/v54/n23/diversity.html>

Penn Compact

<http://www.upenn.edu/president/penn-compact/penn-compact-landing>

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

**Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus?:**

Yes

**A brief description of the programs sponsored by the institution to support underrepresented groups within the student body:**

Currently there are six cultural resource centers at Penn targeting underrepresented groups:

- The Greenfield Intercultural Center fosters intercultural understanding at Penn through cross-cultural activism, reflection, and dialogue.
- La Casa Latina, Penn's Center for Hispanic Excellence, promotes awareness of Latino issues, culture, and identity.
- Penn's Lesbian, Gay, Bisexual, and Transgender Center supports the University's LGBT communities through mentoring, workshops, advocacy, and special events.
- Makuu, the Black Cultural Resource Center, is a nexus of advising, leadership development, and programming for Penn students interested in Black culture and the African Diaspora.
- The Pan-Asian-American Community House is a hub of academic, personal, and professional growth for Penn students interested in Asian-American culture and the Asian American Diaspora.
- The Penn Women's Center strives to understand and address the evolving needs of Penn's women through programming, advocacy, and community.

Penn has numerous religious organizations, arts organizations, councils, advisory boards, and student affairs affinity groups available to students from various backgrounds, as well as school-affiliated organizations within Penn's 12 schools. A full listing of these resources, with links to each organization's web page, is available on Penn's diversity website.

<http://diversity.upenn.edu/resources/>

**A brief description of the programs sponsored by the institution to support underrepresented groups within the faculty:**

Penn's Action Plan for Faculty Diversity and Excellence outlines the initiatives, both new and in progress, that will help the University recruit, retain, and mentor an ever more distinguished and diverse faculty. The Plan's three-pronged approach involves increasing diversity recruitment, creating programs to foster faculty development, and expanding the pipeline of existing diversity programs.

**Recruitment**

Numerous programs and initiatives support diversity throughout the University. Both the Perelman School of Medicine and the Wharton School offer a variety of resources to search committees to help them broaden applicant pools. The Target of Opportunity Committee of the School of Arts and Sciences identifies excellent scholars from underrepresented populations and brings them to the attention of appropriate departments. The Provost's Office provides, through the Faculty Opportunity Fund, a partial two-year subsidy to individuals who enhance the academic strength and diversity of the faculty. In the last five years, this program has supported 88 such candidates. The Dual Career Program has offered substantial help to departments that need to find a position for the spouse or partner of a desired recruit. When the first and second proposed hires are located in different Schools, Deans can request cost sharing from the Provost's Office to [stars.aashe.org](http://stars.aashe.org)

supplement support from the two sponsoring Schools. Since the majority of Penn faculty have an employed partner, many of whom are academics, this program offers an important resource for hiring and retaining faculty. Additionally, the Vice Provost for Faculty educates search committees about best practices. While each of these programs has helped to build a more diverse and inclusive faculty, they can be improved and expanded.

## Faculty Development

In recent years, Penn has implemented a variety of programs designed to help faculty reach their full potential. Penn's family-friendly policies include reduction in teaching duties after the birth or adoption of a child, extension of the tenure probationary period for primary caregivers, adoption assistance, and back-up childcare. These policies help faculty combine their professional and personal obligations, and we will maintain and expand them.

In 2006, Penn also established guidelines to help ensure that all junior faculty receive effective mentoring. These programs, which have been established in all 12 Schools, link junior faculty to senior colleagues who can provide guidance. In addition, the Penn Fellows Program provides leadership training to a small group of outstanding mid-career faculty, while building a cross-campus, interdisciplinary network to help support and advance their development. Other community-building programs, such as the Forum for Women Faculty and the Perelman School of Medicine's FOCUS Initiative, provide networking, mentoring, and leadership training for female faculty. For faculty of color, this function has been fulfilled largely by cultural studies programs and by initiatives such as the Minority Faculty Development Program in the Perelman School of Medicine.

## Expanding the Pipeline

Multiple programs overseen by the Vice Provost for University Life encourage students from underrepresented populations to consider graduate education and careers in the professoriate. Initiatives such as Advancing Women in Engineering, the Ronald E. McNair Scholars Program, and the Mellon Mays Undergraduate Fellowship Program provide mentoring, research support, and networking opportunities for talented young people at Penn. In 2008, Penn recruited an Associate Vice Provost for Access and Equity to further strengthen existing programs and to recommend new strategies and partnerships.

At the graduate level, the Fontaine Fellowship Program provides financial support and mentoring for approximately 200 students each year from groups underrepresented in the academy. Recently, additional funding support has enabled Penn to increase the number of Fontaine Fellows, who have gone on to faculty positions at leading universities across the country, including Penn. The Office of the Provost will work with the Deans to enhance Penn's support of this successful initiative and to recruit more of these excellent emerging scholars to Penn's faculty.

This summary only describes a portion of the initiatives covered in the Action Plan. The document can be read in its entirety at the following addresses:

[http://www.upenn.edu/provost/images/uploads/Faculty\\_Diversity\\_Plan.pdf](http://www.upenn.edu/provost/images/uploads/Faculty_Diversity_Plan.pdf)

<http://www.upenn.edu/almanac/volumes/v58/n02/diversityplan.html>

## **A brief description of the programs sponsored by the institution to support underrepresented groups within the staff:**

In October 2004, at the inauguration of President Amy Gutmann, the University of Pennsylvania launched The Penn Compact, of which one tenet is engaging locally by providing opportunities for local individuals and businesses to participate in the economic activity of Philadelphia's largest private employer. At the heart of this strategy is the Penn's Economic Inclusion Program. Through this effort, Penn collaborates with local communities to:

- Increase employment opportunities by improving job skills and workforce capacity
- Support small businesses through the procurement of locally provided products and services
- Ensure that a percentage of minority and women-owned construction vendors participate in campus development projects over \$5 million.

Penn strives to provide a working environment that welcomes and celebrates diversity. A varied workforce maximizes the University's talent pool, inspires creative thinking, and encourages a culture in which different views are appreciated and respected. As the largest private employer in Philadelphia and the second largest in Pennsylvania, Penn is able to offer a multitude of job opportunities for local residents as well as minority and female workers. Since the inception of the Economic Inclusion program, Penn's workforce has become increasingly diverse. Statistics from 2007 illustrate that 61% of the University's regular staff is female, nearly 33% is of color, and 15% is from West/Southwest Philadelphia.

Penn's hiring practices and partnerships encourage the recruitment, retention and development of a highly qualified, committed, and diverse workforce. The University has established strong affirmative action principles for its faculty and staff, and tracks the composition of its workforce to regularly identify under-represented populations for targeted recruitment efforts. Penn provides skills development opportunities for its diverse employee base, and has established several programs and partnerships to further its diversity goals, including:

### Lucien E. Blackwell Apprenticeship Program At Penn

Launched in September 2007 with an inaugural class of 50 West/Southwest Philadelphia residents, this program provides minorities and women in the labor and skilled trade professions with the training needed to enter into the trade unions in Philadelphia. Upon reaching apprentice status, participants will be assigned by the unions to construction projects at the University of Pennsylvania. Citizens Bank is sponsoring this unique partnership, in which the Building Trade Council of Philadelphia's Diversity Apprentice Program provides the training and the Greater Philadelphia Urban Affairs Coalition conducts the recruitment of men and women into the program.

### Unique Advantage

Unique Advantage, a women- and minority-owned company, has been Penn's exclusive provider of temporary staffing services since 2002. Among other things, Penn works closely with Unique Advantage to recruit local candidates for employment. Through Penn's partnership with Unique Advantage, the number of West/Southwest Philadelphia employees at Penn and the University of Pennsylvania Health System (UPHS) has increased significantly within the past few years.

### KRA Corporation

Penn and Unique Advantage work with KRA Corporation to provide assistance to welfare recipients looking to move from welfare to work. KRA provides intensive case management, work activities, job placement and retention, and supportive services to these individuals.

### Pipeline Development

UPHS instituted a "Pipeline Development Strategy" to provide current employees with the training and coaching to help them advance their careers in clinical areas where severe shortages exist. This program has been successful in providing opportunities for career development to residents of the West/Southwest Philadelphia community, with 14% of the enrollees residing locally.

### High School Paid Employment Program

UPHS hosts a program that offers paid employment opportunities for high school students, providing both after-school and summer positions at UPHS entities. A very interactive experience that includes a mentoring relationship with staff members, this program seeks to assist the students with long-term life goals. Of the students currently participating, 91% of them are from the West/Southwest Philadelphia area.

### Outreach Activities

Along with our partner agencies, Penn takes part in many activities during the course of the year aimed at reaching out to local residents as well as minorities and females. These activities include: participation in career fairs sponsored by organizations such as the NAACP, Council of Spanish Speaking Organizations (Concilio), Philadelphia Community College, and the Office of the Mayor's office; presentations at meetings sponsored by groups such as Penn's African American Resource Center; outreach to local religious leaders; and attendance at ceremonies such as Councilwoman Blondell Reynolds' "Women Making a Difference" awards.

The entire report, *Creating an Enterprising Community: Economic Inclusion at the University of Pennsylvania*, can be accessed at the following link:

[http://www.evp.upenn.edu/docs/Ec\\_Incl.pdf](http://www.evp.upenn.edu/docs/Ec_Incl.pdf)

**The website URL where more information about the programs in each of the three categories is available :**

<http://diversity.upenn.edu/>

# Support Programs for Future Faculty

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Score	Responsible Party
4.00 / 4.00	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

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## Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
  - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students to pursue further education and careers as faculty members.
  - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
- 

## Submission Note:

Penn Almanac Article about the Diversity Plan

<http://www.upenn.edu/almanac/volumes/v58/n02/diversityplan.html>

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

## Does the institution administer and/or participate in programs that meet the criteria for this credit?:

Yes

## A brief description of the institution's programs that help increase the diversity of higher education faculty :

Penn's Action Plan for Faculty Diversity and Excellence has helped Penn to move towards two goals: that of building a more diverse faculty, whose composition reflects the pool of exceptional, qualified applicants nationally in all fields; and creating a more inclusive campus community, where all feel welcomed, supported, and have equal access to networks for mentoring and research. The Plan's three-pronged approach involves increasing diversity recruitment, creating programs to foster faculty development, and expanding the pipeline of existing diversity programs.

### Recruitment

The principal responsibility for faculty recruitment rests with each of Penn's 12 Schools. The Office of the Provost works in partnership with the departments and Deans to make the University's standing faculty even more excellent and diverse.

Numerous programs and initiatives support diversity throughout the University. Both the Perelman School of Medicine and the Wharton [stars.aashe.org](http://stars.aashe.org) University of Pennsylvania | STARS Report | 192

School offer a variety of resources to search committees to help them broaden applicant pools. The Target of Opportunity Committee of the School of Arts and Sciences identifies excellent scholars from underrepresented populations and brings them to the attention of appropriate departments. The Office of the Provost provides, through the Faculty Opportunity Fund, a partial two-year subsidy to individuals who enhance the academic strength and diversity of the faculty. In the last five years, this program has supported 88 such candidates. The Dual Career Program has offered substantial help to departments that need to find a position for the spouse or partner of a desired recruit. When the first and second proposed hires are located in different Schools, Deans can request cost sharing from the Office of the Provost to supplement support from the two sponsoring Schools. Since the majority of Penn faculty have an employed partner, many of whom are academics, this program offers an important resource for hiring and retaining faculty. Additionally, the Vice Provost for Faculty educates search committees about best practices.

## Faculty Development

Recruitment of a broadly inclusive faculty must be combined with effective measures to retain them and to provide a campus environment in which all can thrive throughout their careers. Retention depends on building and maintaining an inclusive campus community that allows faculty, students, and staff to feel valued and supported.

In recent years, Penn has implemented a variety of programs designed to help faculty reach their full potential. Penn's family-friendly policies include reduction in teaching duties after the birth or adoption of a child, extension of the tenure probationary period for primary caregivers, adoption assistance, and back-up childcare. These policies help faculty combine their professional and personal obligations, and we will maintain and expand them.

In 2006, Penn also established guidelines to help ensure that all junior faculty receive effective mentoring. These programs, which have been established in all 12 Schools, link junior faculty to senior colleagues who can provide guidance. In addition, the Penn Fellows Program provides leadership training to a small group of outstanding mid-career faculty, while building a cross-campus, interdisciplinary network to help support and advance their development. Other community-building programs, such as the Forum for Women Faculty and the Perelman School of Medicine's FOCUS Initiative, provide networking, mentoring, and leadership training for female faculty. For faculty of color, this function has been fulfilled largely by cultural studies programs and by initiatives such as the Minority Faculty Development Program in the Perelman School of Medicine.

## Expanding the Pipeline

Multiple programs overseen by the Vice Provost for University Life encourage students from underrepresented populations to consider graduate education and careers in the professoriate. Initiatives such as Advancing Women in Engineering, the Ronald E. McNair Scholars Program, and the Mellon Mays Undergraduate Fellowship Program provide mentoring, research support, and networking opportunities for talented young people at Penn. In 2008, Penn recruited an Associate Vice Provost for Access and Equity to further strengthen existing programs and to recommend new strategies and partnerships.

At the graduate level, the Fontaine Fellowship Program provides financial support and mentoring for approximately 200 students each year from groups underrepresented in the academy. Recently, additional funding support has enabled Penn to increase the number of Fontaine Fellows, who have gone on to faculty positions at leading universities across the country, including Penn. The Office of the Provost will work with the Deans to enhance Penn's support of this successful initiative and to recruit more of these excellent emerging scholars to Penn's faculty.

A new program of Postdoctoral Fellowships seeks to attract promising scholars and educators whose life experience, research projects, and employment background will contribute significantly to our academic excellence. The Fellowships, available for three years of postdoctoral training in all areas of study at the University, are designed to attract outstanding graduate students to Penn who have completed or will complete the requirements for the Ph.D. before their fellowship begins. Each Fellow receives a stipend, University benefits, and funds for conference attendance, with financing shared between the University and the Schools. We aim to double the number of fellowships over the next five years and will urge departments and Schools to work to retain the very best of these fellows to [stars.aashe.org](http://stars.aashe.org)

increase the diversity of Penn's faculty.

Biomedical Graduate Studies, founded in 1985, served this year as the academic home for 700 Ph.D. candidates in the basic biomedical fields—52% of whom are female and 12% of whom are underrepresented minorities. Housed in the Perelman School of Medicine, BGS is a collaboration of more than 600 faculty members across seven Schools and several associated institutes that provides centralized support for admissions, student fellowships, curricular oversight, recordkeeping, and other operations. BGS students receive an annual stipend, tuition, fees, and health insurance.

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

[http://www.upenn.edu/provost/images/uploads/Faculty\\_Diversity\\_Plan.pdf](http://www.upenn.edu/provost/images/uploads/Faculty_Diversity_Plan.pdf)

# Affordability and Access Programs

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Score	Responsible Party
3.00 / 3.00	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

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## Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education such as the federal TRIO programs
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

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### Submission Note:

Financial Aid Information 2012-13

<http://www.admissions.upenn.edu/publications/financial-aid.php>

Penn Admissions and Financial Aid

<http://www.admissions.upenn.edu/costs-financial-aid/financial-aid-at-penn>

Penn Student Registration & Financial Services, 2013-14 Financial Aid and Budget Announcement

<http://www.sfs.upenn.edu/announcements/tuition2013FINALFINAL.pdf>

Penn Student Registration & Financial Services, Paying for a Penn Education

<http://www.sfs.upenn.edu/paying/paying-pro.htm>

The Penn Compact, Engaging Locally Fact Sheet

<http://www.upenn.edu/president/engaging-locally-fact-sheet>

Netter Center for Community Partnerships

<https://www.nettercenter.upenn.edu/index.php>

Vice Provost for University Life

<http://www.vpul.upenn.edu/>

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

**Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:**

Yes

**A brief description of the institution's participation in federal TRIO programs:**

Talent Search Program

The University of Pennsylvania's Talent Search Program is a federally-funded TRIO Program designed to help eligible students complete high school and enroll in postsecondary school. The Program provides 600 students at West Philadelphia's Beeber Middle School and Overbrook High School with support services that instill within them a college-going culture and promote the academic and personal development necessary for entry into higher education institutions.

The Talent Search Program offers a full range of activities and interventions to reduce the gap in college access, including goal setting and decision making; career exploration and academic planning; college selection and scholarship searches; and financial aid information. Students also gain exposure to college life by visiting colleges and universities. Middle school students receive instruction that includes academic counseling and advising; educational workshops; and career exploration activities. High school students receive group and individual advising; assistance with researching colleges; and assistance with completing college, financial aid, and scholarship applications.

McNair Postbaccalaureate Achievement Program

The University of Pennsylvania is proud to be the first Ivy League institution to host the prestigious Ronald E. McNair Postbaccalaureate Achievement Program. This project, also known as the McNair Scholars Program and named in honor of deceased NASA astronaut Dr. Ronald E. McNair, identifies and prepares eligible students for graduate studies leading to the Ph.D. by providing research training and early scholarly experiences to high-achieving undergraduate Penn students.

Students apply to the McNair Scholars Program during their sophomore year. The program comprises four modules: the Summer Research Institute, the Junior Academic Year Activities, a Summer Internship, and the Senior Year Graduate School Preparatory. McNair Scholars participate in research training and scholarly experiences through each of the four modules, as well as through other related activities, including performing research under the guidance of a faculty mentor, presenting their research at national academic conferences, and publishing their work in the Penn McNair Research Journal.

## PENNCAP

PENNCAP (Pennsylvania College Achievement Program) works closely with academically talented students, many from low-income or first-generation backgrounds, to support their success during their entire four years at Penn, from matriculation to graduation. Professional staff provide coaching, counseling, academic support, cultural enrichment, and assistance in developing meaningful personal and educational goals. PENNCAP assists students with important life issues, such as identifying personal life priorities, clarifying career objectives, developing a financial budgeting plan, and maximizing their success at Penn. PENNCAP students generally, but not always, begin the program by participating in the Pre-Freshman Program (PFP), a four-week academic experience augmented by counseling, academic coaching, and cultural activities. In PFP, students make personal connections with faculty, staff and fellow students, become familiar with the institution, experience first-hand the academic culture of the University, and set the stage for their next four years at Penn.

## Upward Bound

The University of Pennsylvania High School Upward Bound Program is a college preparatory program designed to motivate and prepare students in the program for the successful pursuit of a four-year college education. The goal of the program is to increase the rate at which low-income, first-generation-to-college students enroll in and graduate from a college or university with a bachelor's degree. The mission of the program is to provide high school students in grades 9th – 12th, at the identified high schools, with academic, career and cultural enrichment resources and programming to assist students to graduate from high school and increase the rate at which low income, first generation college students matriculate and graduate from post secondary institutions. Only students from Lamberton, Motivation, Overbrook, Parkway - West, Sayre, Strawberry Mansion, and West Philadelphia public high schools are eligible to apply.

## Upward Bound Math Science

Upward Bound Math Science works to help low-income and first-generation-to-college high school students recognize and develop their potential to excel in fields related to Science, Technology, Engineering and Math (STEM). Upward Bound Math and Science program services include: summer programs with intensive math, science, writing and language training; year-round counseling, advisement and academic support services; exposure to research; education or counseling services designed to improve the financial and economic literacy of students; and assistance with application to competitive post-secondary institutions leading to bachelor's degree in a STEM related discipline. Students from University City High and Overbrook High are eligible to apply.

The TRIO Veterans Upward Bound (VUB) Program at the University of Pennsylvania is a FREE, non-credited, non-profit, pre-college program federally funded with a grant from the U.S. Department of Education. The primary goal of TRIO VUB is to prepare eligible veterans to enter college, be successful in college, and to graduate from college. In order for students to be fully prepared for college, TRIO VUB emulates the college experience. High expectations are placed on students while attending TRIO VUB in order to support their success in the Program and later in college. TRIO VUB provides 160 students annually with academic instruction and support services. Students come to TRIO VUB from Bucks, Chester, Delaware, Montgomery, and Philadelphia counties in Pennsylvania and Camden County in New Jersey.

## **A brief description of the institution's policies and programs to minimize the cost of attendance for low-income students?:**

Financial aid is awarded on the basis of financial need, which is the difference between Penn's cost of attendance and the amount one's family is expected to pay. This year, 46 percent of Penn's undergraduate students received need-based grants from the University. Most undergraduates from families with incomes of less than \$175,000 are receiving grant assistance, and the typical student with family income of less than \$40,000 receives grant aid that covers full tuition, room and board.

**A brief description of the institution's programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:**

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**A brief description of the institution's programs to prepare students from low-income backgrounds for higher education:**

The Vice Provost for University Life's (VPUL) Equity and Access Programs nurture the academic aspirations of hundreds of local community members each year, from middle school through graduate study. Youth-based programs such as the previously mentioned Talent Search, Upward Bound, and Upward Bound Math Science help to guide promising local middle and high school students toward college. Adult-based programs, including the Educational Opportunity Center and Veterans Upward Bound, assist adult community members seeking to return to education or extend their current educational experiences. With support services that help students enhance learning in core academic subjects, manage time, find financial aid, meet mentors, and feel more confident about their abilities, Equity and Access Programs provide community members a pipeline of opportunities for educational success.

**The Provost Summer Mentorship Program**

The Provost Summer Mentorship Program is an innovative four-week program geared to inspire first generation underrepresented students in Philadelphia to view higher education as an achievable goal. Students attending this program will have the opportunity to participate in Penn's five professional schools (Dental Medicine, Nursing, Engineering, Medicine, and Law). Over the course of the program, high school students gain first hand exposure to an academic discipline and the opportunity to explore a variety of career opportunities.

**A brief description of the institution's scholarships for low-income students:**

All scholarships are need-based, so students must complete the financial aid process. Student Financial Services selects recipients based on the scholarship's criteria; no separate application is necessary. These scholarships are provided through direct gifts to the University and privately endowed funds established by alumni and friends. Named scholarships enable Penn to continue its two-fold commitment to admit students solely on the basis of academic merit, and to meet 100% of a student's financial need.

**A brief description of the institution's programs to guide parents of low-income students through the higher education experience:**

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**A brief description of the institution's targeted outreach to recruit students from low-income backgrounds:**

See the TRIO programs and Provost Summer Mentorship Program mentioned above.

**A brief description of the institution's other admissions policies and programs:**

Penn practices need-blind admissions for citizens and permanent residents of the United States, Canada, and Mexico, which means admissions decisions are not affected by a family's ability to pay.

**A brief description of the institution's other financial aid policies or programs:**

All Penn aid is need-based. Penn, like all other Ivy League institutions, does not award merit-based or athletic scholarships. Instead, all aid is devoted to helping families who need financial assistance to afford Penn.

Penn financial aid packages do not include loans, which means students are able to graduate debt-free.

Penn commits to meeting full demonstrated need throughout the undergraduate years. If a family's circumstances remain stable, financial aid remains relatively constant; if circumstances change during the year (such as a parent losing a job), a financial aid package will be adjusted.

There is no maximum income cutoff for eligibility for University financial aid. Factors such as family size, student income and assets, parent income and assets (including home equity but not retirement accounts), the number of children in college, and extenuating family circumstances (such as illness or loss of employment) are important considerations in determining financial need.

**A brief description of the institution's other policies and programs not covered above:**

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**The website URL where information about programs in each of the areas listed above is available:**

<http://www.vpul.upenn.edu/aap/>

# Gender Neutral Housing

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**Score**

0.25 / 0.25

**Responsible Party**

**Joel Mintzer**  
Building Administrator  
Residential Services

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**Submission Note:**

The University of Pennsylvania also has gender neutral restrooms throughout campus. All of the restrooms are located in publically accessible, single-use, locks securely from the inside, and not in an isolated location. The restrooms are labeled only as 'restroom' without M, W, or gendered pictograms. A map of the restrooms can be found online - [www.facilities.upenn.edu/sites/default/files/pdfs/GNRestroomMap\\_web\\_0.pdf](http://www.facilities.upenn.edu/sites/default/files/pdfs/GNRestroomMap_web_0.pdf)

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

**Does the institution offer housing options to accomodate the special needs of transgender and transitioning students (either as a matter of policy or as standard practice)?:**

Yes

**A brief description of the program, policy, or practice:**

Gender Neutral Housing is an option that allows students to be assigned a room without regard to gender. Students that request Gender Neutral Housing will be assigned with others making that same request. Because the room assignment is gender-blind, students may be matched with someone of the same or different gender. Any room type is available for Gender Neutral Housing. In addition, if a student has a specific roommate request that is a student of a different gender, that request may be accommodated provided the request is mutual.

**The website URL where information about the program, policy, or practice is available:**

<http://cms.business-services.upenn.edu/residential-services/applications-a-assignments/gender-neutral-housing.html>

# Employee Training Opportunities

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Score	Responsible Party
0.25 / 0.25	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

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

## Does the institution make cultural competence trainings and activities available to all employees?:

Yes

## A brief description of the cultural competence trainings and activities:

### Mission:

The mission of the Penn's Office of Affirmative Action & Equal Opportunities Programs (OAA/EOP) is to provide central leadership and support for the University's efforts to achieve an educational and work environment that is diverse in race, ethnicity, interests, abilities and perspectives. The office ensures the implementation of equal opportunity, affirmative action and nondiscrimination policies through education, training and active partnership with others from the campus and the broader Philadelphia communities.

### Training & Development Mission:

To provide educational programs on Penn's Affirmative Action and non-discrimination policies, as well as specific topics related to affirmative action, non-discrimination, equal opportunity, diversity, disability, sex discrimination and other forms of prohibited discrimination.

To provide educational programs tailored to department-specific issues, and to provide technical assistance to University personnel on affirmative action and non-discrimination issues.

### Services:

The services of the office include, but are not limited to, the following: investigate complaints of harassment and other forms of prohibited discrimination; provide training on affirmative action, equal opportunity and non-discrimination policies; offer suggestions on outreach and recruitment strategies, consult with faculty and staff with disabilities on request for reasonable accommodation, as well as consulting with managers and supervisors who need information on how to provide reasonable accommodation to employees with disabilities.

### Who's Eligible?

All University and related faculty, staff, students, and collective bargaining staff are eligible.

Examples of the training programs offered by OAA/EOP include the following:

Americans with Disabilities Act (ADA) for Managers

Americans with Disabilities (ADA) for Faculty

Creating a Respectful and Productive Work Environment

Common Ground: Promoting Respectful Workplaces

[stars.aashe.org](http://stars.aashe.org)

Diversity for Leaders  
Diversity Management: Valuing Diversity at Penn  
Managing Intercultural Conflict  
Procedures for Resolving Complaints of Discrimination  
Sexual Harassment Awareness

**The website URL where information about the trainings and activities are available:**

<http://www.upenn.edu/affirm-action/training.html>

# Student Training Opportunities

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Score	Responsible Party
0.25 / 0.25	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

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

## Does the institution make cultural competence trainings and activities available to all students?:

Yes

## A brief description of the cultural competence trainings and activities:

### Mission:

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Common Ground: Promoting Respectful Workplaces

[stars.aashe.org](http://stars.aashe.org)

Diversity for Leaders  
Diversity Management: Valuing Diversity at Penn  
Managing Intercultural Conflict  
Procedures for Resolving Complaints of Discrimination  
Sexual Harassment Awareness

**The website URL where information about the trainings and activities are available:**

<http://www.upenn.edu/affirm-action/training.html>

# Human Resources

**Points Claimed** 13.47

**Points Available** 19.75

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

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

<b>Credit</b>	<b>Points</b>
Sustainable Compensation	8.00 / 8.00
Employee Satisfaction Evaluation	2.00 / 2.00
Staff Professional Development in Sustainability	0.00 / 2.00
Sustainability in New Employee Orientation	2.00 / 2.00
Employee Sustainability Educators Program	0.72 / 5.00
Childcare	0.25 / 0.25
Employee Wellness Program	0.25 / 0.25
Socially Responsible Retirement Plan	0.25 / 0.25

# Sustainable Compensation

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**Score**

8.00 / 8.00

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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## Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

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

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### Submission Note:

The University's minimum hourly rate is 54% above both the state and federal minimum wage. There are a limited number of union contracts. The contractual wages are competitive with other labor contracts and the Philadelphia job market. Temporary employees are hired through an agency that partners with the University. Hourly rates are highly competitive.

Penn has conducted a University-wide review of pay equity. Pay equity is maintained on an ongoing basis as part of day-to-day salary administration. All salaries are set by the Compensation department to ensure that internal equity at competitive market wages for new hires and current employees is achieved.

Annual merit increase budgets have been very competitive with the local and national markets and have outpaced the cost of living. In order to keep this competitiveness, the University has awarded merit increases every year, even during the economic downturn in 2008 and 2009.

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

**Total number of employees working on campus (including contractors):**

20,732

[stars.aashe.org](http://stars.aashe.org)

**Number of employees (including contractors) that the institution ensures earn sustainable compensation:**

20,732

**A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation:**

The University has a market pricing job classification system to evaluate jobs consistently throughout the University. Salaries are set to be internally equitable and market competitive. The University's staff jobs are market priced annually to assure that staff compensation is market competitive at the 50th and 75th percentiles. Penn has a library of over 20 third-party salary surveys that are used to price jobs. Data is referenced for the local, regional and national markets to establish competitive compensation.

**The most recent year total compensation for the institution's lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable:**

2,014

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

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# Employee Satisfaction Evaluation

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Score	Responsible Party
2.00 / 2.00	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

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## Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

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

## Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit?:

Yes

## A brief description of the institution's methodology for evaluating employee satisfaction:

Penn evaluated employee satisfaction by conducting a University-wide staff engagement survey highlighting 44 items and receiving input from the Provost, Deans and the Executive Vice President's office. The survey was conducted by a third-party, to ensure the confidentiality of individual responses. The staff engagement survey reflects staff's satisfaction with performance drivers such as staff engagement, work environment, senior leadership, supervisor/manager, peers, career opportunities, organizational practices, and performance and recognition. Once the survey was administered the collected data was analyzed and reported to senior leaders such as the President, Provost and Executive Vice President and was shared with School/Centers leaders. Once all data was shared with the appropriate parties and action plans were developed based on specific feedback for each organization/area and focus on sustaining drivers that staff are highly satisfied and with and enhancing/improving the drivers staff are least satisfied with.

## The year the employee satisfaction evaluation was last administered:

2,013

## The website URL where information about the institution's employee satisfaction evaluation process is available:

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# Staff Professional Development in Sustainability

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**Score**

0.00 / 2.00

**Responsible Party**

**Daniel Garofalo**

Environmental Sustainability Director  
Facilities and Real Estate Services

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## Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training *available* to all staff.

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

The following training opportunities are not sufficient for this credit:

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

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

# Sustainability in New Employee Orientation

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**Score**

2.00 / 2.00

**Responsible Party**

**Daniel Garofalo**

Environmental Sustainability Director  
Facilities and Real Estate Services

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## Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

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

**Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff?:**

Yes

**A brief description of how sustainability is included in new employee orientation:**

New Staff Orientation provides a general overview of Penn policies and practices, plus little-known facts about the University. Presenters explain how to build a career at Penn, and also discuss major University policies and programs, medical and tuition benefits, transportation services and parking options, employee resources, campus recreational facilities and more. The three-hour morning sessions, coordinated by Human Resources' Learning and Education Department, feature videos on campus safety and security and Penn's history and structure. The University's Climate Action Plan is presented as part of the orientation and outlines how staff can get involved with current environmental sustainability initiatives on campus.

New Staff Orientation sessions are held 14 times a year.

**The website URL for the information about sustainability in new employee orientation:**

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# Employee Sustainability Educators Program

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**Score**

0.72 / 5.00

**Responsible Party**

**Daniel Garofalo**

Environmental Sustainability Director  
Facilities and Real Estate Services

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## Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

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### Submission Note:

The number of employees served by the program number reflects both Eco-Reps and Green Teams at the University.

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

### Total number of people employed by the institution:

20,732

### Program name (1st program) :

Staff & Faculty Eco-Reps Program

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

3,000

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

Eco-Reps apply to the program through an on-line application. Although Eco-Reps are mostly self-selecting, some are selected by their offices to be their representative, with the office rotating the role to different staff. Many of the offices have Green Teams in their departments or offices led by the Eco-Reps; in some cases Eco-Reps membership rotates among the Green Team members.

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

The Eco-reps receive an initial orientation training on their role, how to develop and run Green Teams and how to communicate with their offices. They receive ongoing monthly trainings on topics such as managed print services, how remanufactured toner cartridges are produced, how energy use is tracked on campus, how to hold a zero waste event, etc. Specialized training sessions are also provided, such as "How to be a Change-Agent." A monthly newsletter and semi-monthly sustainability tips are also sent to the Eco-Reps for them to share with their offices.

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

The program is staffed by the University's Sustainability Consultant. The University provides funding for any outside trainers, lunches and meeting rooms, and field trip costs.

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

<http://www.upenn.edu/sustainability/eco-reps/staff>

**Program name (2nd program):**

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

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

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

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

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

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**Program name(s) (all other programs):**

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**Number of employees served by the program(s) (all other programs):**

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

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

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

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

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Score	Responsible Party
0.25 / 0.25	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

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

**Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of students, faculty, and staff?:**

Yes

**A brief description of the child care program, policy, or practice:**

University of Pennsylvania offers a discounted childcare program to Penn faculty, staff, students and University of Pennsylvania Health System employee at its Penn Children's Center. Penn also offers additional rates at a discounted price to select faculty and staff based on income.

Penn's Children's Center is for children ages three months to five years of age and is conveniently located on the University campus. Enrollment in the Penn Children's Center is open to all members of the University and surrounding communities. with preference given to faculty, staff and students of the University. The center is one of few centers in the area accredited by the National Association for the Education of Young Children (NAEYC).

Penn Children's Center celebrates cultural, economic, and ethnic diversity through its curriculum and programming, and incorporates learning activities into traditional playtime, through stories, arts and crafts, music and movement, science, physical fitness, and field trips. The center features 13 well-equipped classrooms, computers, an indoor gym, and an outdoor playground. Teachers hold degrees in early childhood education or a related field, and are assisted by classroom aides and university students. The 10,000-square-foot center accommodates 32 infants, 50 toddlers, and 79 preschoolers.

Penn partners with the Parent Infant Center and The Caring Center in the West Philadelphia neighborhood, to provide child care options in addition to the Penn Children's Center. These NAEYC-accredited centers have spaces for 100 more children, half of them reserved for the children of Penn faculty, staff, and students.

In addition to childcare, University of Pennsylvania also provides two additional substantially subsidized child care benefits to its faculty and staff through a partnership with

[Care.com](#)

- BackupCare allows Faculty and staff to arrange for temporary backup care in their homes, at an out-of-town business location or at an adult relative's residence any time (day or night, seven days a week, including holidays). Benefits-eligible faculty and staff members are eligible for up to ten days of backup child or adult care per calendar year. There is a cost to those who utilize this service, but Penn partially offsets the cost through a subsidy program determined based on annual salary.

- Snow Day Child Care provides all-day care for children of Penn faculty and staff members when the University is open but Philadelphia public schools are closed due to inclement weather. Children ages 12 weeks to 12 years are eligible for the program, whether they attend a Philadelphia district school or not. Care is provided at the Penn Children's Center, the University of Pennsylvania's licensed day care center.

**The website URL where information about the program, policy, or practice is available:**

<http://cms.business-services.upenn.edu/childcare/>

# Employee Wellness Program

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Score	Responsible Party
0.25 / 0.25	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

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

## **Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees?:**

Yes

### **A brief description of the employee wellness program, policy, or practice:**

The University of Pennsylvania offers an Employee Assistance Program (EAP) to provide free and confidential one-on-one counseling sessions to our faculty, staff and their immediate family members when personal life issues are interfering with personal well-being. The EAP also provides frequent support to supervisors and leaders when a critical incident occurs in the workplace, such as the death of colleague or to national catastrophe.

Penn also offers our faculty and staff broad-based wellness programing. These programs include on-campus biometric screenings; a comprehensive online wellness portal offering a variety of health promotion tools such as, health risk assessments, telephonic health coaching programs, health information, healthy lifestyle videos, as well as a multi-faceted quit smoking program that includes free nicotine replacement therapies. In addition Penn also offers a walking program, monthly presentations by health professionals on stress-management and a range of health and well-being topics.

### **The website URL where information about the program, policy, or practice is available:**

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# Socially Responsible Retirement Plan

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Score	Responsible Party
0.25 / 0.25	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

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

## Does the institution offer a socially responsible investment option for retirement plans?:

Yes

## A brief description of the socially responsible investment option for retirement plans:

Penn offers a favorable long-term rate of return that reflects the investment performance of the financial markets while giving special consideration to certain social criteria.

Penn's Principal Investment Strategies include the Social Choice Account through TIAA CREF. The Social Choice Account invests in a diversified set of domestic and foreign stocks and other equity securities, bonds and other fixed-income securities, as well as money market instruments and other short-term debt instruments. The Account invests only in companies that are suitable from a financial perspective and whose activities are consistent with certain environmental, social and governance ("ESG") criteria.

Holdings in the equity portion of the Account are subject to certain environmental, social and governance ("ESG") criteria provided by a vendor of TCIM. The research vendor currently providing ESG performance evaluation for the Account is MSCI, Inc. ("MSCI"). All companies must meet or exceed minimum ESG performance standards to be eligible for inclusion in the Account. The evaluation process favors companies with leadership in ESG performance relative to their peers. Typically, environmental assessment categories include climate change, natural resource use, waste management and environmental opportunities. Social evaluation categories include human capital, product safety and social opportunities. Governance assessment categories include corporate governance, business ethics and governance and public policy. How well companies adhere to international norms and principles and involvement in major ESG controversies (examples of which may relate to the environment, customers, human rights and community, labor rights and supply chain and governance) are other considerations.

The ESG evaluation process is conducted on an industry-specific basis and involves the identification of key performance indicators, which are given more relative weight compared to the broader range of potential assessment categories. Concerns in one area do not automatically eliminate an issuer from being an eligible investment for the Account. When ESG concerns exist, the evaluation process gives careful consideration to how companies address the risk and opportunities they face in the context of their industry and relative to their peers. The social and environmental impact of corporate activities related to the production and sale of alcohol, tobacco, military weapons, firearms, nuclear power and gambling products and services are quantified and incorporated into a company's overall ESG performance assessment. While not automatically excluded from the Account, most companies involved in these industries are ineligible for inclusion in the Account due to their poor overall ESG performance.

## The website URL where information about the program, policy, or practice is available:

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# Investment

**Points Claimed** 7.05

**Points Available** 16.75

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

<b>Credit</b>	<b>Points</b>
Committee on Investor Responsibility	2.00 / 2.00
Shareholder Advocacy	5.00 / 5.00
Positive Sustainability Investments	0.05 / 9.00
Student-Managed Sustainable Investment Fund	0.00 / 0.25
Sustainable Investment Policy	0.00 / 0.25
Investment Disclosure	0.00 / 0.25

# Committee on Investor Responsibility

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Score	Responsible Party
2.00 / 2.00	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

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## Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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## Submission Note:

<https://secure.www.upenn.edu/secretary/divestment.html>

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

## Does the institution have a committee on investor responsibility or similar body that meets the criteria for this credit?:

Yes

## The charter or mission statement of the CIR or other body, which reflects social and environmental concerns, or a brief description of how the CIR is tasked to address social and environmental concerns :

The Penn Social Responsibility Advisory Committee (Penn SRAC) advises the University Trustees and make recommendations to the Trustee Proxy Voting Subcommittee of the Executive Committee concerning decisions on Proxy Voting. A Resolution to Establish Procedures for Proxy Voting was passed by the Executive Committee on May 15, 2003. The work of the committee is guided by the Statement on Responsibility Concerning Endowment Securities adopted by the Board of Trustees. Issues of divestment may be referred by the University Council Steering Committee to the Ad Hoc Advisory Committee on Divestment, created by Trustee Resolution dated December 12, 2013.

**Members of the CIR, including affiliations:**

Penn SRAC consists of twelve voting members including:

Four faculty members nominated by the Faculty Senate;

Four students (two graduates and two undergraduates) nominated by the Undergraduate Assembly (one student), the Nominations and Elections Committee (one student), GAPSA (two students);

Two alumni representatives appointed by the President;

Two staff members appointed by the President.

**Recent examples (within the past 3 years) of CIR actions:**

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**The website URL where information about the committee is available:**

<https://secure.www.upenn.edu/secretary/SRAC.html>

# Shareholder Advocacy

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Score	Responsible Party
5.00 / 5.00	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

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## Criteria

There are two possible approaches to earning this credit.

1) Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but \$2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

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

**Has the institution filed or co-filed one or more shareholder resolutions that address sustainability during the past three years?:**

No

**Has the institution submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:**

No

**Has the institution conducted a negative screening of its entire investment pool within the last three years?:**

Yes

**A brief description of how the institution (or its foundation) has engaged in shareholder advocacy that promotes sustainability during the previous 3 years. :**

Penn conducts a negative screen in conjunction with its ongoing policy of divestment from a number of companies conducting business in Sudan.

**The website URL where information about the negative screen, divestment effort, and/or direct engagement with companies in which the institution holds investments is available:**

<https://secure.www.upenn.edu/secretary/divestment.html>

# Positive Sustainability Investments

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Score	Responsible Party
0.05 / 9.00	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

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## Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

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

## Total value of the investment pool:

7,700,000,000 US/Canadian \$

## Value of holdings in sustainable industries, such as renewable energy or sustainable forestry :

11,700,000 US/Canadian \$

## Value of holdings in businesses selected for exemplary sustainability performances:

0 US/Canadian \$

## Value of holdings in sustainability investment funds, such as a renewable energy investment fund:

0 US/Canadian \$

## Value of holdings in community development financial institutions (CDFIs):

0 US/Canadian \$

## Value of holdings in socially responsible mutual funds with positive screens:

0 US/Canadian \$

**A brief description of the companies, funds, and/or institutions referenced above:**

\$11.7M reflects holdings in sustainable industries, such as renewable energy or sustainable forestry.

**The website URL where information about the institution's sustainability investment activities is available:**

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## Student-Managed Sustainable Investment Fund

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**Score**

0.00 / 0.25

**Responsible Party**

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

## Sustainable Investment Policy

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**Score**

0.00 / 0.25

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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

## Investment Disclosure

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**Score**

0.00 / 0.25

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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

**Does the institution make a snapshot of its investment holdings, including the amount invested in each fund and/or company and proxy voting records, available to the public?:**

No

**A brief description of the institution's investment disclosure practices:**

Asset allocation, performance, and other relevant information are disclosed in the University's annual financial report.

**The website URL where information about investment disclosure available:**

<http://www.finance.upenn.edu/vpfinance/AnnualRpt/>

# Public Engagement

**Points Claimed** 18.67

**Points Available** 31.75

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

<b>Credit</b>	<b>Points</b>
Community Sustainability Partnerships	2.00 / 2.00
Inter-Campus Collaboration on Sustainability	2.00 / 2.00
Sustainability in Continuing Education	3.00 / 7.00
Community Service Participation	2.03 / 6.00
Community Service Hours	3.39 / 6.00
Sustainability Policy Advocacy	4.00 / 4.00
Trademark Licensing	2.00 / 4.00
Graduation Pledge	0.00 / 0.25
Community Service on Transcripts	0.00 / 0.25
Farmers' Market	0.25 / 0.25

# Community Sustainability Partnerships

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**Score**

2.00 / 2.00

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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## Criteria

Institution has formal partnership(s) with the local community, including school districts, government agencies, non-profit organizations, or other entities, to work together to advance sustainability within the community.

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### Submission Note:

Penn EcoReps events news

<http://www.upenn.edu/sustainability/news/newsletter-archive/december-2011#featured2>

<http://www.schuylkillbanks.org/stories/penn-eco-reps-clean-grays-ferry-crescent>

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

## Does the institution participate in community sustainability partnerships that meet the criteria for this credit?:

Yes

## A brief description of the institution's sustainability partnerships with the local community:

The Netter Center for Community Partnerships

Founded in 1992, the Barbara and Edward Netter Center for Community Partnerships is Penn's primary vehicle for bringing to bear the broad range of human knowledge needed to solve the complex, comprehensive, and interconnected problems of the American city so that West Philadelphia (Penn's local geographic community), Philadelphia, the University itself, and society benefit. The Netter Center, which is housed in the Office of Government and Community Affairs, works to achieve the following objectives:

- Improve the internal coordination and collaboration of all university-wide community service programs
- Develop democratic, mutually beneficial, mutually respectful partnerships between the University and the community
- Create and strengthen local, national and international networks of institutions of higher education committed to engagement with their local communities

Through the Netter Center, the University currently engages in three types of activities: academically based community service, direct traditional service, and community development. Academically based community service is at the core of the Center's work. It is service rooted in and intrinsically linked to teaching and/or research, and encompasses problem-oriented research and teaching, as well as service learning emphasizing student and faculty reflection on the service experience. Approximately one hundred sixty courses (from a wide [stars.aashe.org](http://stars.aashe.org)

range of disciplines and Penn schools) link Penn students to work in the community. (A steady increase in the number of academically based community service has occurred since 1992, when only eleven such courses were offered.) Some examples of these programs, events, and initiatives are as follows:

#### Sayre School Garden

The Sayre Garden Program focuses on urban agriculture, horticulture, landscape design and entrepreneurship. Through the planting, maintenance, harvest, and sale of fruits, herbs, and vegetables from the school garden, students explore the complexities of growing and selling healthy, organic produce in an urban setting. Students engage in formal lessons, as well as hands-on projects that provide basic training and knowledge of food availability and distribution-related issues.

#### Agatston Urban Nutrition Initiative

The Agatston Urban Nutrition Initiative (AUNI) is a major component of the Netter Center's University-Assisted Community Schools program. AUNI grew out of an Anthropology ABCS course taught by Professor Francis Johnston. While AUNI's emphasis is on nutrition education and food access in West Philadelphia, it works in a total of 20 Philadelphia public schools, serving more than 10,000 students every month. Hands-on cooking and gardening clubs and youth-run fruit stands connect school day and after school learning activities for K-12 students, as well as connect to the academic work of Penn students and faculty.

#### UC Green

Through partnerships and education, UC Green empowers volunteer environmental stewardship in University City and its surrounding communities. In keeping with its mission to work to maintain and expand the tree cover and green landscapes of University City/West Philadelphia, UC Green provides services to individuals, businesses, block groups and communities. Each spring and fall, UC Green volunteers plant hundreds of street trees and enhance public green spaces contributing thousands of hours in service to the community. The summer tree maintenance youth employment program - UC Green Corps – cares for 500 young trees planted by UC Green volunteers on a weekly basis during the summer months. UC Green's Pruning Club program meets weekly during the summer to train volunteers in proper tree pruning techniques and perform on the ground pruning of selected blocks each season.

#### Penn EcoReps

The Eco-Reps program is organized by sustainability staff in Facilities and Real Estate Services and is an initiative of the Penn Sustainability Office, an umbrella group of students, faculty, staff, and community members that promotes sustainable practices and policies on campus. In the Fall of 2011 and 2012, Penn's student Eco-Reps partnered with the Schuylkill River Development Corporation (SRDC) and kicked off the new academic years by cleaning up the Schuylkill River Trail at Gray's Ferry Crescent. A group of over 80 Penn students helped plant trees, remove invasive species, and clear the trail, which just recently opened to the public. The event was part of a new Eco-Reps service initiative that encourages students to connect with organizations in Philadelphia and help improve sustainability throughout the region.

#### **The website URL where information about sustainability partnerships is available:**

<https://www.nettercenter.upenn.edu/programs>

# Inter-Campus Collaboration on Sustainability

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Score	Responsible Party
2.00 / 2.00	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

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## Criteria

Institution collaborates with other colleges and universities to support and help build the campus sustainability community.

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### Submission Note:

"Penn hosts Ivy Plus conference on sustainability"

[www.upenn.edu/pennnews/current/2010-04-06/latest-news/penn-hosts-ivy-plus-conference-sustainability](http://www.upenn.edu/pennnews/current/2010-04-06/latest-news/penn-hosts-ivy-plus-conference-sustainability)

Ivy Plus Consortium Description

<http://sustainability.yale.edu/people-partners/strategic-external-partnerships/ivy-plus>

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

## Does the institution collaborate with other colleges and universities to support and help build the campus sustainability community?:

Yes

## A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions:

- Penn presented the Power Down Challenge Competition, a student energy competition, at AASHE's national conference in 2011 and in 2012.
- The Penn Green Fund was presented on a EPA webinar about green revolving funds, Green Revolving Funds: Recent Trends and Notes from the Field, in January 2013 -

[http://www.epa.gov/greenpower/events/17jan13\\_webinar.htm](http://www.epa.gov/greenpower/events/17jan13_webinar.htm)

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

- Association for Advancement for Sustainability in Higher Education (AASHE)
- American College & University Presidents' Climate Commitment
- International Sustainability Campus Network (ISCN-GULF)
- Ivy Plus Sustainability Consortium
- Northeast Campus Sustainability Consortium (NCSC)
- Delaware Valley Green Building Council (DVGBC)
- US Green Building Council (USGBC)
- Green Sports Alliance (GSA)
- Philadelphia Sustainable Campus Consortium

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

Penn hosted the first meeting of the Philadelphia Sustainable Campus Consortium in Spring 2012. This group is made up of sustainability officers from colleges and universities in Philadelphia. The Director of the Mayor's Office of Sustainability attended this meeting. These regular meetings provide opportunities for information sharing.

Penn participates in monthly phone calls with the Ivy Plus Sustainability Consortium. Additionally, this group meets for a two-day conference each year. Previous meeting topics have included greening athletics, sustainability & development, greenhouse gas reduction strategies & metrics, and sustainability & research.

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

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# Sustainability in Continuing Education

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**Score**

3.00 / 7.00

**Responsible Party**

**Daniel Garofalo**

Environmental Sustainability Director  
Facilities and Real Estate Services

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## Criteria

### *Part 1*

Institution offers continuing education courses that are focused on or related to sustainability.

Courses that can be taken for academic credit are not included in this credit. They are covered by the *Curriculum* subcategory.

### *Part 2*

Institution has a sustainability-related certificate program through its continuing education or extension department.

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

**Does the institution offer continuing education courses that are focused on or related to sustainability?:**

No

**Number of sustainability continuing education courses offered :**

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**Total number of continuing education courses offered:**

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**Does the institution have a sustainability-related certificate program through its continuing education or extension department?:**

Yes

**A brief description of the certificate program:**

Environmental Sustainability Leadership is an offering in a business sustainability series that has been developed by Wharton Executive Education in conjunction with the Initiative for Global Environmental Leadership (IGEL) and its supporting companies.

Environmental Sustainability Leadership will help business executives to move beyond vague and general views of sustainability toward one that includes rigorous methods for bringing significant long-term value to the organization and its investors in a measurable manner.

Environmental Sustainability Leadership offers a unique opportunity for executives to enhance their ability to lead their organization's sustainability efforts in manner that creates economic value and long-term profitability. It blends Wharton's world-renowned thought leadership with industry-spanning knowledge and experience. Using a combination of lectures, group conversations, and team exercises, the program's approach is both research-based and actionable.

The program provides business executives with greater understanding of the intersection of their role as leader and knowledge of the demands and rewards of sustainability practices.

**Year the certificate program was created:**

2,011

**The website URL where information about sustainability in continuing education courses is available :**

<http://executiveeducation.wharton.upenn.edu/for-individuals/all-programs/environmental-sustainability-leadership>

# Community Service Participation

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**Score**

2.03 / 6.00

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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## Criteria

Institution engages its student body in community service, as measured by the percentage of students who participate in community service.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

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

**The number of students engaged in community service:**

7,255

**Total number of students, which may exclude part-time, continuing education and/or non-credit students:**

21,416

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

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# Community Service Hours

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**Score**

3.39 / 6.00

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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## Criteria

Institution engages students in community service, as measured by average hours contributed per full-time student per year.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

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

**The number of student community service hours contributed during a one-year period:**

242,102

**Total number of students, which may exclude part-time, continuing education and/or non-credit students:**

21,416

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

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# Sustainability Policy Advocacy

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**Score**

4.00 / 4.00

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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## Criteria

Institution advocates for federal, state, or local public policies that support campus sustainability or that otherwise advance sustainability.

The policy advocacy must be done by the institution, not by students or a student group.

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### Submission Note:

EEB Hub

<http://www.eebhub.org/>

Philly Benchmarking Website

<http://phillybenchmarking.com/>

EEB Hub Benchmarking Testimony

[http://s146206.gridserver.com/media/files/EEB\\_Hub\\_Philadelphia\\_Benchmarking\\_Testimony.pdf](http://s146206.gridserver.com/media/files/EEB_Hub_Philadelphia_Benchmarking_Testimony.pdf)

EEB Hub Press Release about Benchmarking Compliance

<http://www.eebhub.org/news-room/press-releases/utilities-can-help-building-owners-understand-their-energy-use-and-comply-w/>

Mark Alan Hughes PennDesign Profile

[http://www.design.upenn.edu/people/hughes\\_mark-alan](http://www.design.upenn.edu/people/hughes_mark-alan)

PennPraxis

<http://www.design.upenn.edu/pennpraxis>

Green2015 Plan Summary

[http://issuu.com/pennpraxis/docs/green2015\\_executivesummary](http://issuu.com/pennpraxis/docs/green2015_executivesummary)

Greenworks Philadelphia website

<http://www.phila.gov/green/greenworks/index.html>

More Park, Less Way plan

<http://issuu.com/pennpraxis/docs/moreparklessway>

TreePhilly

<http://treephilly.org/yard-trees/>

Creating Canopy

<http://www.upenn.edu/sustainability/programs/creating-canopy>

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

**Has the institution advocated for federal, state, and/or local public policies that support campus sustainability or that otherwise advance sustainability?:**

Yes

**A brief description of how the institution engages in public policy advocacy for sustainability, including the issues, bills, and ordinances for or against which the institution has advocated:**

Several members of Penn's staff and faculty hold positions within various Philadelphia agencies that act to advance sustainable agendas and significant initiatives in the City and the University has partnered with local government to advance sustainability in a number of ways. Perhaps the most notable example is Mark Alan Hughes, a Professor of Practice at PennDesign, helped draft the Policy Markets Behavior (PMB) element of the winning Energy Efficient Buildings (EEB) Hub proposal for Philadelphia's Navy Yard. Established in 2011 by the Department of Energy as an energy regional innovation cluster, the EEB Hub is devoted to developing energy-efficient building technologies, designs, and systems, as well as demonstrating and advocating these solutions around the Philadelphia and Northeast region. The University of Pennsylvania is one of 11 academic members of the EEB Hub, contributing, among other work, applied research in energy management and policy development. Currently, several representatives from Penn are involved in the Hub's Specialist Team, Operating Committee, and Executive and Advisory Boards, while Hughes himself directed PMB research for the Hub's first two years.

Most recently, the EEB Hub gave testimony to Philadelphia City Council's Committee on the Environment in regards to Bill 120428-A, an energy benchmarking and disclosure ordinance for the City. The legislation requires owners of non-residential buildings and spaces of 50,000 square feet or more to monitor and share its energy and water use using an online reporting system. This data can provide building users with a basis for comparing buildings they may rent or purchase, or assess the need for energy and water retrofits. The bill, passed in June of 2012, received unanimous support from the City Council and is currently being implemented in the City.

PennPraxis, the applied research arm of Penn's School of Design, has long been engaged with planning and design collaboration in the City of Philadelphia. A notable example of PennPraxis's work is the Central Delaware Waterfront Masterplan, a infrastructure and design vision integrating ecological and urban systems along Philadelphia's largest waterfront. PennPraxis facilitated the civic engagement process, which was critical for building stakeholder interest and consensus for the project. PennPraxis has also been involved with Greenworks Philadelphia, a sustainability plan created by the Mayor's office of Sustainability in 2009. Green2015, an action plan created by PennPraxis in 2010 in partnership with the Philadelphia Parks and Recreation Department (PPR) has an intended goal to "unite city government and neighborhood residents to transform 500 acres of empty or underused land in Philadelphia into parks for neighbors to enjoy by 2015." Green2015 addresses specific open space access initiatives within the Greenworks plan.

In February of 2013, again in partnership with PPR, PennPraxis completed the report *More Park, Less Way: An Action Plan to Increase Urban Vibrancy on the Benjamin Franklin Parkway*. The plan advocates improved multi-modal connectivity between nearby neighborhoods (an estimated population of 70,000), programming and amenities for 17 acres of underutilized open space, and creating a focused management structure to ensure the longevity of the park's vitality and operations. The first Parkway project, a conversion of a large surface parking lot in Eakin's Oval, opens in July 2013.

Penn is also an institutional partner with PPR and the Pennsylvania Horticultural Society's (PHS) TreePhilly Campaign. TreePhilly is a tree planting initiative that supports several aspects of the Greenworks plan by pledging to plant 300,000 trees in Philadelphia by 2015. Penn's involvement has been largely through its Creating Canopy program, a joint venture with PPR to provide free canopy trees to University and University of Pennsylvania Health System employees who live in within the city limits to plant at their residences.

**The website URL where information about the institution's advocacy efforts are available:**

<http://phillybenchmarking.com/>

# Trademark Licensing

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Score	Responsible Party
2.00 / 4.00	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

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## Criteria

### Part 1

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

### Part 2

Institution has signed on to participate in the Designated Suppliers Program.

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#### Submission Note:

<http://www.fairlabor.org/affiliate/university-pennsylvania>

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

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

Yes

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

Yes

**Has the institution expressed intention to participate in the Designated Suppliers Program? :**

No

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

<http://www.workersrights.org/about/as.asp>

## Graduation Pledge

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Score	Responsible Party
0.00 / 0.25	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

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

## Community Service on Transcripts

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**Score**

0.00 / 0.25

**Responsible Party**

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

# Farmers' Market

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**Score**

0.25 / 0.25

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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**Submission Note:**

<http://www.upenn.edu/pennnews/current/2011-05-12/latest-news/university-square-farmers-market-expand>

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

**Does the institution host a farmers' market for the community?:**

Yes

**A brief description of the farmers' market:**

Since 2004, the University Square Farmers' Market has been held at the corner of 36th and Walnut Streets. The Market is open Wednesdays 10 a.m. to 5 p.m. from May through November. The Farmers' Market offers neighbors and members of the Penn community an opportunity to purchase fresh, delicious food from local farmers and producers. Regular vendors at the market include: Hilltop Farm from Paradise, Pa., that sells baked and canned goods from local farms, along with fresh fruits, vegetables, eggs and cheese produced by Hilltop; Beechwood Orchards, selling locally grown peaches, plums, apples, strawberries, cherries and blueberries; John and Kira's, selling gourmet artisan chocolate gifts and handmade confections and Metropolitan Bakery, offering freshly baked artisan breads, bagels, cookies, pastries, sandwiches and locally roasted coffees and organic teas.

**The website URL where information about the market is available:**

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# Innovation

## Innovation

**Points Claimed** 4.00

**Points Available** 4.00

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

<b>Credit</b>	<b>Points</b>
Innovation 1	1.00 / 1.00
Innovation 2	1.00 / 1.00
Innovation 3	1.00 / 1.00
Innovation 4	1.00 / 1.00

# Innovation 1

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Score	Responsible Party
1.00 / 1.00	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

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## Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
  - 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
  - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
  - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
  - 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
  - 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
  - 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
  - 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
  - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
  - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
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"---" indicates that no data was submitted for this field

## A brief description of the innovative policy, practice, program, or outcome :

Green Labs @ Penn

The Green Labs @ Penn Guide provides overall guidelines for lab greening, taking advantage of the numerous labs on campus to reduce our environmental impacts. The guide begins with general guidelines and suggestions for getting started. The subsequent five sections, Energy Conservation, Water Conservation, Waste Reduction, Purchasing, and Green Office, provide more detailed information about how to complete their corresponding actions. The program is self-guided, but participating labs can obtain a Commitment Sticker by [stars.aashe.org](http://stars.aashe.org)

obtaining participation signatures from 75% of their lab staff and their department chair.

**A letter of affirmation from an individual with relevant expertise:**

[STARS Innovation Credit - Green Labs.pdf](#)

**The website URL where information about the innovation is available :**

<http://www.upenn.edu/sustainability/programs/green-labs>

## Innovation 2

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**Score**

1.00 / 1.00

**Responsible Party**

**Daniel Garofalo**

Environmental Sustainability Director  
Facilities and Real Estate Services

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### Criteria

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#### Submission Note:

Certified Green Offices at Penn

[www.upenn.edu/sustainability/programs/green-office-certification/certified-green-offices-penn](http://www.upenn.edu/sustainability/programs/green-office-certification/certified-green-offices-penn)

"Penn Launches Green Office Program"

[www.upenn.edu/sustainability/news/penn-launches-green-office-program](http://www.upenn.edu/sustainability/news/penn-launches-green-office-program)

## "First "Level 4" Green Office Certifications Awarded"

[www.upenn.edu/sustainability/news/first-%E2%80%9Clevel-4%E2%80%9D-green-office-certifications-awarded](http://www.upenn.edu/sustainability/news/first-%E2%80%9Clevel-4%E2%80%9D-green-office-certifications-awarded)

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

### **A brief description of the innovative policy, practice, program, or outcome:**

#### Green Office Program

The Penn Green Office Certification Program recognizes the efforts of staff and faculty to green their daily activities and workplaces. Participating offices earn points by completing specific sustainability actions, which are assigned point values based on their impact and level of difficulty to implement. The highest level of certification is Level 4, which requires earning at least 180 points and signatures from at least 75% of those in the office.

The Green Office Program is organized into seven categories: Waste, Purchasing, Energy, Waster, Indoor Air Quality and Human Health, Transportation, and Involvement. Each of the actions in the Green Office Program has an accompanying "How To" document to assist offices in implementation, including information specific to implementing the action on the Penn campus.

There are over 250 possible points that can be earned. No office is expected to implement all the actions listed in this document. Points required for certification are:

- Level 1 25 Points
- Level 2 70 Points
- Level 3 130 Points
- Level 4 180 Points

To encourage efforts that will last beyond the participation of a few individuals in an office, certification at Levels 1 and 2 requires at least 50% of the office to sign the certification form. Certification at Levels 3 and 4 requires signatures from at least 75% of the office.

Certification is valid for 2 years from the date of award. To recertify, an office must submit a new application for certification. Offices will receive a certificate for the level achieved. The certificate should be placed in an area where it will be easily viewed by staff and visitors to the office.

Sustainability staff are available to talk with any office at Penn about the Green Office certification program and can assist offices in reviewing its operations and selecting the appropriate level of certification to strive for.

As of Spring 2013, three offices at Penn achieved Level 4 Certification: Penn Law Information Technology Services, the Penn Women's Center, and Business Services Division 3401 Walnut Street Office.

### **A letter of affirmation from an individual with relevant expertise:**

[STARS Innovation Credit - Green Office.pdf](#)

### **The website URL where information about the innovation is available:**

<http://www.upenn.edu/sustainability/programs/green-office-certification>

## Innovation 3

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Score	Responsible Party
1.00 / 1.00	<b>Sarah Fisher</b> Sustainability Strategic Planning Associate Facilities and Real Estate Services

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### Criteria

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### Submission Note:

Philly.com

Article

<http://www.philly.com/philly/blogs/inq-phillydeals/Energy-bond-Penn-borrows-for-100-years-plans-payback-in-10.html>

Daily Pennsylvanian Article

<http://www.thedp.com/article/2012/11/penn-using-some-money-from-century-bond-for-facilities>

Penn Sustainability Office Article

<http://www.upenn.edu/sustainability/news/century-bond-projects-move-forward>

Penn Gazette

<http://www.upenn.edu/gazette/0712/gaz03.html>

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

**A brief description of the innovative policy, practice, program, or outcome:**

In March 2013, Penn issued its first 100-year bond, also called a century bond, for \$300 million at an interest rate of 4.67%. Of this, \$200 million is allocated for 32 lighting and 17 heating-ventilation-air-conditioning (HVAC) energy conservation projects for 40 to 50 buildings on Penn's campus. This includes projects as small as replacing fluorescent lights with LEDs to replacing larger HVAC control systems to increase efficiency.

Penn Facilities and Real Estate Services has estimated that the initial investments for the lighting projects will pay for themselves in eight years through the cost-reduction savings alone; for the HVAC projects, in 18 years. The cost savings translate directly to energy savings, as the more efficient systems will require much less energy to operate. The remaining bond funds will be invested or used as internal loans for "strategic priorities" such as non-energy related building renovations. The century bond's interest will be paid through energy savings, the internal loan interest, and the return on the invested funds.

**A letter of affirmation from an individual with relevant expertise:**

[STARS Innovation Credit - Century Bond.pdf](#)

**The website URL where information about the innovation is available:**

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## Innovation 4

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**Score**

1.00 / 1.00

**Responsible Party**

**Sarah Fisher**

Sustainability Strategic Planning Associate  
Facilities and Real Estate Services

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### Criteria

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### Submission Note:

Penn Almanac and News Articles

<http://www.upenn.edu/almanac/volumes/v57/n01/shoemaker.html>

<http://www.upenn.edu/spotlights/shoemaker-green-penn-s-newest-public-common>

Sustainable Sites Initiative Pilot Projects

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

**A brief description of the innovative policy, practice, program, or outcome:**

Completed in the Fall of 2012, Shoemaker Green is an open space project completed as part of Penn Connects 2.0, the second phase of the University master plan Penn Connects. The 2.75 acre gateway provides a pivotal pedestrian connection between the core of Penn's campus to the west and the Paley Bridge and Penn Park along the Schuylkill River to the east, and is surrounded by several historic campus buildings and landmarks such as Franklin Field, the Palestra, Hutchinson Gym, and the 1951 War Memorial.

Shoemaker Green is sustainably significant because it is a pilot project for the Sustainable Sites Initiative (SITES). SITES is a joint initiative between the American Society of Landscape Architects, the United States Botanical Garden, and the Lady Bird Johnson Wildflower Center, and was created to promote sustainable land development and management practices for sites with and without buildings.

Shoemaker Green incorporates many sustainable elements. The site, formerly a grey-field with lots of impervious surfaces (the site used to hold several tennis courts), now has a large lawn of drought-resistant fescue grass and permeable paving paths winding around it. Stormwater falling on site is managed through a large rain garden that retains and filters the water before it is collected in a 20,000-gallon underground cistern and re-used as irrigation for the site's landscape. Permanent benches on site are made of recycled black locust, a native hardwood to the Philadelphia area. Over 100 new trees were planted in the Green, and coupled with the 13 existing mature trees that were saved during construction will help to mitigate the urban heat island effect in this area of Penn's campus.

Shoemaker Green is named in honor of Alvin V. Shoemaker, emeritus trustee and former chair of the University of Pennsylvania Board of Trustees. Andropogon Associates were the landscape architects for this project.

**A letter of affirmation from an individual with relevant expertise:**

[STARS Innovation Credit - Shoemaker Green\\_1.pdf](#)

**The website URL where information about the innovation is available:**

[http://www.pennconnects.upenn.edu/find\\_a\\_project/alphabetical/shoemaker\\_green\\_alpha/shoemaker\\_green\\_overview.php](http://www.pennconnects.upenn.edu/find_a_project/alphabetical/shoemaker_green_alpha/shoemaker_green_overview.php)