



# Miami University

The following information was submitted through the [STARS Reporting Tool](#).

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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

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>
Student Sustainability Educators Program
Student Sustainability Outreach Campaign
Sustainability in New Student Orientation
Sustainability Outreach and Publications
Student Group
Organic Garden
Model Room in a Residence Hall
Themed Housing
Sustainable Enterprise
Sustainability Events
Outdoors Program
Themed Semester or Year

# Student Sustainability Educators Program

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## Responsible Party

**David Prytherch**

Associate Professor and Sustainability Coordinator  
Department of Geography

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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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## Submission Note:

Students reached by Eco-Reps calculated based on 25 reps in 41 halls and a total residential population of 7228 in Fall 2011.

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

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

16,805

## Program name (1st program):

Green Team

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

16,805

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

The Green Team consists of three to four student employees led by a graduate assistant from the Institute for the Environment and Sustainability. The Team engages in both student and employee outreach activities. They work for and are trained by the Director of Sustainability and Energy Conservation in the Physical Facilities Department.

Sample activities include: tire inflation events that included a handout on the relationship between tire inflation and gas mileage, manning recycling bins at football games, manning a booth at a cafe to instruct on composting and recycling, and handing out candy canes with tags containing reminders to power down for the winter break.

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

The graduate assistant leader is hired by the director of sustainability. The GA then hires the undergraduate team.

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

As a small group, training is project specific. Typically the director tutors the GA, who instructs the rest of the group during their weekly meeting.

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

Wages and limited project funding are provided. The assistance of other staff members is solicited and provided as needed.

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

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

Eco-Reps

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

4,407

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

This is a program of student volunteers who work with staff in Miami's Office of Residence Life to provide leadership and peer-to-peer education related to sustainability in their residence halls. These students share information on best practices and hall performance, lead their peers in competitions like Recyclemania, and organize hall events related to sustainability. Students meet monthly to collaborate and learn from guest speakers.

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

Students are volunteers who respond to an advertisement by Residence Life, many of which are already involved in hall "Residence Councils."

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

Training consists of orientation early in the academic year as well as ongoing monthly meetings, which involve training and peer education.

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

A staff member in the Office of Residence Life manages the Eco-Reps program, recruiting volunteers, organizing meetings, providing on-going education, and scheduling events.

**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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## Responsible Party

**David Prytherch**

Associate Professor and Sustainability Coordinator  
Department of Geography

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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
- 

## Submission Note:

In 2013 Miami is participating in the targeted materials - organics division of Recyclemania. This corresponds with the installation of our first organics compactor on campus, which is the heart of our pre- and post-consumer organics collection.

"---" 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):

Recyclemania

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



Miami was a founding member of the Recyclemania recycling competition. In recent years Miami has competed in the per capita classic measuring weights of recycleables per capita. We promote the campaign through a variety of media, including via our Eco-Reps program, and measure before and after weights per residence hall and educational building. We conduct regular educational campaigns during the competition, provide updates on leading buildings/halls, and announce and reward the buildings at the end of the competition.

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

Miami University placed 89th of 339 schools competing in the RecycleMania 2012 Tournament's Per Capita Classic, with 16.45 cumulative pounds recycled per person on campus during the eight-week competition. This was an increase from 96th place (of 363 schools) and 16.1 pounds recycled per person in 2011.

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

<http://pfd.muohio.edu/recycling/events/recyclemania.php>

# Sustainability in New Student Orientation

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## Responsible Party

**David Prytherch**

Associate Professor and Sustainability Coordinator

Department of Geography

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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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*"---" 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:

Student orientation leaders are provided information regarding sustainability initiatives and policies. Sustainability is featured in communications with incoming students, and sustainability-related information is available at the orientation resource fair. All incoming students are provided with a list of Miami's sustainability commitments, and suggested individual actions. Sustainability-related activities are organized during "Welcome Week" activities.

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

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# Sustainability Outreach and Publications

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## Responsible Party

**David Prytherch**

Associate Professor and Sustainability Coordinator  
Department of Geography

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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:**

Miami University has a sustainability web site that consolidates information about institutional commitments and goals, policies, and studies; sustainability in the classroom and research; operational initiatives; engagement opportunities; and events.

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

<http://www.units.muohio.edu/sustainability/>  
STARS Reporting Tool | AASHE

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

Yes

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

A "Green Happenings" newsletter is published quarterly for distribution primarily to our staff and faculty "Sustainability Champions."

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

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**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 main sustainability web site includes information on student research.

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

<http://www.units.muohio.edu/sustainability/learning/student-research>

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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**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:**

Information about Miami's transit system and ride sharing, as well as the benefits of walking and biking is now available on our Parking and Transportation Services website.

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

<http://www.units.muohio.edu/prk/>

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

No

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

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

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**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:**

There is no dedicated column or beat reporter, but The Miami Student provides regular news coverage, editorials, and other information regarding sustainability initiatives. Sustainability stories appear on average once every two weeks.

**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:**

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

Yes

**A brief description of this material:**

Miami University has a sustainability Facebook page.

**The website URL for this material:**

<http://www.facebook.com/miamisustainability>

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

Yes

**A brief description of this material:**

Miami University has a sustainability Twitter feed.

**The website URL for this material:**

<http://twitter.com/#!/GreenMiamiU>

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

Yes

**A brief description of this material:**

Miami University faculty in the Journalism program have organized a student on-line publication called "GreenHawks" dedicated to environmental reporting.

**The website URL for this material:**

<http://www.greenhawksmedia.net/>

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

Yes

**A brief description of this material:**

The website of the Institute for the Environment and Sustainability contains information on academic opportunities and events related to sustainability.

**The website URL for this material:**

<http://www.cas.muohio.edu/ies/>

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

Yes

**A brief description of this material:**

The Physical Facilities Department and student "Green Team" members collaborated to create a new Miami Zero website to highlight waste reduction efforts, including information on pilots (composting, single stream recycling), real-time electric consumption in residence halls, results of recycling inspections, and additional information.

**The website URL for this material:**

<http://www.miamioh.edu/miami0>

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

No

**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):**

No

**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):**

No

**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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## Responsible Party

**David Prytherch**

Associate Professor and Sustainability Coordinator

Department of Geography

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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:

Green Oxford is Miami University's largest student run environmental group on campus. The group's 30+ active members have been working towards improving Miami's sustainability since early 2007.

Miami University's EDUN Live on Campus is the country's first student-run business that enables campus organizations to customize ethically-produced T-shirts.

GreenHawks Media is a web-only information source for regional sustainability and environmental news and information, with a staff of 22 students from all majors and interests.

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

Green Oxford members led the creation of Miami's first Presidential Task Force on Environmental Sustainability. Their members led a Beyond Coal campaign that helped secure approval of Miami University's first Sustainability Commitments and Goals, and their members have served on the university's Sustainability Committee since its creation, supervising the tracking and reporting of sustainability progress.

Miami University's EDUN Live on Campus sold more than 25,000 shirts in a little more than three years.

GreenHawks Media staff also have written "green" stories for The Miami Student, The Cincinnati Enquirer, CityBeat and Cox Ohio publications.

### List other student groups that address sustainability:

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

<http://www.units.muohio.edu/sustainability/get-involved>

## Organic Garden

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

## Model Room in a Residence Hall

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

# Themed Housing

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## Responsible Party

**Rob Abowitz**

Associate Director of Residence Life

Office of Residence Life

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### Submission Note:

First and second year students are required to live in residence. All 7000 live in a Living Learning Community, of which there are more than 30. 250 live in the Environmental Awareness Program.

"---" 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 Environmental Awareness Program is open to first-year and upperclass students of any major interested in living in a residence hall with other students and staff concerned about environmental issues. The programming in this living learning community will support learning on current issues and how society affects our environment.

Living learning communities are purposeful attempts to integrate curricular and co-curricular experiences that complement and extend classroom learning. These communities foster faculty and resident interaction that enhances both intellectual and personal growth of the residents. In addition, we offer theme learning communities where each community is built around a specific field of study or area of interest and is structured so students have a high degree of involvement in its formation.

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

<http://www.units.muohio.edu/saf/reslife/reslife/livingatmiami/ENV/ENV.php>

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

250

## Responsible Party

**David Prytherch**

Associate Professor and Sustainability Coordinator  
Department of Geography

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*"---" 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?:**

No

### **A brief description of the enterprise:**

Miami University's EDUN Live on Campus is the country's first student-run business that enables campus organizations to customize ethically-produced T-shirts. It is hosted within the Center for Social Entrepreneurship in Miami's Farmer School of Business. Edun Live on Campus is a collective of these efforts, featuring campus, community, and licensed apparel with increased student involvement. It continues Edun's commitment of paying a living wage, and changing lives in the communities in which students work. Students gain leadership; sales, marketing, and entrepreneurship skills; while working with a real-world social venture. Miami University's EDUN Live on Campus sold more than 25,000 shirts in a little more than three years.

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

<http://www.fsb.muohio.edu/centers/social-entrepreneurship/edun-live-u>

# Sustainability Events

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## Responsible Party

**Thomas Crist**

Director

Institute for the Environment and Sustainability

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*"---" 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 Institute for the Environment and Sustainability holds an annual Professional Symposium on campus. The symposium features presentations that feature alumni of the IES Master of Environmental Science program. They speak about their careers in the environmental science and sustainability fields.

Each session of the symposium features presentations and a panel discussion. Breaks between sessions provide opportunities for students to meet with the professionals. Undergraduates and graduate students learn more about career paths in sustainability from Miami alumni.

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

<http://www.units.muohio.edu/sustainability/eventies-professional-symposium>

# Outdoors Program

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## Responsible Party

**Mark Freidline**

Sr. Director of Recreational Sports Center Programs  
Housing, Dining, Recreation & Business 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:**

Miami's Outdoor Pursuit Center organizes regular outings. Miami University has been an affiliate Leave No Trace Organization since around 1999. We have a Leave No Trace master educator on staff to train trainers, who in turn work with students.

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

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## Themed Semester or Year

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



# Curriculum

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

<b>Credit</b>
Sustainability Course Identification
Sustainability-Focused Courses
Sustainability-Related Courses
Sustainability Courses by Department
Sustainability Learning Outcomes
Undergraduate Program in Sustainability
Graduate Program in Sustainability
Sustainability Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Sustainability Courses

# Sustainability Course Identification

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## Responsible Party

**David Prytherch**

Associate Professor and Sustainability Coordinator  
Department of Geography

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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?:**

No

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

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**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:**

Many if not most of our sustainability-related course offerings are integrated within two inter-disciplinary co-majors: one on Sustainability, one on Environmental Science. These are updated and revised as new sustainability-related courses are approved.

In addition, a list that extends beyond these two co-majors can be found on Miami University's sustainability web page.

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

Yes

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

<http://www.units.muohio.edu/sustainability/learning/classroom-learning-sustainability-focused-and-related-courses>

# Sustainability-Focused Courses

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## Responsible Party

**David Prytherch**

Associate Professor and Sustainability Coordinator

Department of Geography

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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*.

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

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

7

### The total number of courses offered :

4,169

### Number of years covered by the data:

One

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

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

<http://www.units.muohio.edu/sustainability/learning/classroom-learning-sustainability-focused-and-related-courses>

### A copy of the sustainability course inventory:

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# Sustainability-Related Courses

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## Responsible Party

**David Prytherch**

Associate Professor and Sustainability Coordinator

Department of Geography

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## 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*.

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

## The number of sustainability-related courses offered :

71

## The total number of courses offered :

4,169

## Number of years covered by the data:

One

## A list of sustainability-related courses offered:

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

<http://www.units.muohio.edu/sustainability/learning/classroom-learning-sustainability-focused-and-related-courses>

## A copy of the sustainability course inventory:

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# Sustainability Courses by Department

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## Responsible Party

**David Prytherch**

Associate Professor and Sustainability Coordinator

Department of Geography

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## Criteria

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

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

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

22

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

86

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

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

<http://www.units.muohio.edu/sustainability/learning/classroom-learning-sustainability-focused-and-related-courses>

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

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# Sustainability Learning Outcomes

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## Responsible Party

**David Prytherch**

Associate Professor and Sustainability Coordinator

Department of Geography

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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.

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## Submission Note:

The data reported does not include minors that may include sustainability learning outcomes. And while few majors address all aspects of sustainability equally -- environmental, social, and economic -- the above listed programs emphasize each to some degree.

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

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

244

## Total number of graduates :

5,217

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

Architecture and Interior Design Major, Undergraduate (62)  
Architecture and Interior Design, MA (15)  
Sustainability Co-major (16)  
Environmental Science Co-major (35)  
Environmental Science, MEn (13)  
Geography Major, Undergraduate (16)  
Geography, MA (4)  
Geology Major, Undergraduate (17)  
Environmental Earth Science Major (3)  
International Studies Major (Global Environment Concentration): (20)  
Urban and Regional Planning Major (16)  
Social Work (27)

**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.units.muohio.edu/sustainability/learning>

**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:**

For example, the Sustainability Co-major has the following learning outcomes.

- (1) analyze sustainability problems and solutions by integrating principles from the social sciences and natural sciences;
- (2) apply sustainability principles to specific problems using best practices from different disciplinary fields in a collaborative environment;
- (3) understand the contribution of disciplinary expertise to interdisciplinary problem-solving within organizations and communities.



# Undergraduate Program in Sustainability

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## Responsible Party

**David Prytherch**

Associate Professor and Sustainability Coordinator

Department of Geography

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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.

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*"---" 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 Co-Major

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

<http://www.cas.muohio.edu/ies/>

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

Environmental Science Co-Major

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

<http://www.cas.muohio.edu/ies/>

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

Global Perspectives on Sustainability Minor

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

<http://www.cas.muohio.edu/ies/>

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

[STARS Reporting Tool](#) | [AASHE](#)

Environmental Earth Science Major:

<http://www.miami.muohio.edu/academics/majors-minors/majors/environmental-earth-science.html>

Geography Major:

<http://www.miami.muohio.edu/academics/majors-minors/majors/geography.html>

International Studies Major (Global Environment Concentration):

<http://www.cas.muohio.edu/its/environment.html>

Social Work Major:

<http://www.units.muohio.edu/eap/fsw/undergraduatePrograms/index.html>

Urban and Regional Planning Major:

<http://www.units.muohio.edu/geography/academic-programs/urban-planning/undergraduate-urban-planning/>

# Graduate Program in Sustainability

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## Responsible Party

**David Prytherch**

Associate Professor and Sustainability Coordinator

Department of Geography

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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.

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*"---" 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 Science (M.En.)

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

<http://www.cas.muohio.edu/ies/>

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

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

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

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

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

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# Sustainability Immersive Experience

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## Responsible Party

**David Prytherch**

Associate Professor and Sustainability Coordinator

Department of Geography

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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.

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*"---" 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:

Below is a sample of some of Miami's immersive experiences:

Miami's Luxembourg campus offers a course "Sustainability: European Challenges and Strategies" (ATH/GEO/ENV 409), which advances an interdisciplinary and inter-divisional approach to sustainability. It does so through on-site exploration of lifestyle, transportation, infrastructure, energy, business, and policy. Course participants assess European strategies for sustainability and weigh competing visions and priorities.

Miami's Farmer School of Business and Latin American Studies collaborate to offer a summer workshop in Latin America focused on environmental sustainability, conservation, and economic development in Costa Rica and Panama. Exploring these destinations allows students to gain an appreciation for the relationship between business and ecology through experiential learning.

A Water Resources and Sustainability in Zambia workshop offers students an opportunity to work together with students from the University of Zambia to conduct groundwater research with the overall goal of improving resource management and sustainable development. The course involves extensive field experiences .

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



# Sustainability Literacy Assessment

## 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.

---

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

## Incentives for Developing Sustainability Courses

### Criteria

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

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



# Research

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>
Sustainability Research Identification
Faculty Engaged in Sustainability Research
Departments Engaged in Sustainability Research
Sustainability Research Incentives
Interdisciplinary Research in Tenure and Promotion

# Sustainability Research Identification

## 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.

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

# Faculty Engaged in Sustainability Research

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## Responsible Party

**David Prytherch**

Associate Professor and Sustainability Coordinator  
Department of Geography

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## 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.

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## Submission Note:

Information supplied by the Office for the Advancement of Research and Scholarship, James Oris, Associate Provost for Research and Scholarship and Dean of the Graduate School

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

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

90

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

281

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

We do not currently track sustainability research specifically, but analysis of recent funded research shows 90 different grant-funded projects related to sustainability, as documented through key-word analysis of the Office for the Advancement of Research and Scholarship 2011-12 Annual Report. In addition, others are involved in non-funded research. Highlights in both categories are below:

Mary Rogero (Architecture and Interior Design)

Mary Ben Bonham (Architecture and Interior Design)

Steven Elliott (Economics)

Lei Kerr (Electrical and Computer Engineering)

C.S. Chen (Electrical and Computer Engineering)

Mark Boardman (Geology)

Ellen Currano (Geology)

David Prytherch (Geography)

Kimberly Medley (Geography)

William Renwick (Geography)

Lisa Ellram (Management)  
Robert Dahlstrom (Marketing)  
Rachael Morgan-Kiss (Microbiology)  
Catherine Almquist (Paper and Chemical Engineering)  
Tom Crist (Zoology)  
Richard Lee (Zoology)  
Ann Rypstra (Zoology)  
Craig Williamson (Zoology)

**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.units.muohio.edu/oars/forms/AnnualReports/Annual\\_Report\\_2011-2012.pdf](http://www.units.muohio.edu/oars/forms/AnnualReports/Annual_Report_2011-2012.pdf)

**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:**

In FY 2012 faculty researchers received more than \$3.5 million in grants and contracts to pursue research related to the social, environmental, and economic dimensions of sustainability. Highlights include:

- \* Craig Williamson (Zoology) works with the Global Change Limnology Lab provides service to the U.N. Environment Programme Environmental Effects Assessment Panel
- \* Ellen Currano (Geology) research on past climates has been featured in National Geographic.
- \* Rachael Morgan-Kiss (Microbiology) and Richard Lee (Zoology) conduct climate change research as part of the U.S. Antarctic Research program.
- \* Tom Crist (Zoology) researches the impacts of environmental change on ecosystems services.

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

<http://www.units.muohio.edu/sustainability/learning/faculty-research>

# Departments Engaged in Sustainability Research

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## Responsible Party

**James Oris**

Associate Provost for Research and Scholarship and Dean of the Graduate School  
Office of the Provost

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

### **The total number of academic departments that conduct research:**

32

### **The number of academic departments in which at least one faculty member engages in sustainability research:**

20

### **A list of academic departments in which at least one faculty member engages in sustainability research:**

We do not currently track sustainability research specifically, but analysis of recent funded research shows 20 different departments involved in sustainability research, as documented through key word analysis of the Office for the Advancement of Research and Scholarship 2011-12 Annual Report.

### **The website URL where the sustainability research inventory that includes the departments engaged in sustainability research is posted:**

[http://www.units.muohio.edu/oars/forms/AnnualReports/Annual\\_Report\\_2011-2012.pdf](http://www.units.muohio.edu/oars/forms/AnnualReports/Annual_Report_2011-2012.pdf)

### **A copy of the sustainability research inventory that includes the departments engaged in sustainability research:**

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# Sustainability Research Incentives

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## Responsible Party

**David Prytherch**

Associate Professor and Sustainability Coordinator  
Department of Geography

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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.

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

# Interdisciplinary Research in Tenure and Promotion

## Criteria

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

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

# Operations

## Buildings

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

<b>Credit</b>
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality



# Building Operations and Maintenance

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## Responsible Party

**Jeremy Davis**

Dir. of Building Maintenance

Physical Facilities

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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
- 

## Submission Note:

Miami is pursuing a number of initiatives that align with LEED EBOM, but as yet these are not captured as comprehensive written guidelines or policies. Therefore, we do not qualify for this credit.

1.) In the area of water conservation. We have identified WATTS OneFlow as our preferred method of treating domestic water. This eliminates the need for water softener regeneration which sends a fair amount of fresh water to drain. The main reason for us doing is this is because it does not require the use of salt. As we discussed earlier this significantly reduces our carbon foot print as a consumer.

We are replacing conventional water softeners as they come up for replacement and are specifying these in new construction.

On this same topic, we are now collecting condensation on chilled water coils from select buildings to supplement our future irrigation efforts.

2.) HVAC operating parameters. We do have nonadjustable set-points for heating and cooling during the occupied mode. We also reduce the amount of air exchange during times that a space is unoccupied with the use of occupancy, vacancy and CO2

sensors. This coupled with our standard of shutting equipment off during nights and weekends has significantly reduced the amount of energy consumed by the university as a whole.

3.) HB251. We are actively engaged in multiple different efforts that are related to House Bill 251. As you know we are charged with reducing our energy consumption by 20% during the year of 2014, using 2004 as a base line. This is an aggressive goal but one we are tackling with multiple different initiatives. Retro-commissioning is a big piece of this. We are systematically going through our older, less efficient buildings and basically giving them a tuneup. We are calibrating the older systems and ensuring they are working as designed. We are then looking at the design itself and seeing if it makes sense to apply current technology to reduce energy consumption.

Another area we are addressing to reduce energy consumption is insulation. Energy conservation is at the top of our list. If we paid to create steam we want to conserve that energy as much as possible until it is at the point of use. Extra insulation was added to a great deal of the steam lines in the tunnels. This has had a significant impact. We are also identifying steam and hot water lines inside buildings during our retro-commissioning efforts that need to be insulated and having that addressed.

We are also constantly maximizing our Building Automation System to reduce energy consumption. The programming for each space and each specific piece of equipment is unique and needs to be programmed that way for maximum efficiency. We are systematically going through each building and making improvements to this system on a daily basis.

4.) On the operation side of things we are constantly trying to increase our efficiency and effectiveness. One of the things we are doing that has a significant impact is the planning and scheduling of our maintenance activities. Historically we would provide the technician with the work request and allow them to self manage the work. They would drive out to the job and identify what parts were required to make the repair. they would then drive back to the store room to pick up the parts and then back to the job again. Repeat the sequence 40,000 times a year and there is a significant amount of waste. We are changing the way we operate so that now when we provide the technician the work request the parts are ready and the requestor is expecting them. We schedule the work in a manner that a technician might only make one trip a day and make multiple repairs in one building or one area of campus. The main reason for this is to be more efficient and provide a better service but a significant side note is the cost avoidance on the fuel consumption and the reduced amount of vehicle maintenance.

Parallel to the above mentioned efficiency we have also developed a second and third shift for building maintenance. This allows us to perform some of the significant activities that are necessary and hard to perform on first shift. We now can access classrooms and offices without needing to schedule the activity with the occupants. While the main driver for this was efficiency improvements it is worth noting that as a result we now need less vehicles. The vehicles are shared from shift to shift thus reducing our overall operating cost.

On PFD's vehicles we installed idle timers to reduce the amount of time a vehicle can sit and idle. This has had a significant impact.

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

# Building Design and Construction

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## Responsible Party

**John Seibert**  
University Architect  
Physical Facilities

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## 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
- 

## Submission Note:

New construction and major renovations developed following the signing of the University's Sustainability Commitments and Goals by President Hodge in Spring 2011 are required to meet LEED silver as a minimum. The projects included in this credit as having been designed and constructed in accordance with green building policies or guidelines were influenced by the concurrent development of said Commitments and Goals. Green guidelines are also included in the University's 2010 Design Standards, although these are less comprehensive than those imposed by LEED.

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

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

92,321 Square Feet

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

52,321 Square Feet

## New building space that is LEED Certified :

0 Square Feet

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

0 Square Feet

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

0 Square Feet

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

0 Square Feet

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

<http://www.units.muohio.edu/sustainability/sites/edu.sustainability/files/documents/Sustainability%20Commitments%20and%20Goals.pdf>

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

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

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

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**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:**

Farmer School of Business, LEED Silver, New Construction completed in 2009  
(FSB did not fit within the 3 year window, and is not included in this credit. It is listed here for reference.)

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

Building renovations that were counted for this credit are:

Laws Hall, Basement and First floor interior rehab, new windows, new HVAC, environmentally preferable materials, indoor air quality design

Stoddard Hall, Added geothermal as part of energy and indoor environmental quality

Elliott Hall, Added geothermal as part of energy and indoor environmental quality

Included in the total square footage but not of green design and construction is:

Marcum Conference Center, 10,000 sf addition and 30,000 of existing rehabbed

## Responsible Party

**Jeremy Davis**

Dir. of Building Maintenance

Physical Facilities

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## 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.

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"---" 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 :

7,050,833 Square Feet

## Total occupied building space :

7,050,833 Square Feet

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

The University's indoor air quality practices are as follows:

The Physical Facilities Department has an Air quality Technician (AQT) shop that performs repairs and preventive maintenance (PM), and responds to complaints recorded through the University's online work order system. PM activities include filter replacements and equipment servicing, as well as cleaning coils and condensate drain pans (to prevent microbial growth). The AQT shop also monitors temperature and HVAC system performance through a centralized monitoring and control system, and responds to systems alarms if a control point is out of range. They routinely test to ensure all components are calibrated and operating as designed. Temperature is monitored across campus. Some spaces also have humidity and/or CO2 sensors, which are also monitored. Balancing occupant comfort and operational cost, outside air economizers are used based on both temperature and humidity measures.

Concerns or suspicions of mold or other air contaminants are handled by the Environmental Health and Safety Office. An on-staff Certified Industrial Hygienist (CIH) conducts indoor air quality investigations.

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

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# Climate

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>
Greenhouse Gas Emissions Inventory
Greenhouse Gas Emissions Reduction
Air Travel Emissions
Local Offsets Program

# Greenhouse Gas Emissions Inventory

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## Responsible Party

**Yvette Kline**

Dir. Sustainability & Energy Conservation  
Physical Facilities

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## 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.

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### Submission Note:

Miami's second GHG inventory and carbon footprint are being developed by graduate students in the Institute for the Environment and Sustainability, as a year-long Professional Service Project. Their work will remain in draft form until finalized at the end of the 2012/2013 academic year. The first inventory and footprint was similarly developed and covered FY 2008. The current work covers FY 2012.

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

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

<https://pfd.muohio.edu/sustainability/projects.php>

### 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?:**

Yes

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

Yes

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

Yes

**If yes, please specify:**

car rental

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

Yes

**If yes, please specify :**

bus

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

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**If yes, please specify :**

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

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**If yes, please specify :**

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# Greenhouse Gas Emissions Reduction

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## Responsible Party

**Yvette Kline**

Dir. Sustainability & Energy Conservation  
Physical Facilities

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## 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.

---

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

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

138,334.70 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:

0 Metric Tons of CO2 Equivalent

## On-campus residents, 2005:

6,850

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

11,977

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

2,779

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

110,566.60 *Metric Tons of CO2 Equivalent*

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

0 *Metric Tons of CO2 Equivalent*

**Carbon offsets purchased, performance year:**

0 *Metric Tons of CO2 Equivalent*

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

July 1, 2011 to June 30, 2012

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

7,228

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

12,262

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

2,551

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

July 1, 2011 to June 30, 2012

## Air Travel Emissions

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

## Local Offsets Program

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

# Dining Services

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>
Food and Beverage Purchasing
Trayless Dining
Vegan Dining
Trans-Fats
Guidelines for Franchisees
Pre-Consumer Food Waste Composting
PostConsumer Food Waste Composting
Food Donation
Recycled Content Napkins
Reusable Container Discounts
Reusable To-Go Containers

# Food and Beverage Purchasing

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## Responsible Party

**Jon Brubaker**

Manager of Food Purchasing  
Housing, Dining, Recreation & Business 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..

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*"---" 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):

30

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

Miami University currently purchases from 33 local/Ohio companies ranging from small farms to companies whose products are known globally. Many products are retail specific and sold in markets across campus, while others are ingredients that are used daily in our food preparation. In addition to local products, we have several retail markets on campus with a focus on organic items; both fresh produce as well as packaged snacks and canned and frozen entrees. The majority of coffee served on campus is third-party certified, with one location serving only Fair-Trade coffee.

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

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## Responsible Party

**Yvette Kline**

Dir. Sustainability & Energy Conservation  
Physical Facilities

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### Submission Note:

The year noted was 2010. The exact date is unknown.

"---" 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:

We have three locations on campus where no trays are used. Three of our five buffet-style dining operations have trays available for those who choose to use them, but it is very convenient for those who choose not to . We changed the location of the trays in 2010 which made it so that using a tray was not an automatic impulse. In two of our buffet locations, trays are required as the dish rooms are located in the basement level. Soiled dishes must be placed on trays to be transported via a dish return that lowers trays and dishes to the dish room.

### List the year the program was started:

Jan. 1, 2010

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

---

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

---

### 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:

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## Responsible Party

**Nancy Heidtman**

Senior Director of Dining and Culinary Support Services  
Housing, Dining, Recreation & Business 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:**

Vine Dining is our self branded concept available in two buffet dining locations with a menu solely based on vegan/vegetarian recipes. Vegan options are found in all dining operations across campus, including salad bars and fruit bars, and vegan nuggets are available during every meal. Students and potential customers have the ability through our dining website

<http://www.hdg.muohio.edu/EatingAtMiami/>

to access information on all vegan items served across campus. In addition to our dining centers, our six convenience stores/markets offer a wide array of packaged vegan retail items.

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

<http://www.hdg.muohio.edu/eatingatmiami>

**Responsible Party**

**Nancy Heidtman**

Senior Director of Dining and Culinary Support Services  
Housing, Dining, Recreation & Business 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:**

All frying oil used on campus is trans-fat free (TFF). In addition, all oil sprays [Pam], as well as all buttery cooking margarine [Move Over Butter] and all Salad oil is TFF. The majority of baking mixes and other ingredients used in our centralized production have been switched to TFF.

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

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## Guidelines for Franchisees

This credit was marked as **Not Applicable** for the following reason:

*Institution does not have food service franchisees operating on campus.*

# Pre-Consumer Food Waste Composting

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## Responsible Party

**Jon Brubaker**

Manager of Food Purchasing

Housing, Dining, Recreation & Business 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:

Our central production facility utilizes an organic matter compactor which is diverting 9,000 to 10,000 pounds a week from our local landfill to a local commercial composting facility.

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

---

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

---

### 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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## Responsible Party

**Nancy Heidtman**

Senior Director of Dining and Culinary Support Services  
Housing, Dining, Recreation & Business 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:

We are currently in a pilot test with one dining operation sending all compostable scrap to our central facility. We also have six residence halls involved with composting pizza boxes. Between the central facility, pizza boxes and the pilot location we are diverting 11,000 – 12,000 lbs. a week from landfill to compost. We will be expanding the composting program to include additional locations, including event concessions.

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

---

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

---

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

---

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

---

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

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## Food Donation

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### Responsible Party

**Nancy Heidtman**

Senior Director of Dining and Culinary Support Services  
Housing, Dining, Recreation & Business 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:

Miami works with a local “soup kitchen” in Hamilton Ohio, New Life Mission [NLM]. Our central warehouse facility saves any damaged/outdated product and contacts NLM and they will pick up throughout the year as needed. Prior to break times, NLM will send a refrigerated truck which visits each dining facility, collecting any perishable products that will not hold until business resumes. Each unit manager is responsible for the tracking of donated items and submitting this list to our central facility.

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

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## Recycled Content Napkins

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### Responsible Party

**Jon Brubaker**

Manager of Food Purchasing

Housing, Dining, Recreation & Business 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 used at Miami are made with 100% recycled content.

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

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# Reusable Container Discounts

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## Responsible Party

**Nancy Heidtman**

Senior Director of Dining and Culinary Support Services  
Housing, Dining, Recreation & Business 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:**

Miami has a reusable coffee mug program at two campus locations. Customers who wish to participate receive a bar-coded key fob, which is presented at the time of purchase for a refill of any size mug the customer brings in, for a set price.

### **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):**

---

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

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## Reusable To-Go Containers

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

# Energy

This subcategory seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global 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>
Building Energy Consumption
Clean and Renewable Energy
Timers for Temperature Control
Lighting Sensors
LED Lighting
Vending Machine Sensors
Energy Management System
Energy Metering

# Building Energy Consumption

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## Responsible Party

**Tony Ferraro**  
Energy Manager  
Physical Facilities

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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:

This compares FY 2005 to FY 2012.

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

### Total building energy consumption, 2005:

949,963 MMBtu

### Building space, 2005 :

5,862,143 Gross Square Feet

### Total building energy consumption, performance year:

928,739 MMBtu

### Building space, performance year:

7,050,833 Gross Square Feet

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

July 1, 2011 to June 30, 2012

# Clean and Renewable Energy

## 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

**Submission Note:**

Miami does not have any clean and renewable energy on campus.

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

## Timers for Temperature Control

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**Responsible Party**

**Tony Ferraro**  
Energy Manager  
Physical Facilities

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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:**

This is achieved by a building automation system that covers all buildings, and is used to control occupied and unoccupied set points.

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

95

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

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# Lighting Sensors

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## Responsible Party

**Tony Ferraro**  
Energy Manager  
Physical Facilities

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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:**

A combination of infrared and motion (occupancy and vacancy) sensors are used to control both lighting and VAV boxes in all mid-sized to large classroom spaces.

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

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

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# LED Lighting

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## Responsible Party

**Tony Ferraro**  
Energy Manager  
Physical Facilities

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"---" 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:**

90W halogen PAR 30 lights were replaced with the same number of 12W LED screw in lights. The LED lights are roughly equivalent in light output to a 75W incandescent. Changes thus far are in two dining centers, the Art Museum, King Library and a lecture hall. Ongoing installations are underway.

### **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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**Responsible Party**

**Tony Ferraro**

Energy Manager

Physical Facilities

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

# Energy Management System

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## Responsible Party

**Tony Ferraro**  
Energy Manager  
Physical Facilities

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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:**

Miami University has a centralized Building Automation System throughout the entire campus. It is a Siemens Building Technologies Apogee system. We have DDC panels in all but 3 small buildings of the 150 buildings on campus. All these buildings are controlled and monitored by a dedicated building automation staff. All HVAC equipment is on schedules, and setback temperatures are in place during unoccupied periods.

### **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:**

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# Energy Metering

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## Responsible Party

**Tony Ferraro**  
Energy Manager  
Physical Facilities

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"---" 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:**

Miami University monitors all electric, steam and chilled water that enters every building on campus. From this data we are able to generate btu/gsf/yr data for all of our buildings to see how well our buildings are performing. We have a dedicated electric meter monitoring system from Schneider Electric (Square D), Structureware Power Monitoring (SPM). With this system we monitor power quality as well as the amount of power consumed. Steam and chilled water are monitored by the Siemens Apogee system. Each building is billed for their consumption of electric, steam, chilled water, natural gas, water and sewer.

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

100

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

---

# Grounds

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

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

# Integrated Pest Management

## 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

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

## Native Plants

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### Responsible Party

**John Seibert**  
University Architect  
Physical Facilities

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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:

We meet the criteria and are underway with our new Landscape Architect prioritizing use of native, drought and maintenance ease landscape plantings. The list of both native species and well-adapted cultivated plants can be found on pages 123-131 of the storm water master plan (follow URL).

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

<https://pfd.muohio.edu/projects/SWMP2013.pdf>



## Responsible Party

**Greg Vaughn**

Dir. Buildings and Grounds

Physical Facilities

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*"---" 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:**

The Natural Areas Committee reports to the President of the University and is responsible for the oversight and management of the university's Natural Areas, which are to be preserved and protected in perpetuity. Most notable of the Natural Areas is the Bachelor Wildlife and Game Preserve, described below (from website):

#### Bachelor Wildlife and Game Reserve

During the twenty years that Dr. Joseph M. Bachelor served on the Miami faculty, he accumulated land adjacent to the University. He lived on the land, farmed it, and in 1947, gave 416 acres to create the Bachelor Wildlife and Game Reserve, the backbone of the natural areas. The Bachelor Wildlife and Game Reserve is managed to establish and preserve habitat diversity for native plants and wildlife. A variety of animals live in the Reserve including beaver that frequent Bachelor pond.

This land encompasses a number of interesting features and attractions. Some of these include the scenic Harkers Run Creek spanned by a 45' swinging bridge, wood ducks nesting at Bachelor Pond, pinewoods and old growth woodlands of beech, maple and oaks. Over six miles of trails connect these interesting areas.

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

[http://www.units.muohio.edu/naturalareas/Miami\\_University\\_Natural\\_Areas/Welcome.html](http://www.units.muohio.edu/naturalareas/Miami_University_Natural_Areas/Welcome.html)

## Tree Campus USA

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

## Snow and Ice Removal

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

# Landscape Waste Composting

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## Responsible Party

**Greg Vaughn**  
Dir. Buildings and Grounds  
Physical Facilities

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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:

Miami holds an Ohio EPA class IV composting license, which allows it to compost yard waste. The university rents a tub grinder to shred all yard waste except grass clippings. The shredded material is stored in piles, and is eventually reused as a landscaping mulch. Grass is mowed with mulching mowers and the clippings remain on the lawn.

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

100

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

---

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

---

# Purchasing

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

<b>Credit</b>
Computer Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Vendor Code of Conduct
Historically Underutilized Businesses
Local Businesses

# Computer Purchasing

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## Responsible Party

**Bill Shawver**  
Chief Procurement Officer  
Purchasing

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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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*"---" 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?:**

No

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

---

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

---

**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 :**

0 US/Canadian \$

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

975,579.40 US/Canadian \$

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

975,579.40 US/Canadian \$

# Cleaning Products Purchasing

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## Responsible Party

**Yvette Kline**

Dir. Sustainability & Energy Conservation  
Physical Facilities

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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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### **Submission Note:**

Actual data was available for the Physical Facilities Department, which cleans approximately one-half of the campus's square footage. PFD's data showed an annual spend of \$25,244, with \$10,257 in Green Seal cleaning chemicals. Housing, Dining, Recreation and Business Services cleans the other half of campus. Data was not available for their spend, so it was estimated that they spend approximately the same total amount, and it was conservatively estimated that their Green Seal purchases are half of the amount of PFD's. We continue to fine tune these figures.

Only Green Seal's Institutional Cleaning Products (GS-34, GS-37, GS-40, GS-53) were included in the Green Seal figure.

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



# Office Paper Purchasing

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## Responsible Party

**Bill Shawver**  
Chief Procurement Officer  
Purchasing

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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.

---

## Submission Note:

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

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

No

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

---

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

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

Yes

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

0 US/Canadian \$

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

66,359.61 *US/Canadian \$*

**Expenditures on 50-69 percent recycled-content office paper :**

9,917.55 *US/Canadian \$*

**Expenditures on 70-89 percent recycled-content office paper (required if claiming points for Part 2):**

0 *US/Canadian \$*

**Expenditures on 90-100 percent recycled-content office paper :**

2,513.86 *US/Canadian \$*

**Total expenditures on office paper :**

79,881.12 *US/Canadian \$*

# Vendor Code of Conduct

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## Responsible Party

**Bill Shawver**  
Chief Procurement Officer  
Purchasing

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

# Historically Underutilized Businesses

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## Responsible Party

**Bill Shawver**

Chief Procurement Officer

Purchasing

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*"---" 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 University is an equal opportunity/affirmative action institution. Under current law, a goal 15% of goods and services to certified MBE (Minority Business Enterprise) and 5% of goods, services and construction contracting to EDGE (Encouraging Diversity, Growth and Equity) is to be purchased. Minority vendors must be certified by the Department of Administrative services, Equal Opportunity Division, prior to participation. The Department of Purchasing takes the lead role in supporting the goals of the program. Any questions regarding this program should be direct to the Department

Any vendor wishing to do business with the University should contact the Department of Purchasing. The purchasing process at the University is centralized with all requests being routed through the Department of Purchasing. Vendors wishing to do business with the University should send a written request to the Director of Purchasing asking that they be added to future bid requests. The University also manages a web enabled bidding tool that allows for MBE/EDGE vendors to enroll and identify commodities they wish to receive bid notices. Access is

<http://www.units.muohio.edu/purchasing/>

Vendors may also visit the Department of Purchasing to personally discuss their company's product line and to express their interest in doing business with the University.

Miami University strives to stay current on various goals necessary to demonstrate a positive track record of seeking and including minority businesses to participate in labor, goods and services contracts to the University by such means as: • Attending training sessions hosted by the EOD • Participate as a member of Dayton Area Chamber of Commerce, Minority Business Partnership • Researching registered vendors • Directly speaking to interested vendors about Miami opportunities • Attending various trade shows to inform EDGE/MBE businesses and contractors of upcoming University construction projects, consulting service opportunities, and goods and material needs. • Attending IUCPG (Inter University Counseling Purchasing Group) meetings that include discussions and presentations related to MBE/EDGE-certified vendors. All purchasing staff is informed and aware of DAS registration of MBE/EDGE vendors. The university has participated in reverse trade fairs sponsored by DAS. Miami University has also collaborated with other universities to host regional vendor fairs.

Quarterly Miami University reports to the Department of Administrative services, Equal Opportunity Division actual volumes paid to minority firms.

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

[STARS Reporting Tool | AASHE](#)



## Local Businesses

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**Responsible Party**

**Bill Shawver**  
Chief Procurement Officer  
Purchasing

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*"---" 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:**

As per Ohio Revised Code, Ohio businesses are given priority if all other factors are equal.

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

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# Transportation

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

<b>Credit</b>
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Bicycle Sharing
Facilities for Bicyclists
Bicycle and Pedestrian Plan
Mass Transit Programs
Condensed Work Week
Telecommuting
Carpool/Vanpool Matching
Cash-out of Parking
Carpool Discount
Local Housing
Prohibiting Idling
Car Sharing

## Responsible Party

**Yvette Kline**

Dir. Sustainability & Energy Conservation  
Physical Facilities

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## 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.

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

**Gasoline-electric, non-plug-in hybrid vehicles in the institution's fleet :**

0

**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 :**

1

**Vehicles in the institution's fleet that are fueled with Compressed Natural Gas (CNG):**

0



**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 :**

327

# Student Commute Modal Split

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## Responsible Party

**David Prytherch**

Associate Professor and Sustainability Coordinator  
Department of Geography

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## 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.

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

**The percentage (0-100) of institution's students who use more sustainable commuting options:**

61

**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:**

39

**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 :**

42

**The percentage (0-100) of institution's students who vanpool or carpool as their primary method of transportation:**

1

**The percentage (0-100) of institution's students who take a campus shuttle or public transportation as their primary method of transportation :**

13

**The percentage (0-100) of institution's students who use a motorcycle, scooter or moped as their primary method of transportation:**

1

**The website URL where information about alternative transportation is available:**

<http://www.units.muohio.edu/sustainability/overview/campus-reports/campus-transportation-study>

# Employee Commute Modal Split

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## Responsible Party

**David Prytherch**

Associate Professor and Sustainability Coordinator  
Department of Geography

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## 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.

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

**The percentage (0-100) of institution's employees that use more sustainable commuting options:**

10

**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 :**

90

**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:**

7

**The percentage (0-100) of institution's employees who vanpool or carpool as their primary method of transportation :**

1

**The percentage (0-100) of institution's employees who take a campus shuttle or public transportation as their primary method of transportation :**

1

**The percentage (0-100) of institution's employees who use a motorcycle, scooter, or moped as their primary method of transportation:**

1

**The website URL where information about alternative transportation is available:**

<http://www.units.muohio.edu/sustainability/overview/campus-reports/campus-transportation-study>



## Bicycle Sharing

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**Responsible Party**

**David Prytherch**

Associate Professor and Sustainability Coordinator  
Department of Geography

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

## Facilities for Bicyclists

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

# Bicycle and Pedestrian Plan

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## Responsible Party

**John Seibert**  
University Architect  
Physical Facilities

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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:

Miami's September 2011 Circulation Master Plan includes a Bicycle Master Plan (BMP). As requested by the project's Steering Committee (which included student, university and city representatives) the BMP recommends the locations and types of off-street, on-street and shared use paths that together provide a continuous network of access to the highest demand on and off campus destinations and housing. The recommendations are to be implemented as funding becomes available for dedicated and/or related projects.

## The website URL where information about the plan is available:

<http://www.pfd.muohio.edu/projects/2011CirculationMasterPlan.pdf>

# Mass Transit Programs

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## Responsible Party

**Benjamin Spilman**

Police Lieutenant and Director  
Parking & Transportation 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):**

Miami University provides transit service on its Oxford campus through a contract with a private transportation contractor (First Transit). The service, called "Miami Metro," offers daily service throughout the campus, off-campus high-density residential areas, and retail shopping areas. The service is for the exclusive use of Miami University students, faculty and staff at no cost per ride. The program is funded by a student fee of \$66 per semester for full-time students. During academic year 2011-12, the Miami Metro system provided transportation for 907,605 passengers, an increase of 8.8% over the previous academic year. Miami University offers transit between its Oxford, Hamilton and Middletown campuses through an agreement with the Butler County Regional Transit Authority (BCRTA). BCRTA provides a public transit system with connectors between the three cities, and under the agreement students, faculty and staff may ride all BCRTA regional routes at no cost by showing their Miami University ID card.

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

[http://www.units.muohio.edu/prk/Miami\\_Metro/](http://www.units.muohio.edu/prk/Miami_Metro/)



## Condensed Work Week

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**Responsible Party**

**David Prytherch**

Associate Professor and Sustainability Coordinator

Department of Geography

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

## Telecommuting

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**Responsible Party**

**David Prytherch**

Associate Professor and Sustainability Coordinator  
Department of Geography

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

## Carpool/Vanpool Matching

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**Responsible Party**

**Benjamin Spilman**

Police Lieutenant and Director  
Parking & Transportation Services

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*"---" 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:**

Miami University participates in the AlterNetRides ride sharing program which allows drivers and riders to advertise and connect for transportation to and from Miami University. The program is available at no cost to users who register through the Parking & Transportation Services Website.

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

[http://www.units.muohio.edu/prk/Ride\\_Pool/](http://www.units.muohio.edu/prk/Ride_Pool/)

## Cash-out of Parking

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**Responsible Party**

**Benjamin Spilman**

Police Lieutenant and Director  
Parking & Transportation 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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**Responsible Party**

**Benjamin Spilman**

Police Lieutenant and Director  
Parking & Transportation Services

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

**Responsible Party**

**David Prytherch**

Associate Professor and Sustainability Coordinator

Department of Geography

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**Submission Note:**

Until recently, Miami offered a forgivable, no-interest loan to employees for living locally. But that was discontinued in the recent economic crisis.

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

## Prohibiting Idling

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### Responsible Party

**Greg Vaughn**

Dir. Buildings and Grounds  
Physical Facilities

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### Submission Note:

While Miami does not currently have an institution-wide policy, in 2012 the Physical Facilities Department installed 116 idle timers on vehicles, saving gas, money and emissions. The timers shut engines off after a specified time (3 minutes for older vehicles, 5 minutes for newer vehicles).

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

## Car Sharing

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**Responsible Party**

**Benjamin Spilman**

Police Lieutenant and Director  
Parking & Transportation Services

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



# Waste

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

<b>Credit</b>
Waste Reduction
Waste Diversion
Construction and Demolition Waste Diversion
Electronic Waste Recycling Program
Hazardous Waste Management
Materials Exchange
Limiting Printing
Materials Online
Chemical Reuse Inventory
Move-In Waste Reduction
Move-Out Waste Reduction

# Waste Reduction

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## Responsible Party

**Yvette Kline**

Dir. Sustainability & Energy Conservation  
Physical Facilities

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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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### Submission Note:

These figures are estimates based on the best available data. Miami anticipates establishing a new baseline in FY 2014, and standardizing its estimating methods. Recycling figures consist of bottles, cans, jugs, paper, paperboard and OCC. (2005 OCC data was used for both years.)

Composting figures consist of yard waste. (2005 data was used for both years.)

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

### Weight of materials recycled, 2005 baseline year :

1,763 Tons

### Weight of materials composted, 2005 baseline year :

337 Tons

### Weight of materials disposed as garbage, 2005 baseline year :

3,961 Tons

### Weight of materials recycled, performance year :

1,416 Tons

### Weight of materials composted, performance year :

337 Tons

**Weight of materials disposed as garbage, performance year :**

2,577 Tons

**List the start and end dates of the waste reduction performance year:**

January 1, 2012 to December 31, 2012

**On-campus residents, 2005:**

6,850

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

11,977

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

2,779

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

7,228

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

12,262

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

2,551

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

July 1, 2011 to 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:**

Miami is working to implement single stream recycling across campus starting in August 2013, and it installed its first organic compactor for food scrap in February 2013. A solid waste lean team is putting together an implementation plan to keep the majority of the university's solid waste out of landfill by 2017.

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

<http://www.miamioh.edu/miami0>

# Waste Diversion

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## Responsible Party

**Yvette Kline**

Dir. Sustainability & Energy Conservation  
Physical Facilities

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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*.

---

## Submission Note:

The following categories of diverted products are included in the reported figures:

Aluminum Cans

Cardboard Bales

Plastic 1 & 2

Confidential

Glass

Filestock

Other Paper

Hard Back Books

Pallets/Scrap Wood

Mixed Iron & Steel

Misc. Metals

Yard Waste

Equestrian Center Waste

Weights of used University property sold, and of student property donated through the ShareFest move-out program, are not currently tracked.

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

## Materials recycled, composted, reused, donated, re-sold, or otherwise diverted :

1,093 Tons

## Materials disposed in a solid waste landfill or incinerator :

2,577 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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## Responsible Party

**John Seibert**  
University Architect  
Physical Facilities

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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.

---

## Submission Note:

Our records are in yards. We used 500 pounds/cubic yard as the conversion factor.

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

## Amount of construction and demolition materials recycled, donated, or otherwise recovered :

90 Tons

## Amount of construction and demolition materials landfilled or incinerated :

10 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:

We follow LEED Construction waste management Credit MRc2 guidelines on all construction projects and typically divert 90+% of all construction and demolition related waste from job sites.

# Electronic Waste Recycling Program

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## Responsible Party

**Yvette Kline**

Dir. Sustainability & Energy Conservation  
Physical Facilities

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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.

---

"---" 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:**

Miami's Environmental Health and Safety Office (EHSO) has performed contractor audits (including site visits) for Miami's e-waste recycling handlers. We review the compliance history, safety history & recycling methods for the contractor(s) that receive and process all of Miami's e-waste.

**A brief description of the electronic waste recycling program for institution-generated materials:**

IT Services has partnered with Creative Recycling Solutions (

<http://www.crserecycling.com/>

) to ensure environmentally safe disposal of institution-generated solid computer waste. CRS not only ensures that the computer equipment they collect is either repurposed or safely broken down into raw materials, they also properly dispose of any data that might have been contained on those devices. The process is initiated via work request. Creative Recycling makes regular visits to campus buildings to remove the computer waste. Battery and cell phone collection bins are located at various sites around campus.

**A brief description of the electronic waste recycling program for student-generated materials :**

Electronic waste recycling for student generated materials is limited to battery and cell phone collection. Battery and cell phone collection bins are located a various sites around campus.

**The website URL where information about the e-waste recycling program is available:**

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# Hazardous Waste Management

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## Responsible Party

**Dan Fetrow**

Environmental Programs Manager  
Environmental Health and Safety

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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:**

Miami's Environmental Health and Safety Office (EHSO) operates the hazardous, universal & special waste programs on campus. EHSO promotes inventory control & works with chemical storeroom(s) to reduce the amount of over-ordering of chemicals and thus reduces the amount of surplus/unused chemicals. When coal ash analysis shows pollutant levels below the threshold levels outlined in the beneficial use regulations, the ash can be used as road/trail base on university properties. This reduces the quantity of waste being sent to landfills.

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

Miami contracts with licensed hazardous & universal waste handlers to properly recycle/dispose of all campus regulated wastes.

**The website URL where information about hazardous materials management is available:**

<http://www.miamioh.edu/ehso>

## Materials Exchange

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

## Limiting Printing

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### Responsible Party

**Yvette Kline**

Dir. Sustainability & Energy Conservation  
Physical Facilities

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*"---" 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:

Pay for Print (or Pay4Print) is designed for students and the general public to print reports and documents from many convenient locations at all of the campuses. These locations include instructional computer labs (labs assigned to courses), open computer labs (labs open on a walk up basis) and the campus Libraries. There is a charge for printing and copying. With Miami uPRINT, you can print wirelessly from your own Mac or PC laptop or desktop to any Pay4Print location on campus.

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

<http://www.units.muohio.edu/uit/computing-printing/printing-copying/student-printing>

**Responsible Party**

**David Prytherch**

Associate Professor and Sustainability Coordinator  
Department of Geography

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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:**

Miami University currently distributes course schedules and most official publications electronically, and is phasing out print publication of the general bulletin. Faculty and staff still receive print telephone directories covering units, but this is four page document. Some exceptions are made to this policy, such as our summer session bulletin.

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

<http://www.miami.muohio.edu/academics/general-bulletin.html>

# Chemical Reuse Inventory

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## Responsible Party

**Dan Fetrow**

Environmental Programs Manager  
Environmental Health and Safety

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### Submission Note:

EHSO found the demand for chemical re-use to be limited within the chemistry, biological sciences & engineering departments. We will often put a “hold” on un-used or surplus chemicals if we know of another researcher/lab that may be able to use the product(s).

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

# Move-In Waste Reduction

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## Responsible Party

**Yvette Kline**

Dir. Sustainability & Energy Conservation  
Physical Facilities

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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:

The suggested packing list email sent out to all first year students about two weeks before arrival informs students of exactly what is included in their rooms, and what they are allowed and not allowed to bring. It also includes the following paragraphs:

"Miami is making every effort to be as green as possible. As you're packing, please try to eliminate excess packing material and waste that would go to the landfills. Use as much recyclable material as possible. There will be places in each residence hall to recycle cardboard boxes and other recyclable materials. We greatly appreciate your help in making Miami as environmentally friendly as possible.

Helpful Hint: If you will be sharing a room, be sure to talk to your roommates to see what they are bringing and what things can be shared! Lots of space in the room can be saved if some items (like microwaves or even water-filter pitchers) are shared."

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

<http://community.muohio.edu/orientation/content/class-2016-e-newsletter-series-issues-5>

# Move-Out Waste Reduction

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## Responsible Party

**Rob Abowitz**

Associate Director of Residence Life  
Office of Residence Life

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*"---" 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:**

During move-out all students (both on campus and off) are encouraged via email, signage, facebook, and banners to divert their unwanted items to a program called Sharefest Oxford. Every year during a "ShareFest" event thousands of pounds of materials are collected by volunteers and either given directly to social service agencies or sold by the local Family Resource Center to benefit their social services. On campus participation is facilitated by staff in the Office of Residence Life.

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

<http://www.sharefestoxford.com/>

# Water

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>
Water Consumption
Stormwater Management
Waterless Urinals
Building Water Metering
Non-Potable Water Usage
Xeriscaping
Weather-Informed Irrigation



# Water Consumption

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## Responsible Party

**Tony Ferraro**  
Energy Manager  
Physical Facilities

---

## 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.

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

### **Water consumption, 2005 baseline year:**

216,093,460 Gallons

### **Water consumption, performance year :**

212,880,052 Gallons

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

July 1, 2011 to June 30, 2012

### **On-campus residents, 2005:**

6,850

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

11,977

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

2,779

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

7,228

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

12,262

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

2,551

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

July 1, 2011 to June 30, 2012

**Indication of whether institution has a stated commitment to water use reduction goals:**

Yes

**A brief description of the plan of action to achieve water use reduction goals:**

Miami's Sustainability Commitments and Goals include a goal of not to exceed 2005 water consumption level by December 2015.

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

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# Stormwater Management

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## Responsible Party

**John Seibert**

University Architect

Physical Facilities

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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:**

- We have a policy and plan to reduce storm water runoff from new development. (See URL.) An example is the detention and reuse for irrigation at Cook Field and Western Housing Projects.
- The plan shows campus wide design principals to reduce runoff from ongoing operations.
- The initiative:
  - o The plan is intended to be grounded within the principles of sustainable design and construction and support the university's efforts to consider the impacts of capital improvement projects on the natural environment and quality and experience of campus life. The purpose and intent of the stormwater management plan includes the following:
    - A. Balance campus growth & development with the preservation of the natural environment.
    - B. Meet local, state, and federal regulations – including EPA's NPDES Phase II Post-Construction runoff requirements
    - C. Enhance the functional and aesthetic qualities of the campus environment
    - D. Extend the functional lifecycle and reduce long-term operational costs of storm water infrastructure.
    - E. Reinforce and expand the goals of the Campus Landscape Master Plan, Housing Master Plan, Utility Master Plan and Heritage Plans.

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

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**Does the institution have a living or vegetated roof?:**

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**A brief description of the institution's living or vegetated roof:**

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**Does the institution have porous paving?:**

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**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?:**

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**A brief description of other technologies or strategies for stormwater management employed:**

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## Waterless Urinals

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### Responsible Party

**John Seibert**  
University Architect  
Physical Facilities

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### Submission Note:

We tried several demo models and found the acidity of undiluted urine prematurely deteriorates plumbing waste stacks and has odor issues. As such we have standardized on ultra low flow urinals which use a very small amount of water (.125 gpf) to dilute the urine.

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

# Building Water Metering

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**Responsible Party**

**Tony Ferraro**  
Energy Manager  
Physical Facilities

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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:**

The city installs and reads all building water meters on campus. Most buildings are individually metered.

**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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## Responsible Party

**John Seibert**

University Architect

Physical Facilities

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### Submission Note:

o We are now also investigating harvesting of R/O waste (grey) water at the Goggin Ice center, waste water (grey) at the chiller plants as well as waste (grey) water at Pearson Hall aquatics labs for irrigation usage.

"---" 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:

We do harvest rainwater as well as A/C condensate for irrigation. The following projects are in various stages of construction.

o At Cook Field and adjacent areas we harvest 25 acres of run off into two new storm water runoff control and detention ponds that are in turn used to irrigate play fields. In addition to this we harvest A/C condensate in the summer from the B&C Western Housing residence Halls to the same pond. See pages 58-63 of the stormwater master plan online for more details.

o At Etheridge hall we will harvest A/C condensate in the summer to a cistern to be used for grounds irrigation. See pages 58-63 of the stormwater master plan online for more details.

o At MET quad we are building a new storm water runoff control and detention pond that will irrigate the band field and MET quad play field.

### 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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**Responsible Party**

**John Seibert**  
University Architect  
Physical Facilities

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

# Weather-Informed Irrigation

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

# Planning, Administration & Engagement

## Coordination and Planning

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>
Sustainability Coordination
Strategic Plan
Physical Campus Plan
Sustainability Plan
Climate Action Plan

# Sustainability Coordination

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## Responsible Party

**David Prytherch**

Associate Professor and Sustainability Coordinator

Department of Geography

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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 :

The Sustainability Committee is charged with promoting environmentally and economically sustainable practices at Miami University through collaboration between students, faculty, staff, and the wider community. The Committee seeks to enhance understanding of sustainability-related issues and opportunities at Miami University by working with the Sustainability Coordinator to identify and prioritize ways to make Miami more efficient, environmentally sustainable, and competitive.

The Committee solicits sustainability-related inquiries and proposals, links student research and operational challenges, collaborates in institutional research on existing practices and benchmarking, and promotes implementation of academic and operational innovations. The Committee includes students, faculty, staff, and administrators from across university divisions and will report regularly to the University Senate, the Provost, and the Vice President of Business and Finance Services.

## Members of the committee, including affiliations:

Faculty

Tom Crist, Director of the Institute of the Environment and Sustainability (co-chair)

Rod Northcutt, Assistant Professor Art

David Prytherch, Associate Professor of Geography, Sustainability Coordinator (co-chair)

Judith Rogers, Associate Dean, School of Education, Health, and Society

Ann Rypstra, Professor of Zoology, Director of the Ecology Research Center

#### Operational Staff

Rob Abowitz, Associate Director of Residence Life, Student Affairs

Michael Jacquemin, Senior Building and Grounds Manager, HDRBS

Yvette Kline, Director of Sustainability and Energy Conservation, Physical Facilities

Lt. Benjamin Spilman, Director of Parking and Transportation Services

Brian Woodruff, Director of Housing Contracts and Meal Plans, HDRBS

#### Student Membership

Undergraduate student: Ashleigh Achor, Green Oxford Student Organization

Undergraduate student: Brittany Murphy (Associated Student Government)

Undergraduate student: Jennifer Conley, Beta Alpha Psi/Global Reporting Initiative, FSB

Graduate Student: Allison Becknell, Institute for the Environment and Sustainability, CAS

#### Ex-Officio Members:

Cody Powell, Interim Associate Vice President of Facility Planning and Operations

Ray Gorman, Professor and Associate Provost

Susan Meikle, Communications Consultant, University Communications

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

<http://www.units.muohio.edu/sustainability/coordination/sustainability-committeeuniversity-sustainability-committee>

#### **Does the institution have a sustainability office?:**

Yes

#### **A brief description of the sustainability office:**

Miami has a distributed sustainability office comprised of a full-time Director of Sustainability and Energy Conservation (in the Physical Facilities Department), a part-time Miami University Sustainability Coordinator (in Academic Affairs), a graduate Recycling and Sustainability Coordinator (in Physical Facilities), and a "Green Team" of part-time undergraduate student employees. Totals 2 FTEs.

#### **The number of people employed in the sustainability office:**

2

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

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#### **Does the institution have a sustainability coordinator?:**

Yes

#### **Sustainability coordinator's name:**

David Prytherch

#### **Sustainability coordinator's position title:**

STARS Reporting Tool | AASHE

**A brief description of the sustainability coordinator's position:**

The Sustainability Coordinator's role is to

- \* provide leadership in promoting sustainability-related goals within and across university units, promoting communication between students, faculty, and staff;
- \* raise the profile and promote understanding of sustainability-related issues and opportunities at Miami University;
- \* work with a Sustainability Committee to identify and prioritize policy changes, including implementation of the recommendations of the Report of the President's Task Force on Environmental Sustainability;
- \* provide a point of contact for sustainability-related inquiries and ideas at Miami, particularly to connect student researchers with operational challenges and personnel, but also to forward inquiries or suggestions to appropriate personnel;
- \* collaborate in institutional research on existing sustainability-related practices and benchmarking;
- \* collaborate in efforts to secure grant funding for particular campus projects or the work of the Sustainability Coordinator more specifically.
- \* communicate with existing campus committees on issues relevant to sustainability.
- \* report on the activities of the Sustainability Coordinator to the Sustainability Committee, Provost, and Vice President for Business and Finance.

**The website URL where information about the sustainability coordinator is available:**

<http://www.units.muohio.edu/sustainability/coordination/sustainability-coordinator/miami-gets-first-sustainability-coordinator>

## Responsible Party

**David Prytherch**

Associate Professor and Sustainability Coordinator  
Department of Geography

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

## Year the strategic plan or equivalent was completed or adopted:

2,011

## 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:

In 2011 Miami University adopted the recommendations of a Strategic Task Force.

Of these, Recommendation 9 is to "Implement multiple strategies for reduced energy costs, sustainable practices, and efficient space utilization" with the goal to "Lower the amount of energy and utilities consumed and slow the annual growth in the amount spent on energy and utilities by \$1.8 million."

Recommended actions include:

Action 1 Complete shift to a retail purchase agreement for electricity.

Action 2 Continue implementation of strategies approved by the Board of Trustees for reducing energy consumption by 20% from the 2004 amount per gross square foot.

Action 3 Implement a wholesale agreement for the purchase of electricity.

Action 4 Consolidate instruction activities into fewer buildings during slower periods of demand.

Action 5 Promote energy awareness and conservation for the purpose of reducing consumption.

Measurable Outcomes: BTU's consumed and reduction in costs.

**Does the institution's strategic plan or equivalent guiding document include the social dimensions of sustainability at a high level?:**

No

**A brief description of how the strategic plan or amendment addresses the social dimensions of sustainability:**

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**Does the institution's strategic plan or equivalent guiding document include the economic dimensions of sustainability at a high level?:**

No

**A brief description of how the strategic plan or amendment addresses the economic dimensions of sustainability:**

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**The website URL where information about the strategic plan is available:**

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# Physical Campus Plan

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## Responsible Party

**David Prytherch**

Associate Professor and Sustainability Coordinator

Department of Geography

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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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"---" 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:

Miami University's planning and construction are guided by a set of master plans adopted at different times. A number of these have been developed or are being finalized with explicit sustainability goals.

\* For example, in 2011 Miami University adopted a Campus Circulation Master Plan to prioritize alternative transportation.

\* In 2011 it adopted a Storm Water Master Plan to reduce the quantity and improve the quality of runoff, and recapture and reuse storm water through the use of low-impact development and best management practices (e.g. cisterns, native and low maintenance landscaping, stormwater retention).

\* It is currently developing a Utility/Energy Master Plan to reduce energy consumption, improve efficiency, and shift away from the consumption of coal for steam heat.

## The year the physical campus plan was developed or adopted:

2,001

## The website URL where the physical campus plan is available:

<http://pfd.muohio.edu/>

## Responsible Party

**David Prytherch**

Associate Professor and Sustainability Coordinator  
Department of Geography

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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 2008 Miami University's President convened a Task Force for Environmental Sustainability, which produced a report recommending a host of actions to promote sustainability. This process involved a variety of campus stakeholders (students, faculty, staff, community members). In 2009 a new Sustainability Committee was created, including students, faculty, and staff. This committee distilled from the 2008 report a set of measurable "Miami University Goals and Commitments." It recommended these to President Hodge in 2010 and were publicly accepted in 2011.

## A brief description of the plan's measurable goals :

The plan includes both broad commitments and specific, measurable goals. These are very broadly summarized and excerpted below.

\* Campuses that emit significantly less carbon in pursuit of carbon neutrality, through energy management, efficiency, awareness, and investments in renewable sources. Includes a goal of an overall goal of 20% reduction in GHG emissions over 2008 baseline, and a shift away from coal burning for steam heat by 2025.

\* A curriculum that engages students and every faculty member in sustainability issues reaching across all disciplines. Includes the creation of a new sustainability co-major and integration of sustainability into the liberal education curriculum.

\* A culture in which the entire community shares and coordinates in sustainability-related challenges, opportunities, efforts, and accomplishments. This includes development of consistent messaging, multi-media communication, and inclusion of sustainability into orientation programs.

\* Planning and growth that emphasize sustainability in our built and natural environments. This includes LEED certification (minimum Silver) for all new construction and major renovation, improved landscape practices.

\* Miami must reinforce its mission through responsible purchasing, operations, and waste reduction strategies. This includes a goal to divert at least 50% of waste from the landfill by 2017, including through phased implementation of bio-waste composting/digestion by 2014.

\* A transportation system that prioritizes walking, biking, and public transport for on-campus and short-distance travel, and offers commuters viable alternatives to driving alone. This includes phased implementation of bike lanes and preferential car-pool parking by 2012, and doubling of carpooling by 2020.

\* An institution whose financial transparency and investing reflect the highest aspirations of our mission as a public university. This includes making managers, mutual funds, and equity holdings available online to all members of the university community by 2012.

**A brief description of how progress in meeting the plan's goals is measured:**

Each commitment has particular goals that are measurable in terms of quantity (e.g. GHG reductions) and time (year accomplished). This varies between commitments and goals.

**The website URL where more information about the sustainability plan is available:**

<http://www.units.muohio.edu/sustainability/overviewsustainability-commitments-and-goals>

**The year the plan was developed or last updated:**

2,011

# Climate Action Plan

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## Responsible Party

**David Prytherch**

Associate Professor and Sustainability Coordinator

Department of Geography

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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:

As part of the overall Miami University Sustainability Commitments and Goals, Miami's President has accepted the following recommendations to reduce greenhouse gas emissions.

- \* Continued work to comply with Ohio House Bill 251's goal of 20% reduction in energy consumption by 2014 based on 2004 baseline data.
- \* Overall greenhouse gas emissions reduction of at least 20% by 2020 over 2008 baseline data.
- \* Production or purchase of at least 17% of electrical power from renewable sources by 2020.
- \* Full displacement of coal as an on-campus energy source by 2025.

## A brief summary of the climate plan's short-term goals:

Miami is currently developing a detailed climate action plan, but in 2012 completed an Energy/Utility Master Plan to ensure compliance with the above long-term climate goals. This master plan includes a major investment in geothermal heating and cooling, which will supply 40% of campus square footage by 2025. The remainder of the campus will be supplied by natural-gas fired, combined heat and power. Implementation has begun with the drilling of a 330 well geothermal field on a portion of our campus, the first phase of the multi-year plan to eliminate coal-fired steam heating and reduce GHG emissions.

## Year the climate plan was formally adopted or approved:

2,012

**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:**

Global Perspectives on Sustainability Minor

**The reduction level (percentage) institution has committed to:**

20%

**The baseline year the institution used in its GHG emissions commitment:**

June 30, 2008

**The baseline emissions level institution used in its GHG emissions commitment:**

gross carbon footprint of 128,916 MTeCO<sub>2</sub>

**The target year the institution specified in its GHG emissions commitment :**

June 30, 2020

**The website URL where information about the climate plan is available:**

<http://www.units.muohio.edu/sustainability/overviewsustainability-commitments-and-goals>

## Diversity and Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. 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>
Diversity and Equity Coordination
Measuring Campus Diversity Culture
Support Programs for Underrepresented Groups
Support Programs for Future Faculty
Affordability and Access Programs
Gender Neutral Housing
Employee Training Opportunities
Student Training Opportunities

# Diversity and Equity Coordination

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## Responsible Party

**David Prytherch**

Associate Professor and Sustainability Coordinator

Department of Geography

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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 :

University Senate Council on Diversity and Inclusion (CODI)

The functions of the Council on Diversity and Inclusion are to advise the President and the Provost on matters of diversity and to engage in and facilitate long-range planning to:

- (1) build an intellectual community that recognizes that diverse experiences create a rich educational experience for all students,
- (2) foster an inclusive campus climate, and
- (3) foster the development of diversity-related competencies among faculty, staff, and students;
- (4) assess and identify trends, progress, and problems pertaining to campus diversity and climate; and
- (5) facilitate University-wide dialogue to promote understanding and constructive exchange of views on matters of diversity.

The Council shall report regularly to University Senate.

## Members of the committee, including job titles and affiliations :

- i) One (1) faculty member who is a member of University Senate and shall serve as Senate Liaison.
- ii) Two (2) representatives from the College of Arts and Science.
- iii) One (1) representative from the Farmer School of Business.
- iv) One (1) representative from the School of Engineering and Applied Science.
- v) One (1) representative from the School of Education, Health, and Society.
- vi) One (1) representative from the School of Creative Arts.
- vii) One (1) representative from the Division of Finance and Business Services.
- viii) Two (2) representatives from the regional campuses.
- ix) One (1) member of the Classified Personnel Advisory Committee (CPAC).
- x) One (1) member of the Unclassified Personnel Advisory Committee (UPAC).
- xi) Five (5) administrative staff positions:
  - (1) The Associate Vice President for Institutional Diversity.

- (2) The Director of Diversity Affairs, Student Affairs.
- (3) The Assistant Vice President for Institutional Diversity will serve as Chair of the Council.
- (4) The Director of the Center for American and World Cultures.
- (5) The Director of the Women's Center.
- xii) Two (2) at-large members.
- xiii) Two (2) undergraduate students of whom at least one is a member of the Diversity Affairs Council.
- xiv) Two (2) graduate students of whom at least one is a member of the Graduate Students of Color Association.

**The website URL where information about the diversity and equity committee is available:**

<http://community.muohio.edu/senate/?q=node/55>

**Does the institution have a diversity and equity office?:**

Yes

**A brief description of the diversity office:**

Miami University's Office of Diversity Affairs is responsible for the development and implementation of programs, activities, and procedures designed to enhance the academic success, retention, and personal development of diverse student populations. ODA embodies a commitment to diversity/multiculturalism as expressed through ability, age, ethnicity, gender, race, religion, sexual orientation, and socioeconomic differences.

**The number of people employed in the diversity office:**

5

**The website URL where information about the diversity and equity office is available:**

<http://www.units.muohio.edu/saf/DiversityAffairs/index.html>

**Does the institution have a diversity and equity coordinator?:**

Yes

**Diversity coordinator's name:**

Ronald B. Scott

**Diversity coordinator's position title:**

Associate Vice President for Institutional Diversity

**A brief description of the diversity coordinator's position:**

The Associate Vice President for Institutional Diversity is charged with supporting Miami University's Values Statement and Mission Statement and insuring that each and every member of the Miami community has an opportunity to be involved and included in every aspect of the campus experience.

**The website URL where information about the diversity and equity coordinator is available:**

[STARS Reporting Tool | AASHE](#)





# Measuring Campus Diversity Culture

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## Responsible Party

**David Prytherch**

Associate Professor and Sustainability Coordinator  
Department of Geography

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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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*"---" 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):**

A 2008 Miami University Campus Climate Survey assessed overall perceptions of Miami's climate, in which respondents were asked to indicate their agreement about a series of items pertaining to campus diversity generally as well as their own place within the community.

## **Year the assessment was last administered:**

2,008

## **A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives:**

The assessment informs Miami's efforts in four core areas: recruitment, retention, curriculum and climate. As part of our recruitment efforts, we partner closely with the Office of Admission to facilitate a diverse undergraduate student population. In terms of retention, we work to ensure students have an enriching academic experience—complete with curricular and co-curricular opportunities. As part of our commitment to a Liberal Education, the Global Miami Plan promotes coursework designed to provide students with a breadth of information on a range of content areas. The curriculum also provides courses related to diversity and inclusion both within the United States and abroad.

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

[http://www.miami.muohio.edu/documents/about-miami/diversity/MU\\_Campus\\_Climate%20%20Survey\\_08.pdf](http://www.miami.muohio.edu/documents/about-miami/diversity/MU_Campus_Climate%20%20Survey_08.pdf)

# Support Programs for Underrepresented Groups

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## Responsible Party

**David Prytherch**

Associate Professor and Sustainability Coordinator

Department of Geography

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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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"---" 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:

The following are activities organized by the Office of Diversity Affairs (

<http://www.units.muohio.edu/saf/DiversityAffairs/>

):

\* The Diversity Affairs Council (DAC) is one of 9 councils under the Associated Student Government (ASG). DAC is committed to enhancing the climate of respect for diversity at Miami University by fostering co-sponsorship of programming efforts and promoting the activities of other student groups and administrative offices who are interested in issues of diversity.

\* MADE@Miami is a three-day pre-semester program for first-year students ready to make the most out of Miami, introducing students to resources and strategies for navigating Miami and building a supportive network of friends and mentors. Open to all first year students, but students of color, international students, and Miami Access scholars strongly encourage to attend.

\* "Let's Talk" Dialogues are intended to assist students in discovering the values of participating in honest, open discussion on a broad range of intellectual, socially, and emotionally relevant topics. Dialogues are open to all students and are conducted by trained facilitators.

\* Connection Coaches Peer Mentor Program helps Miami's first-year students by pairing them with a trained peer Coach, or mentor, who helps new students get connected at Miami socially and academically. These Coaches will offer assistance, motivation and support to achieve student goals.

\* Gay, Lesbian, Bisexual, Transgender, and Questioning Services provides education, advocacy, support, and safe spaces for gay, lesbian, bisexual, transgender, questioning, queer, asexual, pansexual, intersex, and straight-allied students. GLBTQ Services presents educational, cultural, and social opportunities for the Miami University community to challenge intolerance and to create a more hospitable, accepting campus climate.

**A brief description of the programs sponsored by the institution to support underrepresented groups within the faculty:**

The following are programs sponsored by the Office of Institutional Diversity:

- \* Association of Black Faculty & Staff (ABFAS) is one of the oldest university Black Faculty & Staff associations in the country, the ABGAS has worked for over 40 years to attract and retain diverse faculty and staff at Miami. In addition, the ABFAS strives to create a curriculum representing the Black Diaspora in which we live and a climate that is welcoming to peoples of African descent.
- \* Asian and Asian-American Faculty & Staff Association (AAA-FSA) seeks to advocate for Asian, Asian American, and Pacific Islander faculty and staff; promote the intellectual and personal development of Asian, Asian American, and Pacific Islander students; collaborate with other Miami organizations and the community at large to foster a greater understanding of Asian, Asian American, and Pacific Islander issues and concerns; and celebrate the cultures and contributions of Asian, Asian Americans, and Pacific Islanders in the United States and in the Diaspora.
- \* Association of Latino/a Faculty & Staff (ALFAS) was formed by Miami University employees (Hamilton, Middletown, and Oxford campuses) to foster Latino/a (defined as Luso-Hipnics) representation, improve work conditions, and enrich the social and cultural environment for all faculty, staff, and students.
- \* The LGBTQ Advisory Group has the role of bringing together several separate constituencies (undergrad/SPECTRUM, grad/HAVEN, faculty and staff/GLEAM) as well as representatives from the regional campuses in order to educate the university community about LGBTQ concerns and to address injustices perpetrated against LGBTQ community members in policy or practice.

**A brief description of the programs sponsored by the institution to support underrepresented groups within the staff:**

See above.

**The website URL where more information about the programs in each of the three categories is available :**

<http://www.miami.muohio.edu/about-miami/diversity/faculty-staff-connections.html>

## Support Programs for Future Faculty

### 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.

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

# Affordability and Access Programs

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## Responsible Party

**David Prytherch**

Associate Professor and Sustainability Coordinator

Department of Geography

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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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*"---" 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:

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## A brief description of the institution's policies and programs to minimize the cost of attendance for low-income students?:

The Miami Access Initiative is a grants and scholarships program for Ohio residents designed to help make Miami University accessible to new first-year academically competitive students who have total family income that is equal to or less than \$35,000.

To fund this program, we add together an Access Scholar's federal and state grant funds with University grant and/or scholarship funds to meet the cost of tuition and academic fees.

**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:**

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**A brief description of the institution's scholarships for low-income students:**

The Miami Access Initiative covers tuition and academic fees totaling \$13,156 per year. Academically competitive Ohio residents entering the Miami University Oxford campus as first-time, full-time freshmen in the fall semester are eligible. The costs for room, board, books, travel, and personal expenses are not included in the guarantee, but as mentioned above, may be covered by other funding sources. Also, students who are eligible for the Miami Access Initiative program could still use federally guaranteed student loans, Federal-Work Study, and other private loans for these costs.

**A brief description of the institution's programs to guide parents of low-income students through the higher education experience:**

Students are afforded the option to participate in Miami's MADE@Miami program, designed to help new students navigate the university while building a diverse network of friends and mentors. Special workshops related to such topics as career development and financial management are also offered.

**A brief description of the institution's targeted outreach to recruit students from low-income backgrounds:**

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**A brief description of the institution's other admissions policies and programs:**

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**A brief description of the institution's other financial aid policies or programs:**

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**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:**





# Gender Neutral Housing

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## Responsible Party

**Yvette Kline**

Dir. Sustainability & Energy Conservation  
Physical Facilities

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

**Does the institution offer housing options to accommodate 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:**

The Office of Residence Life offers gender neutral housing as an option. Miami University recognizes that sex-segregated housing may not be the best option for some students. To meet this need, we provide a limited number of gender neutral housing spaces. Space is limited to two suites in Hahne or Flower Hall (four students per suite), and one apartment in Heritage Commons (four students per suite). This program is intended for second year or older students who feel most comfortable living with a roommate of a different legal sex.

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

<http://www.units.muohio.edu/saf/glbtperspectives/incoming.htm>

## Employee Training Opportunities

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

## Student Training Opportunities

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

# Human Resources

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>
Sustainable Compensation
Employee Satisfaction Evaluation
Staff Professional Development in Sustainability
Sustainability in New Employee Orientation
Employee Sustainability Educators Program
Childcare
Employee Wellness Program
Socially Responsible Retirement Plan

# Sustainable Compensation

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## Responsible Party

**Kate Stoss**

Dir. of Compensation, Employment and Technology  
Human Resources

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

### **Total number of employees working on campus (including contractors):**

3,221

### **Number of employees (including contractors) that the institution ensures earn sustainable compensation:**

3,217

### **A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation:**

An analysis was conducted of all hourly and salaried employees, and the hourly wage (or equivalent, if salaried) was compared to the Poverty in America Living Wage Calculator for Butler County, Ohio, the home of Miami University.

<http://livingwage.mit.edu/counties/39017>

company that specializes in academic and research computing in conjunction with Penn State EMS Environment Institute.

**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:**

2,013

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

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# Employee Satisfaction Evaluation

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



# Staff Professional Development in Sustainability

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## Responsible Party

**Dawn Fahner**

Director of Benefit Services

Human Resources

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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
- 

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

## Does the institution make training and professional development opportunities in sustainability available to all staff?:

Yes

## A brief description of the sustainability trainings and professional development opportunities available to staff :

Lean training, described below, includes "Go Green" as one of five areas which qualify for Lean (process improvement) project development. The other areas are: Cost Reduction, Cost Avoidance, Revenue Enhancement, and Productivity Improvement.

### 2 Day Training

Participants will be provided a broad overview of Lean and explore how this initiative relates to the continuous improvement and strategic vision of Miami University. In addition, participants will understand how projects are chosen, how to successfully start and close out a project, and the tools involved throughout the process. Participants will have hands-on experience, with the goal of having a well-defined Lean project ready by the end of the session. This course is intended for individuals who are on a Process Improvement Team, currently enrolled in the Lean Leader Certification Program, or want to become a cultural change agent to promote Lean to others in our community.

Offered

6 times per year

3 hour orientation

Objective:

[STARS Reporting Tool](#) | [AASHE](#)

•Understand the goals of Lean at Miami, and the types of waste •Understand Lean structure and culture at Miami University •Understand the Process Improvement Team Implementation Workbook •Practice creating process flow charts •Have the necessary skills to begin work on a Process Improvement Project

Offered

6 times per year

Description:

This Lean orientation teaches participants how to conduct a Process Improvement Project at Miami University. The course is based on our standardized Implementation Workbook—a step-by-step guide for conducting a Lean project. This course is intended for staff who are currently on a Process Improvement Team, or expect to be in the near future. Other participants are welcome as space allows.

Lean Overview

Topline understanding of Lean and Lean objectives. Definition of lean terms and How to get involved.

Offered

as requested

**The website URL where information about staff training opportunities in sustainability are available:**

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# Sustainability in New Employee Orientation

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## Responsible Party

**Dawn Fahner**  
Director of Benefit Services  
Human Resources

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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:**

An overview of the university's sustainability initiative and contact information for sustainability coordinators is covered during an in person orientation session.

**The website URL for the information about sustainability in new employee orientation:**

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# Employee Sustainability Educators Program

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## Responsible Party

**Yvette Kline**

Dir. Sustainability & Energy Conservation  
Physical Facilities

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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:

Total Oxford campus employees (full and part time) as of Fall 2011 (most recent available) were reported.

Champs were counted as follows. Only Oxford campus champs were included.

Each who self-identified as actively involved was assigned a sphere of influence score of 5.

Each who was a newsletter only participant was assigned a sphere of influence score of 1.

As of January 2013 over 400 employees had received some type of Lean training.

The most recent Green Team project, February 2013, involved approximately 50 PFD employees.

While it is likely that the people touched by these three programs overlap, the nature of the outreach is different, so all were counted.

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

### Total number of people employed by the institution:

4,274

### Program name (1st program) :

Sustainability Champions

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

141

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

The Sustainability Champions (Champs) program is open to all employees, and is an outgrowth of an existing Building Points of Contact (BPOC) program. Started in Spring Semester 2012, Champs are volunteers who were made aware of the program through bottom-up email messaging through the BPOC communication chain and top-down messaging to academic units and the Housing, Dining,

Recreation and Business Services division by the Provost and the VP for Finance and Business Services, respectively. Additional in-person recruitment by the program's two coordinators took place in the Fall 2012 semester at the Employee Wellness Fair. While all employees are welcome to volunteer, not all of them will be active. In Spring semester 2013, volunteers were given the opportunity to define their level of involvement as an active participant, a newsletter-only participant, or a non-participant. By casting a large net, we are able to remain in contact with those who are interested but not able to be more involved at this time.

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

Champs decided to meet a couple of times per semester. The coordinators establish the agenda to inform and update the Champs on a specific topic, then provide related materials and actions for them to take.

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

No significant financial support has been required to date. Materials have been provided by the Physical Facilities Department's sustainability office. The coordinators of the Champs are the University's Sustainability Coordinator and the Director of Sustainability in the Physical Facilities Department.

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

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

Miami Lean

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

400

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

Lean is a waste reduction process improvement method that has been tailored at Miami to support 5 breakthrough objectives: Cost Avoidance, Cost Reduction, Revenue Generation, Productivity Improvements, and Go Green. Departmental steering committees generate and receive suggestions of candidate Lean projects and participants. The steering committees decide which projects to "lean" and who should be involved.

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

Formal Miami Lean training for project participants takes place on campus, and has evolved to a 2 day training. During the training, participants are introduced to Lean, it's tools, and how the process supports the breakthrough objectives, with the intention of creating a Lean culture. Across campus, Lean Leaders are selected to receive additional formal training to bolster cultural change. All who have taken any Lean training learn that it is about people, and they are taught how to solicit and share information that supports any of the breakthrough objectives.

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

Miami has hired a Lean expert on a limited timeline to customize and perpetuate the program on our own. The university additionally supports staff participation time and an on-campus Lean team meeting room. Many Lean projects yield significant savings to the university. Go Green initiatives are not required to yield savings, although many do.

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

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**Program name(s) (all other programs):**

PFD's Green Team

**Number of employees served by the program(s) (all other programs):**

50

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

Led by a Grad Assistant, who was hired by the Physical Facilities Department's Director of Sustainability as the Sustainability Education Coordinator, four part time undergraduate employees were hired specifically for sustainability outreach programs. This group of five works with the entire campus, as well as employees in the Physical Facilities Department.

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

Training is provided through weekly team meetings led by the Grad Assistant. Initiatives and training details are established by the Grad Assistant and PFD's Sustainability Director.

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

The Grad Assistant and undergraduate student employees and their programs are primarily funded through the Physical Facilities Department. Additional funding is provided by an annual grant from the county.

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

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**Responsible Party**

**Dawn Fahner**  
Director of Benefit Services  
Human Resources

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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:**

Miami has an on-site childcare program. Information can be found at this web site:

<http://www.miniuniversity.net/>

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

<http://www.miniuniversity.net/>

# Employee Wellness Program

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## Responsible Party

**Dawn Fahner**  
Director of Benefit Services  
Human Resources

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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:**

Miami University believes that providing work-site resources to support and encourage healthy lifestyles/behaviors for employees and dependents creates a foundation for individuals to pursue a higher quality of health which leads to long term increases in productivity and decreases in health care costs. Our healthy work environment offers access to the following onsite, no cost services: fitness programming (fitness room, group classes and personal training), ALA Freedom from Smoking classes, health coaching and healthy eating series facilitated by a registered dietitian, flu vaccine clinic and mobile mammography. Miami's health care plan provides 100% preventive care coverage ( implemented prior to healthcare reform), and 100% coverage for certain diabetes and asthma medication. Additionally, employees and spouses enrolled in Miami's health care plan may receive a premium discount for completing the following steps: health assessment, biometric screening, tobacco free certification or completion of ALA Freedom from Smoking class, primary care physician wellness visit, and age/gender appropriate preventive screenings (Breast Cancer, Cervical Cancer and Colon Cancer), and have access to an onsite convenient care clinic. The premium discount program has increased compliance with preventive screenings and increased participation/completion of the ALA Freedom from Smoking class. Employees sharing individual success stories have been instrumental in developing our culture of health.

The employee assistance program provides counseling, legal, financial and family services.

<http://www.units.muohio.edu/humanresources/documents/BenefitsWellness/LifeInsurance/EAPMyLibertyAssist.pdf>

yAssist.pdf

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

<http://www.units.muohio.edu/humanresources/benefitswellness/>



## Socially Responsible Retirement Plan

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

# Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

<b>Credit</b>
Committee on Investor Responsibility
Shareholder Advocacy
Positive Sustainability Investments
Student-Managed Sustainable Investment Fund
Sustainable Investment Policy
Investment Disclosure

# Committee on Investor Responsibility

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## Responsible Party

**David Prytherch**

Associate Professor and Sustainability Coordinator

Department of Geography

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

# Shareholder Advocacy

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## Responsible Party

**David Prytherch**

Associate Professor and Sustainability Coordinator

Department of Geography

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

## Positive Sustainability Investments

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

# Student-Managed Sustainable Investment Fund

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## Responsible Party

**David Prytherch**

Associate Professor and Sustainability Coordinator  
Department of Geography

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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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**Responsible Party**

**David Prytherch**

Associate Professor and Sustainability Coordinator  
Department of Geography

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

## Investment Disclosure

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



# Public Engagement

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>
Community Sustainability Partnerships
Inter-Campus Collaboration on Sustainability
Sustainability in Continuing Education
Community Service Participation
Community Service Hours
Sustainability Policy Advocacy
Trademark Licensing
Graduation Pledge
Community Service on Transcripts
Farmers' Market

# Community Sustainability Partnerships

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## Responsible Party

**David Prytherch**

Associate Professor and Sustainability Coordinator

Department of Geography

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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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*"---" 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 Office of Community Engagement and Service serves as a catalyst for mutually beneficial campus and community partnerships, engaging communities through actions ranging one-time service projects, ongoing service projects, service learning, work study, and engaged research. A number of these activities are sustainability related.

The Harry T. Wilks Leadership Institute is committed to the development of "ethical and character leadership for a changing world" and the exploration of transformational leadership with the goal of developing graduates prepared to effect positive change in their organizations and communities. It offer leadership opportunities outside the classroom that allows students, staff and faculty to explore their leadership identities while positively impacting the Miami community. In recent years it sponsored community engagement "think tanks" that recruited a cohort of students to collaborate with community partners in solving environmental and social problems. The most recent project was "Shaping Sustainable Communities," which created a sustainable development plan for the City of Oxford, Ohio.

ShareFest Oxford is a service and environmental event dedicated to the collection and redistribution of items donated by Miami University students at the end of the academic year. Collected items benefit residents in need and social service agencies throughout the region.

## The website URL where information about sustainability partnerships is available:

<http://www.units.muohio.edu/sustainability/-community>

## Inter-Campus Collaboration on Sustainability

### Criteria

Institution collaborates with other colleges and universities to support and help build the campus sustainability community.

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

# Sustainability in Continuing Education

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

# Community Service Participation

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## Responsible Party

**Yvette Kline**

Dir. Sustainability & Energy Conservation  
Physical Facilities

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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:**

13,510

### **Total number of students, which may exclude part-time, continuing education and/or non-credit students:**

15,551

### **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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## Responsible Party

**Yvette Kline**

Dir. Sustainability & Energy Conservation  
Physical Facilities

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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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## Submission Note:

The hours presented are estimates, as per the President's National Honor Roll for Community Service (PNHRCS). They were computed via a formula based upon Miami students' responses to the National Survey for Student Engagement (NSSE). Survey responses are extrapolated to the entire student population. Miami has recently started using NobleHour to track hours.

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

## The number of student community service hours contributed during a one-year period:

337,500

## Total number of students, which may exclude part-time, continuing education and/or non-credit students:

15,551

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

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# Sustainability Policy Advocacy

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

# Trademark Licensing

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



## Graduation Pledge

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

# Community Service on Transcripts

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## Responsible Party

**David Prytherch**

Associate Professor and Sustainability Coordinator

Department of Geography

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

## Does the institution include community service achievements on student transcripts?:

Yes

## A brief description of the practice:

Miami encourages faculty and departments to designate certain courses as "Service Learning," which receive an SL designation if certain criteria are met. According to a University Senate resolution passed on February 29, 2009, Department Chairs and Deans will acknowledge the SL Designation as added value when reviewing credentials for promotion, tenure, and annual reviews. The SL Designation will appear on student transcripts and on faculty annual reports for approved courses.

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

<http://www.units.muohio.edu/servicelearning/node/23>

## Farmers' Market

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

# Innovation

## Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

# Innovation 1

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## Responsible Party

**Yvette Kline**

Dir. Sustainability & Energy Conservation  
Physical Facilities

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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.
- 

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

## **A brief description of the innovative policy, practice, program, or outcome :**

Miami University, through the Lean process improvement method, has piloted three innovative advances in solid waste collection on campus: pizza box compost collection in residence halls; collection of both landfill (trash) and compostable materials in outdoor bins that formerly collected just trash; and replacement of office trash cans and liners with smaller, linerless handbaskets as an option of a way to collect and transport personal waste to resource recovery areas.

**A letter of affirmation from an individual with relevant expertise:**

STARS solid waste innovation credit, Feb 2013.pdf

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

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## Innovation 2

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

## Innovation 3

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



## Innovation 4

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

# Supplemental

## Supplemental Data

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

<b>Credit</b>
New Student Orientation
Food Education
Food and Beverage Purchases
Confinement-Free Food Purchases
Vegetarian-Fed Food Purchases
Hormone-Free Food Purchases
Seafood Purchases
Dishware
Energy Initiatives
Energy Use by Type
Procurement
Bike Sharing
Water Initiatives
Endowment
Sustainability Staffing

## New Student Orientation

### Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

---

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

## Food Education

### Criteria

Institution provides education about eco-positive food and gardening techniques.

---

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

## Food and Beverage Purchases

### Criteria

Institution provides details of its food and beverage purchases.

---

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

# Confinement-Free Food Purchases

## Criteria

Institution provides details of its confinement-free animal product purchases.

---

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

## Vegetarian-Fed Food Purchases

### Criteria

Institution provides details of its vegetarian-fed animal product purchases.

---

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

## Hormone-Free Food Purchases

### Criteria

Institution provides details of its hormone-free animal product purchases.

---

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



## Seafood Purchases

### Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

---

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

# Dishware

## Criteria

Institution provides details of the dishware its provides at its dining services locations.

---

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

## Energy Initiatives

### Criteria

Institution provides details about its energy initiatives.

---

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

## Energy Use by Type

### Criteria

Institution reports its energy use by type.

---

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

# Procurement

## Criteria

Institution provides details about its procurement efforts.

---

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

## Bike Sharing

### Criteria

Institution reports the number of bicycles available through bike sharing programs.

---

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

## Water Initiatives

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### Responsible Party

**Yvette Kline**

Dir. Sustainability & Energy Conservation  
Physical Facilities

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### Criteria

Institution provides details about its water initiatives.

---

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

**Is there is a ban or restriction on selling or distributing bottled water on campus? :**

No

**Provide a brief description of any bottled water ban or restriction :**

---

**Does the institution meter any of its non-potable water usage? :**

---

**The percentage of urinals on campus that are waterless :**

0

# Endowment

## Criteria

Institution provides details about its endowment.

---

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



# Sustainability Staffing

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## Responsible Party

**David Prytherch**

Associate Professor and Sustainability Coordinator

Department of Geography

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## Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

---

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

## The amount of weekly time worked by people employed in the sustainability office (in full-time equivalent) :

60

## FTE staff on payroll:

1

## FTE student intern/fellow:

1