Maharishi University of Management

The following information was submitted through the STARS Reporting Tool.

Date Submitted:  Feb. 28, 2014

STARS Version:  1.2
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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.
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.

**Credit**

- 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

***Responsible Party***

Leanne Hays  
Administrator  
Sustainable Living

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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:

March 9, 2012: We questioned Diana Krystofiak, Visiting Faculty Coordinator of Sustainable Living. She knew some information and gave us contacts for information not known.

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

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

1,230

Program name (1st program):

EcoFairfield

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

1,230

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

Mission

Our aim is to explore sustainability through serving, connecting and inspiring the Community of Fairfield.
Company Overview
EcoFairfield is hoping to become the town's new beloved tradition. Our aim is to explore sustainability through serving, connecting and inspiring the community of Fairfield.
We value compassion, vision, strategy, integration, fun, and inspiration. If this resonates with you or the values of your organization don't hesitate to contact us as we would love to collaborate with you!

Description
The tradition of EcoFair began with a student-driven desire to educate and inspire people about sustainability, self-sufficiency, and integrated ecological design. Events include lectures, workshops, films, booths, live music, and an eco-fashion show. This year Ecofair has evolved into EcoFairfield in hopes of better integrating the community at large.

A brief description of how the student educators are selected (1st program):
Volunteer based participation.

A brief description of the formal training that the student educators receive (1st program):
Training comes from previous courses attended, researched knowledge and faculty mentors.

A brief description of the staff and/or other financial support the institution provides to the program (1st program):
Students are provided with university funded facilities and materials. Faculty assist where requested and needed.

The website URL for 1st Program:
http://ecofairfield.wordpress.com/

Program name (2nd program):
Various Student Project based Workshops

Number of students to whom peer-to-peer sustainability outreach and education is offered (2nd program):
1,230

A brief description of the program, including examples of peer-to-peer outreach activities (2nd program):
Students Install Renewable Energy in Remote Alaskan Village
Several current and former students, and Sustainable Living faculty member Lonnie Gamble spent a month in a small village on Admiralty Island in Alaska installing sustainable energy technology as part of a project to help indigenous Alaskans deal with the crushing energy costs.

Students Design, Build Industrial Can Crusher
Their goal was to make a can crusher that would work without electricity. The result: a human-powered press that flattens a can in eight seconds. Total cost? About $500.

Permaculture Students Plant Edible Forest on Campus
It’s intended to be a display of self-sustainability based on contemporary permaculture principles — the design of productive habitats for
people that have the stability, diversity, and resilience of natural ecosystems.

Students Build Low-Cost Solar Tube/Skylight
Students built a solar tube — a project initiated during a course in high-performance green building.

Students Help Build Greenhouse
Sustainable Living students enrolled on the University’s track in sustainable agriculture participated in the construction of a 35-by-96-foot greenhouse, a "barn-raising" event organized by the nonprofit organization Practical Farmers of Iowa.

Students Learn Beekeeping, Build Bee Hives
In a first-of-its-kind course at MUM on natural beekeeping, students learned the foundations of biodynamic beekeeping from a visiting top expert, Gunther Hauk of Spikenard Farm in Illinois.

Student Projects: “Living Machine,” Wood-Fired Oven
Sustainable Living students created a range of Earth-friendly projects, including a "living machine," a brick oven capable of making 20-30 loaves of bread at a time, a solar collector, a website that monitors the energy performance of their classrooms, and a solar hot water heater.

Student-built wind generator provides power to classroom
A wind generator built by students capable of producing up to 2,000 watts of power is helping to provide power to the Sustainable Living department.

Students have big plans for biodiesel processor
Students in the Sustainable Living Program completed construction of a biodiesel processor capable of producing up to 500 gallons of fuel a day and are now hoping to use the fuel it makes to power University vehicles and to eventually set up a co-op to make fuel available to the community.

Student Garden Offers Field Experience
The project, called the “student garden,” is designed as a large circle composed of many growing beds (3’ by 12’ each) where students grow a diversity of organic vegetables, culinary herbs, soft fruits (berries), and flowers, as well as fiber crops, various medicinal plants, and more.

Students create renewable energy projects
In the context of doing these projects, students consulted with and learned from some skilled craftsman in town. They learned to weld and to do blacksmithing, plumbing, and electrical work. They also learned basic woodworking skills and visited an Amish sawmill, using the lumber in their projects.

Students Retrofit Wing with Green Technologies
Students completed a six-month project to renovate the Sustainable Living wing in order to provide more workshop space, to create an attractive environment, and to retrofit it with green technologies such as motion sensors, skylights, sun tubes, and high-performance fixtures.

Students Advise Fairfield on Use of Alternative Energy
The City of Fairfield created a commission to plan a strategy to save money via alternative energy, thanks to a research project by students in a course on management and the environment.

A brief description of how the student educators are selected (2nd program):
Volunteer based.
A brief description of the formal training that the student educators receive (2nd program):

Training comes from previous courses attended, researched knowledge and faculty mentors.

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

Students are provided with university funded facilities and materials. Faculty assist where requested and needed.

The website URL for 2nd program:

http://www.mum.edu/sustain_students.html

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):

---

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):

---

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

---
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):
---

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

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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:

Although this effort was not sponsored by the Sustainable Living Department, it has provided a learning and service opportunity to many of our majors.

"---" 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):

Community Weatherization

A brief description of the campaign(s):
This campaign involved student and community volunteers to weatherize homes and increase energy efficiency throughout the city of Fairfield. Low-income community members applied for the program, then teams would come to their homes and caulk, seal, and insulate windows and doorways. This is part of the Fairfield GoGreen initiative, managed by the City of Fairfield Sustainability Coordinator.

"Started in Fall 2010, Weatherization 101 is a community-wide project designed to raise awareness towards energy consumption in preparation for the oncoming winter heating months. The project was sponsored by Ideal Energy, City of Fairfield Go Green Commission, and Iowa State Extension. The project included free community workshops focusing on tips and techniques to improve energy efficiency, and troubleshooting individual homeowner’s efficiency issues."

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

46 homes weatherized, over 200 volunteers trained.

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

Sustainability in New Student Orientation

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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.

"---" 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:

All new students may choose to attend a two hour info-session about the Sustainable Living major. We also have a Slow Foods Dinner for all prospective majors.

The website URL where information about sustainability in new student orientation is available:
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Sustainability Outreach and Publications

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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:

This site outlines the university's sustainable initiatives and has links to Sustainable Living courses, student projects and the Sustainable Living Center building.

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

http://www.mum.edu/sustainable-living
Does the institution have a sustainability newsletter?:
Yes

A brief description of the sustainability newsletter:

Begun in the fall of ’09, the Sustainable Living department published a newsletter entitled Sustenance: Sustainability for a Conscious Community. That publication has now changed to a blog format, which is currently being transferred from our old platform to our new MagicHour platform.

The website URL for the sustainability newsletter:
http://www.mum.edu/sustainable-living/news/blog

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 Review" is a monthly publication that publishes articles on students' sustainability projects and research.

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

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

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

The main hallway of our Sustainability Center features posters that explain our off the grid power, rainwater catchment, sewage treatment, and sustainably sourced and produced construction components.

The website URL for building signage that highlights green building features:
http://www.mum.edu/sustainable-living/buildings/sustainable-living-building

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

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

Our food service provider, Aladdin, utilizes organic produce from our school greenhouse and publicizes that face online, in brochures, and on table toppers. Additionally, we have a "trayless" campaign to reduce food waste, and all scraps are sent to our on site composting
The website URL for food service area signage and/or brochures that include information about sustainable food systems:
http://www.mum.edu/meals

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?:
No

A brief description of the guide for commuters about how to use alternative methods of transportation:
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The website URL for the guide for commuters about how to use alternative methods of transportation:
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Does the institution have a guide for green living and incorporating sustainability into the residential experience?:
Yes

A brief description of the guide for green living and incorporating sustainability into the residential experience:
We have multiple posters, and also send out email reminders, about our energy conservation efforts. We remind students to use the recycling dumpsters, and about where those dumpsters are located. We remind students to keep their thermostats at no higher that 68° during the heating season, with 65° preferred. We have stickers by light switches reminding students to turn off the lights when leaving a room. We have signs on every washer letting students know that with modern washing powders/soap cold cycles are just as effective as hot/warm in cleaning their clothes, and that cold water saves energy.

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

---

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

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

"The Review" - a paper publication - regularly features sustainability projects and efforts. Additionally our Student Life Department regularly updates all students via their email newsletter on sustainability efforts, projects, and events.

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:

https://www.facebook.com/MUMStudentActivities?ref=ts&fref=ts

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

Yes

A brief description of this material:

We have several brochures/flyers about our program that we hand out at events and mail out on request.

The website URL for this material:

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

Yes

A brief description of this material:

A web page about our new Sustainable Living Center
The website URL for this material: http://www.mum.edu/sustainable-living/buildings/sustainable-living-building

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

A brief description of this material:
We also have a Facebook page for the department where we regularly update students and community members on our course offerings, speakers, volunteer opportunities, and events.

The website URL for this material:
https://www.facebook.com/mumsustainableliving?ref=hl

Does the institution produce another sustainability publication or outreach material not covered above? (4th material):
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A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (5th material):
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A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (6th material):
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A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (7th material):
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A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (8th material):
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A brief description of this material:
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The website URL for this material:
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**Student Group**

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**Responsible Party**

**Leanne Hays**  
Administrator  
Sustainable Living

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**Submission Note:**

March 9, 2012: Updated description with information from Facebook page.

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

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

Yes

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

MUM Sustainable Council is the student-run component of M.U.M. that is actively pursuing a culture of sustainability on campus and beyond. The responsibilities and goals of Sustainable Council include: to co-align the student body and Global Student Council, raising awareness about current issues in sustainability by organizing events and workshops on campus; to empower students working on sustainable projects through such means as internships, directed/independent study, work-study, or otherwise by providing a framework and club resources; to harness the power of the student body by acting as a facilitating organism for those who wish to create a coherent, synergistic, transformative and regenerative movement towards campus sustainability.

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

Working with Aladdin Foods on the "go trayless" campaign in the school cafeteria

Building a small food forest on campus

Food Forest Design and Implementation for EcoFairfield 2013

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

Community Permaculture

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

https://www.facebook.com/groups/74271501364/?ref=ts&fref=ts
Organic Garden

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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

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

Yes

A brief description of the garden:

All Sustainable Living majors are required to have a garden plot in the organic garden in order to graduate.

The website URL where information about the garden is available:

http://www.mum.edu/default.aspx?RelID=663676&isssearch=garden
Model Room in a Residence Hall

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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

Leanne Hays
Administrator
Sustainable Living

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

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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

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

A brief description of the enterprise:
Our compost lab is student run; students make compost, compost tea, and compost extract and sell it locally. Also, students analyze soil samples for biology for community members.

The website URL where information about the sustainable enterprise is available:
http://www.linkedin.com/pub/jacob-krieger/57/18b/65b
Sustainability Events

Responsible Party

Leanne Hays
Administrator
Sustainable Living

"---" 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 Sustainable Living program has a guest lecturer series. Recent speakers include John Ikerd (Sustainable Agricultural Economics), Max Perelman (Green Building), etc. Our latest guest speakers have included Permaculture specialist Darren Doherty, Dr. Elaine Ingham, Iowa State Senator Robert Hogg, and environmental advocate and lawyer Tom Linzey.

The website URL where information about the event(s) are available:
http://www.mum.edu/sustainable-living/news/blog
Outdoors Program

Responsible Party

Leanne Hays
Administrator
Sustainable Living

"---" 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:

The MUM Recreation Center offers a variety of programs including camping, biking, canoeing, SUP, cross country skiing, rock climbing, and more. There are two "Base Camp" programs every year that involve Leave No Trace camping, canoeing, hiking, and team building exercises.

The Sustainable Living Department periodically offers Green Leadership adventure programs which use adventure sport and primitive camping to teach principles of group dynamics, leadership, and sustainability.

The website URL where information about the program is available:
http://www.mum.edu/default.aspx?RelID=631805&issearch=base%20camp
Themed Semester or Year

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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

Institution does not have themed semesters, years, or first-year experiences.
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.

### Credit

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Sustainability Course Identification

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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.

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

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

Yes

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

---
B.A. in Sustainable Living
This 4 year degree prepares students for careers in sustainable community development and environmental coordination, or further study and research. Students interested in receiving a B.A. in Sustainable living must complete at least 56 credits worth of courses from our program.

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:
We gathered a listing of all courses offered in the Sustainable Living Department. These courses include core (required) courses, as well as electives offered in the SL department.

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

The website URL where the sustainability course inventory is posted:
http://www.mum.edu/sustainable-living/academics/course-descriptions
Sustainability-Focused Courses

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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*.

Submission Note:

These courses are either required, or "core", courses, or accepted for elective credit in the SL Department.

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

The number of sustainability-focused courses offered:

54

The total number of courses offered:

54

Number of years covered by the data:

Three

A list of sustainability-focused courses offered:

See document or URL below

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

http://www.mum.edu/sustainable-living/academics/course-descriptions

A copy of the sustainability course inventory:

SL department renumbering in grid form-2.html
Sustainability-Related Courses

Responsible Party
Leanne Hays
Administrator
Sustainable Living

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.

Submission Note:
These are courses not offered by Sustainable Living faculty, but accepted for elective credit due to partial content/applicability to the degree.

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

The number of sustainability-related courses offered:
11

The total number of courses offered:
11

Number of years covered by the data:
Three

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

The website URL where the sustainability course inventory that includes a list of sustainability-related courses is posted:
http://www.mum.edu/sustainable-living/academics/course-descriptions

A copy of the sustainability course inventory:
---
Sustainability Courses by Department

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<td>Leanne Hays</td>
</tr>
<tr>
<td>Administrator</td>
</tr>
<tr>
<td>Sustainable Living</td>
</tr>
</tbody>
</table>

Criteria

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

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

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

6

The total number of departments that offer courses:

13

A list of departments that offer sustainability courses:

- Sustainable Living Department
- Green MbA/Business
- Art Department
- Literature Department
- Media and Communications
- Math

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

http://www.mum.edu/sustainable-living/academics/degree-requirements

A copy of the sustainability course inventory:

---
Sustainability Learning Outcomes

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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.

Submission Note:

We have a six page document of our sustainability learning outcomes of which only a few are mentioned in the above field. If you would like the entire list please contact me at lhays@mum.edu

Thanks,

Leanne

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

The number of graduates covered by the sustainability learning outcomes:

176

Total number of graduates:

176

A list of degree programs that have sustainability learning outcomes:

BS in Sustainable Living

MBA in Sustainable Business

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.mum.edu/sustainable-living/academics/course-descriptions
A copy of the sustainability course inventory:
SL department renumbering in grid form-2.html

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

Campus Sustainability

Intro to AASHE
Sustainability and consciousness
Campus energy and architecture
SL Center building
Campus prairies
Campus composting operation
AASHE conference
Field trip to Flat Irons
Presentations on AASHE talks
STARS documentation

Trees and Sustainable Forestry

Concept of the tree
Evolutionary history of trees
How trees grow
Tree identification, incl. leaves, winter twigs, & bark
Sustainable forestry:
Biodiversity as the basis
Managing forest landscapes and stands
Synthesis and implementation
Trees in literature; bonsai

How to Influence Policy

Importance of policy
US and corporate governance
Socio-psychological groupings
Collective consciousness
City level policy change
Grassroots activism, NGO’s
Think tanks and lobbyists
Deep Ecology

Deep Ecology:
Is leading environmental philosophy
Is against anthropocentrism
May contain bio-centric egalitarianism
Draws from many sources
Can be practical
Can be pragmatic
Is about self-realization
Is an important aspect of sustainability

Permaculture Design

Primacy or design for sustainability
Design principles based on nature
Ethics and design
Biological resources vs mechanical
Zones and sectors
Relative Location
Multiple functions for each element
Multiple elements cover each function
Client interview process
Radical redesign for regeneration and renewal
Ecovillages/Urban sustainability

Invisible Structures

Renewable Energy Technologies

Physical limits on energy conversion pathways
Hands on experience

Renewable energy
economics
Potential of renewable energy technologies for human needs
Design guidelines for:
Energy Storage
Photovoltaics
Wind
Solar Thermal
Flowing Water
Fuel Cells
Biochemical energy pathways

Organic Agriculture
Approaches to sustainability in agriculture
The organic farm as a natural ecosystem
Components of healthy soil
Soil fertility
Cultivation
Intercropping
Crop rotation
Pest management
Getting the crop to market
Local food in a global market

Sustainable Water Management
Understanding the true value of water
Understanding sustainable water management
Water sources, use and availability
Water quality
Water systems
Waste water systems
Global water issues
Water governance
Socio-economic aspects
Case studies

And much, much more!
Undergraduate Program in Sustainability

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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.

Submission Note:

Founded in 2004, the Sustainable Living program at MUM was the first accredited, four-year Bachelors of Science Sustainability program in the country.

"---" 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):

BA in Sustainable Living

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

http://www.mum.edu/sustainable-living

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

MBA in Sustainable Business

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

http://mum.edu/default.aspx?relid=621980

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

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

---

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

---
Graduate Program in Sustainability

Responsible Party

Leanne Hays  
Administrator  
Sustainable Living

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.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Sustainability Immersive Experience

Responsible Party

Leanne Hays
Administrator
Sustainable Living

Criteria

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

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

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

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

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

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

Yes

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

Maharishi University of Management operates on the block system, which means that students focus full time on one, month long course at a time. This system allows Sustainable Living majors to dive into each SL course full time, without distractions from other academic obligations. Students are in class for 23 hours per week, then study their subject in depth for another 1.5 hours each night. In addition, students have garden plots in the SL student garden, plus many sustainability themed volunteer opportunities and events in the community.

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

http://www.mum.edu/sustainable-living/academics/stretch-without-strain
Sustainability Literacy Assessment

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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.

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

Has the institution conducted a sustainability literacy assessment?:
Yes

Did the assessment include a baseline evaluation of students and then a follow-up evaluation of the same cohort?:
No

A copy of the questions included in the sustainability literacy assessment:
Exit exam Dec 2012.doc

A brief description of how the assessment was developed:
The assessment was developed by the Sustainable Living Department faculty, who felt they needed an idea of how well key concepts about sustainable communities, from the local to the global level, are being conveyed to the students. It is not intended to be the only such measure – course grades, the senior project, and post-graduate activities are also indicators, among others. But a pass is required for graduation.

A brief description of how the assessment was administered:
The exit exam consists of an oral and a written section. Oral: This will consist of SL faculty members sitting with students in a relaxed, group setting and asking them to define ten terms chosen by faculty from each of the categories below. Students will define each term and explain how it relates to sustainability. The whole conversation will take about an hour. Following this is an individual written exam in which students have to write a paragraph on another 10 topics and also one longer essay question. The whole exam is ‘closed book.’

A brief summary of results from the assessment:

An average of 6 students per semester take the exit exam. Overall we have been very pleased with the results; only four students have failed since the exam has been introduced. This exam is meant to give faculty a clear picture of the efficacy of their teaching techniques, and it appears they have been doing well in conveying subject material.

We look forward to implementing a baseline examination when students declare their major as Sustainable Living so that we can get a more clear picture of how much knowledge they’ve gained during their time as a student in the SL Department.

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

---
Incentives for Developing Sustainability Courses

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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.

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.

Credit

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<tr>
<td>Interdisciplinary Research in Tenure and Promotion</td>
</tr>
</tbody>
</table>
Sustainability Research Identification

Responsible Party

Leanne Hays
Administrator
Sustainable Living

Criteria

Part 1
Institution has developed a definition of sustainability research. The definition was developed by a committee comprised of at least three faculty members from different departments who conduct research. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

Part 2
Institution has identified its sustainability research activities and initiatives. This research inventory should include all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

Part 3
Institution makes its sustainability research inventory publicly available online.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Faculty Engaged in Sustainability Research

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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.

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

The number of faculty members engaged in sustainability research:

5

The total number of faculty members engaged in research:

80

Names and department affiliations of faculty engaged in sustainability research:

Business: Dennis Heaton, Scott Herriott
Sustainable Living: David Fisher, Travis Cox, Lonnie Gamble

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

---

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

MUM STARS 2014 ER 16-17.xlsx

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

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

---
Departments Engaged in Sustainability Research

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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.

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

The total number of academic departments that conduct research:

9

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

2

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

Business Administration
Sustainable Living

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

---

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

MUM STARS 2014 ER 16-17.xlsx
Sustainability Research Incentives

Responsible Party

Leanne Hays
Administrator
Sustainable Living

Criteria

Part 1
Institution has an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships.

Part 2
Institution has an ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops.

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

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

A brief description of the institution’s program(s) to encourage student research in sustainability:
Each Sustainable Living major must complete a senior project to graduate. This consists of a one month planning and research component followed by a one month implementation phase. Project is completed with a 15 page research paper summarizing results of the research and project implementation. Past projects have included creation of informative websites, construction of tiny houses and other green building projects, research and launch of micro enterprises, and many more.
In addition to eight credits students are mentored one on one by the SL faculty member whose experience best fits the needs of their research and project.

The website URL where information about the student research program is available:
http://www.mum.edu/sustainable-living/academics/degree-requirements

Does the institution have a program to encourage faculty sustainability research that meets the criteria for this credit?:
Yes
A brief description of the institution’s program(s) to encourage faculty research in sustainability:

Faculty may use the (paid) blocks between teaching (MUM has month long courses rather than semester long) to prepare for courses, research, and write.

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

---
Interdisciplinary Research in Tenure and Promotion

Responsible Party

Leanne Hays
Administrator
Sustainable Living

Criteria

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

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.

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<td>Building Design and Construction</td>
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<tr>
<td>Indoor Air Quality</td>
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</tbody>
</table>
Building Operations and Maintenance

Responsible Party
Leanne Hays
Administrator
Sustainable Living

Criteria
Institution owns and operates buildings that are:

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

and/or

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

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

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

Total building space that meets "Eligible Buildings Criteria":
10,000,006 Square Feet

Building space that is maintained in accordance with sustainable building operations and maintenance guidelines or policies but is NOT certified under LEED for Existing Buildings: O&M:
6,500 Square Feet

Building space that is LEED for Existing Buildings: O&M Certified:
0 Square Feet

Building space that is LEED for Existing Buildings: O&M Silver certified:
0 Square Feet

Building space that is LEED for Existing Buildings: O&M Gold certified:
0 Square Feet

Building space that is LEED for Existing Buildings: O&M Platinum certified:
The website URL where a copy of the institution's guidelines or policies for sustainable building operations and maintenance is available:

An electronic copy of the guidelines or policies:

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

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

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

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

Sustainable Living Center
Building Design and Construction

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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:

Info from Mark Stimson (square footage) and Craig Pearson (new LEED policy)

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

New building space that meets "Eligible Buildings Criteria":

6,500 Square Feet

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

6,500 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.mum.edu/masterplan

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

The date(s) the policies or guidelines were adopted:
2/25/14

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

At Maharishi University of Management, we mandate that all construction on campus property meets or exceeds LEED Silver or equivalent building standards, whether built by and for MUM or by and for independent leaseholders.

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:
---

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

Sustainable Living Center
Indoor Air Quality

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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.

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

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<th>Credit</th>
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<tr>
<td>Air Travel Emissions</td>
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<tr>
<td>Local Offsets Program</td>
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</tbody>
</table>
Greenhouse Gas Emissions Inventory

Responsible Party

Mark Stimson
Sustainability Coord
Facilities Management

Criteria

Part 1

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

Part 2

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

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

The website URL where the GHG emissions inventory is posted:
http://rs.acupcc.org/search/?abs=&q=Maharishi%20University%20of%20Management

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

Does the inventory include emissions from air travel?:
Yes

Does the inventory include emissions from commuting?:
Yes

Does the inventory include embodied emissions from food purchases?:
No

Does the inventory include embodied emissions from other purchased products?:
No
Does the inventory include emissions from solid waste disposal?:
No

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

If yes, please specify:
paper

Does the inventory include a second Scope 3 emissions source not covered above?:
No

If yes, please specify:
---

Does the inventory include a third Scope 3 emissions source not covered above?:
No

If yes, please specify:
---

Does the inventory include a fourth Scope 3 emissions source not covered above?:
No

If yes, please specify:
---
Greenhouse Gas Emissions Reduction

Responsible Party

Mark Stimson  
Sustainability Coord  
Facilities Management

Criteria

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

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

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

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

Submission Note:

We have numbers from fiscal year 2007 and 2010 but not 2005, which is why I had to put "0" in the 2005 fields. I also put "0" in the questions about non-residential/commuter students and faculty because I don't have that data.

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

Scope 1 and 2 gross GHG emissions, 2005:

0 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:

800

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

0
Non-residential/commuter part-time students, faculty, and staff members, 2005:
0

Scope 1 and 2 gross GHG emissions, performance year:
9,551 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, 2012 - June 30, 2013

On-campus residents, performance year:
800

Non-residential/commuter full-time students, faculty, and staff members, performance year:
0

Non-residential/commuter part-time students, faculty, and staff members, performance year:
0

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with GHG performance year):
July 1, 2012 - June 30, 2013
Air Travel Emissions

Responsible Party

Mark Stimson
Sustainability Coord
Facilities Management

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Local Offsets Program

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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.

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<td>Recycled Content Napkins</td>
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<tr>
<td>Reusable Container Discounts</td>
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<tr>
<td>Reusable To-Go Containers</td>
</tr>
</tbody>
</table>
Food and Beverage Purchasing

Responsible Party

Leanne Hays
Administrator
Sustainable Living

Criteria

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

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

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

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

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

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

95

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

All of our food with the exception of rice, daal, and honey is organic. We purchase as many vegetables as possible from a local organic farm. We can order the vegetables at their peak of ripeness — and serve them the same day.

We serve no meat, fish, or eggs - drastically reducing the carbon footprint of our diet.

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

http://www.mum.edu/meals
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:
Trays were removed from the dining hall last year, and explanatory fliers and posters were distributed to explain that this cuts down on our food costs and helps reduce our carbon footprint.

List the year the program was started:
Aug. 9, 2010

The overall percentage of meals served on campus that are trayless:
100

The percentage of meal plan meals served on campus that are trayless:
100

The percentage of retail facility meals served on campus that are trayless:
100

The percentage of conference meals served on campus that are trayless:
100

The website URL where information about the program is available:
http://50.22.90.95/~leeleffl/university-dining-halls-go-trayless-to-save-resources/
Does the institution offer diverse, complete-protein vegan dining options during every meal?:
Yes

A brief description of the vegan dining program:

We’re the first U.S. college to offer an all-organic, vegetarian, freshly prepared menu — one reason why our students are healthier when they graduate than when they enroll.

In addition to being 100% vegetarian, our cafeteria offers vegan options such as whole grains, beans, tofu, tempeh, nut butters, and soy milk to ensure that our vegan students have everything they need in their diet.

Whereas most university food service operations rely heavily on pre-prepared and frozen foods, we make our dishes from fresh ingredients each day. The result: our meals are more nutritious and delicious.

A local organic farm provides some of the produce for campus meals. We can order the vegetables at their peak of ripeness — and serve them the same day.

The website URL where information about the program, policy, or practice is available:
http://www.mum.edu/meals
Trans-Fats

Responsible Party

Leanne Hays
Administrator
Sustainable Living

Submission Note:

This information from Kenny Zimmerman, head of dining services at MUM - contracted to Aladdin

"---" 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:

We use no trans fats in any of our cooking on campus, and all oil used for cooking is organic.

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

---
Guidelines for Franchisees

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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

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

A brief description of the guidelines for franchisees:

We have no fast food franchises on campus, instead we have a cafe run for and by graduates and students that serves only organic options. Additionally there is a juice bar, as well as vegan desserts.

The website URL where information about the guidelines is available:

http://www.mum.edu/relid/33637/dosearch/true/isssearch/menu/itemtype/art/isvars/default/mum_home.htm
Pre-Consumer Food Waste Composting

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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

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

A brief description of the pre-consumer food waste composting program:
All scraps from food prep are taken to an off site, contracted composting facility.

The overall percentage of meals for which pre-consumer scraps are composted:
100

The percentage of meal plan meals for which pre-consumer scraps are composted:
100

The percentage of retail facility meals for which pre-consumer scraps are composted:
100

The percentage of conference meals for which pre-consumer scraps are composted:
100

The website URL where information about the composting program is available:
http://www.greenru.org/Partners---Links.html
PostConsumer Food Waste Composting

Responsible Party

Leanne Hays
Administrator
Sustainable Living

"---" 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:
Students scrape their plates into designated compost bins at the end of every meal. Compost bins are taken to an off site, contracted composting facility.

The percentage of overall meals for which postconsumer composting is available:
100

The percentage of meal plan meals for which postconsumer composting is available:
100

The percentage of retail facilities for which postconsumer composting is available:
100

The percentage of conference meals for which postconsumer composting is available:
100

The website URL where information about the composting program is available:
http://www.greenru.org/Partners---Links.html
Food Donation

Responsible Party

Leanne Hays
Administrator
Sustainable Living

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Recycled Content Napkins

Responsible Party

Leanne Hays
Administrator
Sustainable Living

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Reusable Container Discounts

Responsible Party

Leanne Hays
Administrator
Sustainable Living

"---" 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:

None at this time in the cafeteria as we have been told by Aladdin Corp. that personal containers cannot be used in the cafeteria due to sanitation laws.

In the student run cafe we can bring our own mugs for drinks.

Amount of the discount offered for using reusable mugs:
0.25

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

The cafeteria offers reusable to-go containers for a one time $5.00 fee. We return the dirty containers and trade for a clean one.

The website URL where information about the reusable mug discount program is available:
---
Reusable To-Go Containers

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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

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

A brief description of the reusable to-go container program:
This program just started in December of 2013 - containers are purchased for $5 and then are returned dirty, washed in the kitchen, and there is a stack of clean to-go containers that people can use at the cashier's desk.

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

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Building Energy Consumption

Responsible Party

Mark Stimson
Sustainability Coord
Facilities Management

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:

Data not available for 2005. We are using 2008 as our baseline year.

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

Total building energy consumption, 2005:
110,740 MMBtu

Building space, 2005:
980,000 Gross Square Feet

Total building energy consumption, performance year:
79,870 MMBtu

Building space, performance year:
975,000 Gross Square Feet
List the start and end dates of the energy consumption performance year:
July 1, 2012 - June 30, 2013
Clean and Renewable Energy

Responsible Party

Mark Stimson
Sustainability Coord
Facilities Management

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

133.80 MMBtu

Option 2: Non-electric renewable energy generated:

4.50 MMBtu

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

0 MMBtu

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

0 MMBtu

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

0 MMBtu

Total energy consumed during the performance year:

79,870 MMBtu

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

1 10 kw Bergey wind turbine, 15 kw solar pv array

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

40,000 btu solar thermal collector

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

---

"---" indicates that no data was submitted for this field.
A brief description of RECs or other similar renewable energy products purchased during the previous year, including contract timeframes:

---

A brief description of cogeneration technologies deployed:

---

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

---
Timers for Temperature Control

Responsible Party

Mark Stimson
Sustainability Coord
Facilities Management

"---” 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:
The new sustainable Living Center has programmable thermostats that allow for temperatures to be set back for any period of time desired. We set back during the evenings and weekends. Also, the five other buildings on campus on the BAS system have utilize nighttime and weekend setbacks.

The percentage of building space (square footage) with timers for temperature control:
18

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

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</table>

--- 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:

The new Sustainable Living Center has motion sensors that turn off the lights if motion is not detected after a certain period of time (can be adjusted room by room).

The university has been gradually adding this feature, especially in corridors. This year we added motion sensors to lights in the Science Wing corridors as well as the Facilities Management area.

The percentage of building space with lighting sensors:

4

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

---
LED Lighting

Responsible Party

Leanne Hays
Administrator
Sustainable Living

"---" 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:

We have LED lighting throughout the new Sustainable Living Center

The percentage of building space with LED lighting:

1

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):

80

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

---
Vending Machine Sensors

Responsible Party

Leanne Hays
Administrator
Sustainable Living

Submission Note:

We have no vending machines on campus because we have an "organic only" policy and have not found a vending machine company that follows these standards.

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

*Institution does not have vending machines on campus.*
# Energy Management System

**Responsible Party**

Mark Stimson  
Sustainability Coord  
Facilities Management

"---" 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:

Our new Sustainable Living Center is fully monitored for energy production and consumption. Five other buildings on campus are centrally monitored for electrical usage.

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

18

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

HVAC use weekend and nighttime setbacks.

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

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

Yes

A brief description of the metering system:

The new Sustainable Living Center is metered for all energy consumption and production. This is a net zero building, and we monitor all energy produced through wind, solar pv, and solar thermal as well as all energy consumed in heating, cooling, ventilating, and lighting.

The percentage of building space with energy metering:

1

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

http://www.mum.edu/sustainable-living/buildings/sustainable-living-building
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.

**Credit**

- Integrated Pest Management
- Native Plants
- Wildlife Habitat
- Tree Campus USA
- Snow and Ice Removal
- Landscape Waste Composting
Integrated Pest Management

Responsible Party

Leanne Hays
Administrator
Sustainable Living

Criteria

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

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

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

The size of the campus grounds:

288 Acres

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

185 Acres

A brief description of the IPM plan(s):

We use no pesticides, herbicides, or chemical fertilizers anywhere on campus. Mowing is our best defense for most weeds. Weeds cannot tolerate mowing of at least once a week. We use vinegar and salt on an area that may be over populated with noxious weeds. Our outlying areas are monitored by us and the county.

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

---
Native Plants

Responsible Party

Leanne Hays
Administrator
Sustainable Living

"---" 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:
MUM has an on campus prairie restoration project that is returning 27 acres of lawn to native prairie.

The website URL where information about the program, policy, or practice is available:
---
Wildlife Habitat

Responsible Party

Leanne Hays
Administrator
Sustainable Living

"---” 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:

Our prairie restoration program has created additional wildlife habitat on campus. Additionally we have a creek running through campus and have an annual water testing workshop so students can participate in monitoring the water quality in the creek.

The website URL where information about the program, policy, or practice is available:
---
Tree Campus USA

Responsible Party

Leanne Hays
Administrator
Sustainable Living

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Has the institution implemented technologies or strategies to reduce the environmental impacts of snow and ice removal?:

Yes

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

This year there are new plows that move more snow in one pass than what was done in the past. This means less running time of the gasoline engines. The other component is we have mixed sand and salt to lower the salt content on the roadways and sidewalks which means lower sodium levels going into the storm drains and grassy areas. We hand shovel smaller sidewalks and exit areas and use a small gas engine (grasshopper) to remove snow on the larger and longer walkways. All snow is plowed into grassy areas to allow to perk back into the ground with less run off to the storm drains. Again this depends on if the ground is frozen as to how much will perk back into the ground. As budget supports we will continue to work towards better technologies.

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

---
Landscape Waste Composting

Responsible Party

Leanne Hays
Administrator
Sustainable Living

"---" 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:
All branches are chipped and brought to university composting facility. Grass from mowing is not bagged but rather allowed to drop on the lawn and biodegrade in place.

The percentage of landscape waste that is mulched or composted onsite:
100

The percentage of landscape waste that is mulched or composted off-site:
0

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.

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</tbody>
</table>
Computer Purchasing

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Cleaning Products Purchasing

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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.

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

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

No

The website URL where the green cleaning product purchasing 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:

Our contractor for Facilities Management is transitioning from Green Seal products to a new line of ecologically friendly products called Hydris. This is described as "an on site production device that electrically activates a water and mineral solution to create general purpose cleaner for glass, floors, sanitizing, and disinfecting."

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

No

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

---
Total expenditures on cleaning products:

2,500 US/Canadian $

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

---
Office Paper Purchasing

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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.

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

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

The URL where the recycled paper policy, directive, or guidelines are posted:
http://www.mum.edu/sustainability

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:
We have a purchasing policy that all copy paper must have at least 30% recycled content.

Does the institution wish to pursue points for Part 2 of this credit (expenditures on recycled paper)?:
No

Expenditures on 10-29 percent recycled-content office paper:
0 US/Canadian $

Expenditures on 30-49 percent recycled-content office paper:
---
Expenditures on 50-69 percent recycled-content office paper:
0 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:
0 US/Canadian $

Total expenditures on office paper:
---
Vendor Code of Conduct

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Historically Underutilized Businesses

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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

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Campus Fleet

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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.

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

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

1

Diesel-electric, non-plug-in hybrid vehicles in the institution’s fleet:

0

Plug-in hybrid vehicles in the institution’s fleet:

0

100 percent electric vehicles in the institution’s fleet:

0

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

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:
1

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:
50
Student Commute Modal Split

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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.

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

The percentage (0-100) of institution's students who use more sustainable commuting options:
50

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:
50

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 :
---

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

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

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

The website URL where information about alternative transportation is available:
---
Employee Commute Modal Split

Responsible Party
Leanne Hays
Administrator
Sustainable Living

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.

"---" 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:
---

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

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

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

The website URL where information about alternative transportation is available:
---
Bicycle Sharing

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:
Yes

A brief description of the program, including an indication of its scope (e.g., the number of bicycles the program makes available, participation levels, etc.):
The university Rec Center has a fleet of 18 bicycles that can be rented by students, faculty, and staff. These are so popular that they need to be checked out in advance during the warmer months.

The website URL where information about the program, policy, or practice is available:
---
Facilities for Bicyclists

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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

Does the institution have indoor and secure bike storage, shower facilities, and lockers for bicycle commuters in at least one building?:

No

A brief description of the facilities:

We do have basement bike storage in the dorms, as well as bike racks outside of almost every campus building. There are showers available in the dorms, gym, and cafeteria building.

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

---
Bicycle and Pedestrian Plan

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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

Has the institution developed a bicycle plan?:
Yes

A brief description of the plan:

Encouraging walking and biking by creating additional biking trails and pedestrian-friendly areas. We are creating plans to address this issue.

The website URL where information about the plan is available:

Mass Transit Programs

Responsible Party

Leanne Hays
Administrator
Sustainable Living

"---" 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?:
No

A brief description of the program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):

We have a biodiesel powered bus that we use for Visitors Weekends and field trips. Since we are a very small town (10,000) we don't have a mass transit system. Also our campus is small enough that we don't need a campus shuttle.

The website URL where information about the program is available:
---
Condensed Work Week

Responsible Party

Leanne Hays
Administrator
Sustainable Living

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Does the institution offer a telecommute program for employees?:
Yes

A brief description of the program:
Employees who do not need to be available in person are allowed to work from home.

The website URL where information about the program is available:
---
Carpool/Vanpool Matching

Responsible Party

Leanne Hays
Administrator
Sustainable Living

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Cash-out of Parking

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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

Does the institution have incentives or programs to encourage employees to live close to campus?:
Yes

A brief description of the incentives or programs:
The university has on campus housing for faculty/staff that they may choose to live in as part of their benefits package.

The website URL where information about the incentives or programs is available:
---
Prohibiting Idling

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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.

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</tbody>
</table>
Waste Reduction

Responsible Party

Mark Stimson
Sustainability Coord
Facilities Management

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.

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

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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:

We do not have a metric for materials incinerated or disposed of in landfill, our waste disposal contractor does not provide that data.

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

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

146 Tons

Materials disposed in a solid waste landfill or incinerator:

0 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate:

We have a single stream recycling system campus wide, as well as a campus composting operation where we compost all yard, kitchen, and cafeteria food waste.
Construction and Demolition Waste Diversion

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Electronic Waste Recycling Program

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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:

We have an annual roundup of e-Waste where the materials are taken to a centralized location and hauled away to be recycled responsibly. This is sponsored by Apple computer. For other e-recycling during the year we encourage staff/faculty/students to bring items to Goodwill, which also has an e-waste program.

Last year we recycled 8,000 lbs of e waste in our annual roundup.

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

We have an annual roundup of e-Waste where the materials are taken to a centralized location and hauled away to be recycled responsibly. This is sponsored by Apple computer. For other e-recycling during the year we encourage staff/faculty/students to bring items to Goodwill, which also has an e-waste program.
Last year we recycled 8,000 lbs of e waste in our annual roundup.

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

We have an annual roundup of e-Waste where the materials are taken to a centralized location and hauled away to be recycled responsibly. This is sponsored by Apple computer. For other e-recycling during the year we encourage staff/faculty/students to bring items to Goodwill, which also has an e-waste program.

Last year we recycled 8,000 lbs of e waste in our annual roundup.

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

---
Hazardous Waste Management

Responsible Party

Mark Stimson
Sustainability Coord
Facilities Management

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.

"---" 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:

We have no coal ash disposal needs on campus.

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

We have an area where students, faculty, and staff can bring old cfl light bulbs, printer cartridges, and batteries for recycling. We send all old E-Waste (@ 4 tons per year) to be recycled through the Apple E-Waste program so that toxic chemicals from old computer components don't leach into landfills.

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

---
Does the institution have a surplus department or formal office supplies exchange program that facilitates reuse of materials?:  
Yes

A brief description of the program:

MUM has a storage location for office furniture, rugs, pallets, and similar items. Faculty and staff are able to take needed items and drop off unwanted items from their departments here to reduce waste and facilitate reuse.

The website URL where information about the program is available:

---
Limiting Printing

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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

Does the institution limit free printing for students in all computer labs and libraries?:
Yes

A brief description of how printing is limited:

Printing at the library costs five cents a page, so do photocopies. The computer labs in the library have the same policy, but computer labs in classroom buildings allow free printing for class work/projects.

The website URL where information about the program, policy, or practice is available:
---
Materials Online

Responsible Party

Leanne Hays
Administrator
Sustainable Living

"---" 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:

We have all course catalogs, schedules, and directories online and only print at the specific request of a student. When students meet with advisers to make their semester schedules we bring up all the pertinent information on the computer - easy!

The website URL where information about the practice is available:
---
Chemical Reuse Inventory

Responsible Party

Leanne Hays
Administrator
Sustainable Living

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Move-In Waste Reduction

Responsible Party

Leanne Hays
Administrator
Sustainable Living

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Move-Out Waste Reduction

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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

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</tbody>
</table>
Water Consumption

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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.

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

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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.

Submission Note:

We can attach the information from the Sierra Club as well as our project options if given a field for attaching files. LH

"---" 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:

Three buildings on campus collect rainwater from the roof and store it in cisterns or rain barrels. These buildings are the bio-diesel station, old sustainable living building, and Schwartz Guich Sustainable Living Center. This year we have contracted for a survey of water quality enhancement opportunities and have set goals of: future parking lots or parking lot resurfacing to be semi-permeable, bioswales constructed adjacent to residential areas, roads and impervious surfaces like tennis courts, additional rain catchment systems on campus buildings currently lacking, and prairie/wetland restoration adjacent to portions of Crow Creek on campus.

In addition to this contracted plan for new initiatives our "Sustainable Water Management" students, in collaboration with the local Sierra Club, completed a month long study of campus runoff impact on Crow Creek. This work lead to a series of proposals for improvements and MUM's inclusion in a grant application - our portion of grant will be $250,000 - $500,000 - for runoff remediation efforts on campus.

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

---

Does the institution have a living or vegetated roof?:

No

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

---

Does the institution have porous paving?:

No

A brief description of the institution's porous paving:

---

Does the institution have retention ponds?:

No

A brief description of the institution's retention ponds:

---

Does the institution have stone swales?:

No
A brief description of the institution's stone swales:

---

Does the institution have vegetated swales?:

No

A brief description of the institution's vegetated swales:

---

Does the institution employ any other technologies or strategies for stormwater management?:

No

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

---
Waterless Urinals

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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

Responsible Party

Leanne Hays
Administrator
Sustainable Living

"---” 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 new Sustainable Living Center has a water consumption meter attached to the rain catchment/filtration system.

The percentage of building space with water metering:

1

The website URL where information about the practice is available:

http://www.mum.edu/sustainable-living/buildings/sustainable-living-building
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:

The new Sustainable Living Building harvests and purifies rainwater for all water needs in the building. We are off the grid for water in that building.

The old Sustainable Living building captures water off the roof for use in irrigating the student gardens.

The percentage of irrigation water usage from recovered, reclaimed or untreated sources: 50

The percentage of building space using water from recovered, reclaimed or untreated sources: 1

The percentage of water used in utility plants from recovered, reclaimed or untreated sources: 0

The website URL where information about the program, policy, or practice is available:
http://www.mum.edu/sustainable-living/buildings/sustainable-living-building
Xeriscaping

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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

Does the institution use xeriscape landscaping techniques, including the selection of drought tolerant plants?:
Yes

A brief description of the program or practice:
We have a prairie restoration area on campus, this native landscaping is drought tolerant due to the deep roots of indigenous prairie grasses and flowers.

The website URL where information about the program or practice is available:
---
Weather-Informed Irrigation

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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

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Sustainability Coordination

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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.

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

Does the institution have a sustainability committee?:
No

The charter or mission statement of the committee or a brief description of the committee's purview and activities:
---

Members of the committee, including affiliations:
---

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

Does the institution have a sustainability office?:
Yes

A brief description of the sustainability office:

Responsible for carbon inventories, on site composting, e-waste roundup, lighting upgrades

The number of people employed in the sustainability office:
0.50
The website URL where information about the sustainability office is available:

---

Does the institution have a sustainability coordinator?:
Yes

**Sustainability coordinator's name:**
Mark Stimson

**Sustainability coordinator's position title:**
Sustainability Coordinator/Faculty

A brief description of the sustainability coordinator’s position:
Part time position geared towards promoting and organizing sustainability efforts on campus

The website URL where information about the sustainability coordinator is available:
http://www.mum.edu/sustainable-living/people/faculty
**Strategic Plan**

**Responsible Party**

Leanne Hays  
Administrator  
Sustainable Living

---

**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.

---

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

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

2,009

**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:**

Our ACUPCC CAP outlines the timeline toward a carbon neutral campus.

**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:**

---

**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:

---

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

Physical Campus Plan

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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.

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

Does the institution's physical campus plan include sustainability at a high level?:
No

A brief description of how the physical campus plan or amendment includes sustainability:

The physical campus plan does not include sustainability features specifically, but rather focuses on the appearance of the campus after projected building projects are completed. These projects will be built to LEED standards, and our sustainable water management/runoff remediation plan will be incorporated as well.

The year the physical campus plan was developed or adopted:
2,013

The website URL where the physical campus plan is available:
http://www.mum.edu/Customized/Uploads/ByDate/2013/August_2013/August_22nd_2013/LongTerm_Master_Plan_FINAL-%20-%20Reduced66719.pdf
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.

--- 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:

The development of our CAP included input from our Administration (Executive Committee), Sustainability Coordinator, Treasurer's Office, Facilities Management, the SL Dept.,

A brief description of the plan’s measurable goals:

Incremental reduction of campus carbon emissions leading to zero.

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

Periodic carbon inventories, as outlined by AASHE

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


The year the plan was developed or last updated:

2,009
Climate Action Plan

Responsible Party

Mark Stimson
Sustainability Coord
Facilities Management

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.

"---" 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:

MUM has set the goal of becoming carbon neutral by 2020.

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

We are in the process of researching the feasibility of a megawatt-scale solar pv array.

Year the climate plan was formally adopted or approved:

2,009

An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year:

Yes

List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment:

1,2

The reduction level (percentage) institution has committed to:
The baseline year the institution used in its GHG emissions commitment:
Jan. 1, 2008

The baseline emissions level institution used in its GHG emissions commitment:
10225.8

The target year the institution specified in its GHG emissions commitment:
Jan. 2, 2020

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

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Diversity and Equity Coordination

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Measuring Campus Diversity Culture

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.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Support Programs for Underrepresented Groups

Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Affordability and Access Programs

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.

"---" 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:

We do not participate in federal TRIO programs due to our relatively small student body.

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

We provide extensive institutional scholarship to low income students to augment available federal aid so that enrollment is affordable to low income students. 70% of our undergraduates are Pell Grant students. Cost of Attendance is the same for all our undergraduates but the extensive additional institutional scholarship for low income students provides a cost which is only 20% of the published tuition rate.
A brief description of the institution’s programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

The institution has always primarily served low income students so there is an ongoing culture of sensitivity and service to low income students.

A brief description of the institution’s programs to prepare students from low-income backgrounds for higher education:

Our institution is founded on increasing the well being of the student, based on tested, successful procedures and practical techniques to expand the organizational and intellectual ability of the student while also studying practical application of designated disciplines. We offer remedial writing and math classes, and also have a to peer to peer tutoring service and writing center.

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

The combination of federal grants and institutional scholarship covers 80% of tuition for low income student affordability, based solely on financial need, for all low income students. Federal Student Loans are available to cover the remaining amount of tuition, plus housing and meals. Federal Work Study is available for books and supplies.

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

Only one application, the federal Free Application for Federal Student Aid is used for all financial aid purposes. The family receives a personalized financial aid quote as soon as the family files the FAFSA. Once accepted by Admissions, the award letter is prepared and emailed to the family, followed by a personal phone call to explain and answer family financial questions.

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

We have a unique program cost tool on our web site which is catered to providing low income students with immediate presentation of affordability tailored to low income families.

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

Admissions standards are geared toward accepting students with high school completion irregardless of outstanding or ordinary high school records. We understand our ability to provide a learning environment which fosters growth of intelligence and success in academic performance.

A brief description of the institution’s other financial aid polices or programs:

All students are treated with care and compassion for affordability and access irregardless of income level.
A brief description of the institution’s other policies and programs not covered above:
---

The website URL where information about programs in each of the areas listed above is available:
http://www.mum.edu/admissions
Gender Neutral Housing

Responsible Party

Leanne Hays
Administrator
Sustainable Living

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Employee Training Opportunities

Responsible Party

Leanne Hays
Administrator
Sustainable Living

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Does the institution make cultural competence trainings and activities available to all students?:
Yes

A brief description of the cultural competence trainings and activities:
We offer a two credit course called "Cross Cultural Communication" once a year, taught Professor Richard Thompson.
MGT 405 Cross-Cultural Communication
Understanding and Appreciating Differences to Create a Frictionless Flow of Communication
Ever increasing globalization makes it imperative that students understand the different cultures in their world. This course provides frameworks useful in classifying cultures and understanding cultural norms and traditions. Analyzing case studies and participating in workshops and presentations enable students to establish patterns of behavior that facilitate cross-cultural communication. (2–4 credits)

The website URL where information about the trainings and activities are available:
http://www.mum.edu/business/ba/courses
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.

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</tbody>
</table>
Sustainable Compensation

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Employee Satisfaction Evaluation

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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.

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

Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit?:

Yes

A brief description of the institution’s methodology for evaluating employee satisfaction:

The survey is sent to all employees, in 2011 we received 190 responses.

We will do another one within the next year. Also, we regularly survey new employees.

The year the employee satisfaction evaluation was last administered:

2011

The website URL where information about the institution’s employee satisfaction evaluation process is available:
https://www.surveymonkey.com/MySurvey_EditorFull.aspx?sm=PsjIKPK0K1eHqkrz%2fo0OfxVjOU9Eks7Cu9SvthxyuaA%3d
Staff Professional Development in Sustainability

Responsible Party

Leanne Hays
Administrator
Sustainable Living

Criteria

Institution makes available training and/or other professional development opportunities in sustainability to all staff at least once per year.

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

This credit applies to staff members only; it does not include faculty members.

The following training opportunities are not sufficient for this credit:

- Specialized training for a small group of staff
- The opportunity to participate in an institutional sustainability committee or group

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Sustainability in New Employee Orientation

Responsible Party

Leanne Hays
Administrator
Sustainable Living

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Employee Sustainability Educators Program

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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.

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

There is a childcare program that serves ages 18 months through preschool at Maharishi School, right next to the MUM campus. Maharishi School and childcare accepts childcare subsidies, so many students send their young children there. Some MUM faculty and staff opt to have childcare costs included in their benefits package.

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

http://www.maharishischooliowa.org/academics/preschool/
Employee Wellness Program

Responsible Party

Leanne Hays
Administrator
Sustainable Living

"---" 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:

We have a fitness center that is free for faculty, staff, and students where traditional gym equipment as well as exercise classes are offered. All food on campus is organic and vegetarian, which promotes health. Additionally we have a twice annual program where faculty and staff can receive a free Ayurvedic wellness consultation and treatments such as massage.

The website URL where information about the program, policy, or practice is available:
---
Does the institution offer a socially responsible investment option for retirement plans?:
Yes

A brief description of the socially responsible investment option for retirement plans:
MUM offers a TIAA-CREF option that allows the retirement account holder to put their money into a variety of funds, one of which is the "CREF Social Choice Fund".
"The Fund is subject to environmental, social and governance (ESG) criteria"

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

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Committee on Investor Responsibility

Responsible Party
Leanne Hays
Administrator
Sustainable Living

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.

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

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.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Positive Sustainability Investments

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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.

Submission Note:

Berkshire Hathaway - bulk of pool at 1.4 million

Southern Company - .1 million

Need to discover what kind of sustainability record these companies have.

Need to diversify

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Student-Managed Sustainable Investment Fund

Responsible Party

Leanne Hays
Administrator
Sustainable Living

Submission Note:

Info from David Goodman, professor and sponsor of investment club.

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

Does the institution have a student-managed sustainable investment fund through which students are able to develop socially and/or environmentally responsible investment skills and experience with governance?:

Yes

A brief description of the student-managed sustainable investment fund:

We have a sustainability criterion in the charter of the student investment club. As of close of day February 26, 2014 we have $9,007.32 in total brokerage account value, which includes shares in tech, telephony, and solar stocks. The club invests in companies that have upside potential and also companies that are socially and environmentally responsible. Moreover, students consider the ethical dimensions of investing.

The website URL where information about the fund is available:

---
Sustainable Investment Policy

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

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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.

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Community Sustainability Partnerships

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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.

"---" 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:

We are a lead institution for the development and implementation of the City of Farifield's "Go Green Plan". Faculty and students work with the city sustainability coordinator on a wide range of programs, including low income weatherization, community gardens, and storm-water management.
Partnerships include:
Leopold Center
Practical Farmers of Iowa
Sierra Club
Pathfinders Resource, Conservation, and Development District

The website URL where information about sustainability partnerships is available:

---
Inter-Campus Collaboration on Sustainability

Responsible Party

Leanne Hays
Administrator
Sustainable Living

Criteria

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

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

Does the institution collaborate with other colleges and universities to support and help build the campus sustainability community?:

Yes

A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions:

The SL Department hosted a conference in Summer 2012 called "Beyond Sustainability" that was attended by students and faculty from all over the US.


We host an annual EcoFair that is attended by not only MUM students but also attracts students from nearby Iowa City.

The SL Department hosts Dr. Elaine Ingham every year to teach our "Living Soil" course. This year, for the first time, Dr. Ingham offered two Saturday microscopy and soil analysis workshops for non-MUM students. --- CONTINUING EDUCATION SWITCH

We are the lead institution for the Iowa Colleges Sustainability Collaborative, working with Luther, Grinnell, and the University of Northern Iowa for student and faculty exchanges around sustainability.

The names of local, state, regional, national, and other campus sustainability organizations or consortia in which the institution participates and/or is a member:

AASHE - 20 MUM students and one faculty attended the Nashville AASHE conference
The Princeton Review’s Top 322 Green Colleges
UMACS - Upper Midwest Association for Campus Sustainability
ICSC - Iowa Colleges Sustainability Collaborative
A brief summary of additional ways the institution collaborates with other campuses to advance sustainability:

Faculty in the Sustainable Living Department make every effort to encourage cross pollination with other campuses by arranging field trips to events hosted by like minded students at other colleges and universities. Last year we went to Lawrence College in Appleton Wisconsin, where a group of Permaculture students attended a three day student farm - organic ag/local food conference. SL Faculty members Lonnie Gamble and John Ikerd contributed by making presentations on Permaculture and sustainable economics at the conference.

The website URL where information about cross-campus collaboration is available:

---
Sustainability in Continuing Education

**Essential Party**

*Leanne Hays*
Administrator
Sustainable Living

---

**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.

---

**Submission Note:**

Continuing Ed Courses that have been offered:

- Darren Doherty - Keyline Plow "Drought Proof Your Farm"
- Elaine Ingham - Aerobic compost making, compost tea, and microscopy
- Peter Swan - Vedic Organic Agriculture
- John Ikerd - Crash Course in Sustainable Economics
- Dr. Thimmaiah - Organic, Biodynamic, Vedic Agriculture
- Jonathan Lipmann - Vedic Green Vastu Building
- Molly Haviland - Aerobic Compost/Compost Tea/Application/Microscopy

These have been one time offerings for continuing ed - Our continuing ed department offers most courses as one time offerings and will repeat them if there is enough interest. The number 17 is the current number offered - the number of total sustainability related courses so far has been 7.

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

---

**Does the institution offer continuing education courses that are focused on or related to sustainability?**

Yes

**Number of sustainability continuing education courses offered:**

7

**Total number of continuing education courses offered:**
Does the institution have a sustainability-related certificate program through its continuing education or extension department?:
Yes

A brief description of the certificate program:

One Year Eco Farmer Certificate:

http://www.mum.edu/sustainable-living/ecoFarmer

Enter our New Eco-Farmer program and become a change maker in the fresh, local and organic farming sector, which is increasing sales at a rate of 15-20% a year in the US. Leave behind industrial agriculture with its animal confines, pollution, ecological destruction, GMO crops, and junk food production. Take a first step to enter the new paradigm of the Eco-Farmer, who works to enrich the natural biology of the soil so well it provides all the nutrients and protections that plants need to flourish – and produce truly healthy food in the process.

From understanding and participating in natural cycles through permaculture principles, to planning your own organic family farm, to learning what makes up healthy soil and learning to heal damaged and degraded farmland – you will engage in a comprehensive program that will prepare you to step into the world of holistic farming. Our consciousness / natural law based approach takes students beyond standard organics to an understanding of themselves as a part of the ecological whole, working in tune with nature.

Year the certificate program was created:
2,012

The website URL where information about sustainability in continuing education courses is available:
http://elearning.mum.edu/
Community Service Participation

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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.

Submission Note:

- Planting/Irrigating Community Orchard
- EcoFair
- Red Cross Blood Drive
- Lord's Cupboard Food Drive
- Volunteer hours at Growing Power, Milwaukee
- Volunteer hours at organic farms visited by ag classes
- Volunteer hours at green/natural building sites visited by building track students
- Volunteer hours by Permaculture students making site maps and plans for community members/engaging in community permaculture projects

Number of volunteers is approximate as we have records of events and numbers of students in classes that volunteered, but not sign up sheets for each specific event and effort.

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

The number of students engaged in community service:

93

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

773

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

---
Community Service Hours

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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.

Submission Note:

We have not kept specific enough data to complete this field, although our students do engage in many hours of community service. LH

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Sustainability Policy Advocacy

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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.

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

Has the institution advocated for federal, state, and/or local public policies that support campus sustainability or that otherwise advance sustainability?:

Yes

A brief description of how the institution engages in public policy advocacy for sustainability, including the issues, bills, and ordinances for or against which the institution has advocated:

Professor Lonnie Gamble intervened in a rate case relating to renewable energy before the Iowa Public Utilities Commission

Professor Lonnie Gamble, Travis, Cox and John Collins signed a Climate Change petition for Iowa, for The Iowa Climate Project

University faculty and students have long term engagement in anti GMO initiatives, anti CAFO initiatives in partnership with Jefferson County Farmers and Neighbors(JFAN), and pro-organic agriculture initiatives. We have had two of our majors do their senior projects and internships with Jefferson County Farmers and Neighbors.

Faculty Dr Thimmimiah established organic standards for the country of Bhutan
he also wrote thr manual for organic agroculture sued by the Department of Agriculture for the country of Bhutan

The website URL where information about the institution’s advocacy efforts are available:

---
Trademark Licensing

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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.

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

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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

Responsible Party

Leanne Hays
Administrator
Sustainable Living

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Farmers' Market

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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

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Innovation 1

Responsible Party

Leanne Hays
Administrator
Sustainable Living

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground breaking, 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.

Submission Note:

Steve Fugate sending letter of affirmation today

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

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

Off the grid, student run biodiesel co-op.
A letter of affirmation from an individual with relevant expertise:
MUM sus support letter.docx

The website URL where information about the innovation is available:
---
Innovation 2

Responsible Party

Leanne Hays
Administrator
Sustainable Living

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:

The MUM Applied Soil Biology Lab collective is designed to provide students with hands on opportunities to learn all aspects of producing from locally available resources high-quality compost, compost extracts and teas in order to enhance soil fertility, to combat disease in a variety of plant species, and for applications in hydroponics and other experimental agricultural systems.

A letter of affirmation from an individual with relevant expertise:
The website URL where information about the innovation is available:
Innovation 3

Responsible Party

Leanne Hays
Administrator
Sustainable Living

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground-breaking, 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.

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10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

Submission Note:

Information from Scott Herriott, organizer of the consortium

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

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

MUM organized in 2012 a national consortium of colleges and universities called the "Summer MBA Sustainability Consortium." Through it, participating institutions offer for-credit MBA courses in the summer that may be taken by students at any other participating...
institution. MUM offered two courses through the consortium in 2013 and had students from other members participating in each course. MUM continues to host the web site for the Consortium and to produce its annual catalog.

A letter of affirmation from an individual with relevant expertise:
Affirmation letter for SMBASC.docx

The website URL where information about the innovation is available:
---
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.

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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.

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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.

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

### Credit

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<th>Field</th>
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<td>Sustainability Staffing</td>
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</tbody>
</table>
New Student Orientation

---

Responsible Party

Leanne Hays
Administrator
Sustainable Living

---

Criteria

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

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

Does new student orientation include presentations, speakers, or skits that address sustainability and take place in large venues that most or all first-year students attend?:
Yes

Provide a brief description of the presentations, speakers or skits:

All new students take part in a campus scavenger hunt that leads them through both Sustainable Living buildings. They are also offered the chance to attend a Slow Food Dinner for prospective Sustainable Living majors.

Does new student orientation incorporate sustainability information into presentations (e.g., made by Residential Advisors to individual dorm floors?)?
Yes

Provide a brief description of the presentations:

Students are told about energy saving thermostat settings, turning off lights, and where recycling containers and dumpsters are located.

Does new student orientation actively engage students in activities that raise awareness about sustainability, highlight how sustainability plays out on campus, or allows students to take part in a productive green activity?:
---

Provide a brief description of the activities:
---

Does the institution make new student orientation more sustainable via efforts such as a zero-waste meal or carbon offsets?:
---
Provide a brief description of the efforts:

Does the institution incorporate sustainability into new student orientation in other ways?

Provide a brief description:
Food Education

Responsible Party

Leanne Hays
Administrator
Sustainable Living

Criteria

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

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

Are students educated in an academic class about how to make eco-positive food choices?:
Yes

Provide a brief description:

The Sustainable Living Department offers agriculture courses that emphasize the importance of an organic diet for ecological health. We also visit pasture based dairy, meat, and egg farms - although we do not serve meat or eggs on campus.

Additionally there is a two week course offered through the Exercise and Sport Science Department called "Health Related Fitness" that covers diet, exercise.

Are students educated in dining facilities about how to make eco-positive food choices?:
Yes

Provide a brief description:

We have explanatory signs around the dining hall about our decision to be an organic and vegetarian campus about the benefits for physical and ecological health afforded by this choice. There is also a sign that mentions all the various vegetable/nut/dairy sources of protein available on the menu.

Are students educated during orientation about how to make eco-positive food choices?:
Yes

Provide a brief description:

They are given brochures about our cafeteria/market/cafe and further information is made available here:

http://www.mum.edu/meals
Are students educated in other venues about how to make eco-positive food choices?:
Yes

Provide a brief description:
The Sustainable Living department sponsors a Slow Food Club, where students learn the importance of buying and eating local, organic food. We choose seasonal ingredients and cook themed meals once a month.

Is there a program by which students are encouraged to and/or taught how to grow their own food?:
Yes

Provide a brief description of the program:
The Sustainable Living Department offers an agriculture track, a one year new farmer certificate, as well as student gardens and hoop houses.
Food and Beverage Purchases

Responsibility Party

Leanne Hays
Administrator
Sustainable Living

Criteria

Institution provides details of its food and beverage purchases.

Submission Note:

Although we purchase all milk from a local, organic, pasture based dairy and much of our produce from a local organic greenhouse we do not keep data on the percentage of purchases at this time. LH

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
## Confinement-Free Food Purchases

### Responsible Party

**Leanne Hays**  
Administrator  
Sustainable Living

### Criteria

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

### Submission Note:

Maharishi University of Management serves no meat, fish, or eggs anywhere on campus.

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

### Type of cage-free / free-range eggs purchased:

We serve no eggs anywhere on campus

#### Percentage purchased:

100

#### Comments:

We use no eggs anywhere on campus.

### Type of confinement-free product purchased (1st product):

Milk

#### Percentage purchased (1st product):

100

#### Comments (1st product):

We buy milk from Radiance Dairy, a locally owned, pasture based dairy.

### Type of confinement-free product purchased (2nd product):

---

#### Percentage purchased (2nd product):

---
Comments (2nd product):
---

Type of confinement-free product purchased (3rd product):
---

Percentage purchased (3rd product):
---

Comments (3rd product):
---

Type of confinement-free product purchased (4th product):
---

Percentage purchased (4th product):
---

Comments (4th product):
---
Vegetarian-Fed Food Purchases

Responsible Party

Leanne Hays
Administrator
Sustainable Living

Criteria

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

Submission Note:

MUM purchases no meat, eggs, or fish at all.

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

Type of vegetarian-fed product purchased (1st product):
milk

Percentage purchased (1st product):
100

Comments (1st product):
All milk comes from Radiance Dairy, a pasture based dairy.

Type of vegetarian-fed product purchased (2nd product):
---

Percentage purchased (2nd product):
---

Comments (2nd product):
---

Type of vegetarian-fed product purchased (3rd product):
---

Percentage purchased (3rd product):
---
Comments (3rd product):
---

Type of vegetarian-fed product purchased (4th product):
---

Percentage purchased (4th product):
---

Comments (4th product):
---

Type of vegetarian-fed product purchased (5th product):
---

Percentage purchased (5th product):
---

Comments (5th product):
---
Hormone-Free Food Purchases

Responsible Party

Leanne Hays
Administrator
Sustainable Living

Criteria

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

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

Type of hormone-free product purchased (1st product):
milk/yogurt

Percentage purchased (1st product):
100

Comments (1st product):
All milk is purchased from Radiance Dairy - a local, organic, pasture based operation

Type of hormone-free product purchased (2nd product):
butter/cheese

Percentage purchased (2nd product):
100

Comments (2nd product):
All dairy purchased is organic and organic standards do not allow for added hormones or rbgh

Type of hormone-free product purchased (3rd product):
---

Percentage purchased (3rd product):
---

Comments (3rd product):
---
Type of hormone-free product purchased (4th product):
---

Percentage purchased (4th product):
---

Comments (4th product):
---

Type of hormone-free product purchased (5th product):
---

Percentage purchased (5th product):
---

Comments (5th product):
---
Seafood Purchases

Responsible Party

Leanne Hays
Administrator
Sustainable Living

Criteria

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

Submission Note:

We have a vegetarian cafeteria, and purchase no fish at all. This is the most sustainable option for saving our collapsing fisheries.

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

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (1st product):

100

Percentage purchased (1st product):

100

Standard used (1st product):

---

Comments (1st product):

---

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (2nd product):

100

Percentage purchased (2nd product):

100

Standard used (2nd product):

---
Comments (2nd product):
---

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (3rd product):
100

Percentage purchased (3rd product):
100

Standard used (3rd product):
---

Comments (3rd product):
---

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (4th product):
100

Percentage purchased (4th product):
100

Standard used (4th product):
---

Comments (4th product):
---

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (5th product):
100

Percentage purchased (5th product):
100

Standard used (5th product):
---

Comments (5th product):
---
Dishware

Responsible Party

Leanne Hays
Administrator
Sustainable Living

Criteria

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

Submission Note:

All eat-in dishes are reusable. Take out cups are compostable, only the cutlery are plastic. Take out boxes are reusable, we pay $5 one time fee and bring the dirty container back to be washed and replaced with a new one.

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

Does the institution offer reusable dishware at its dining services locations?:
Yes

Does the institution offer plastic dishware at its dining services locations?:
Yes

Does the institution offer polystyrene (Styrofoam) dishware at its dining services locations?:
No

Does the institution offer post-consumer recycled content dishware at its dining services locations?:
No

Does the institution offer biodegradable / compostable dishware at its dining services locations?:
Yes

Does the institution offer other types of dishware at its dining services locations?:
Yes

Provide a brief description.:
We have a new program this year that offers reuseable take out containers.
Energy Initiatives

Responsible Party

Mark Stimson
Sustainability Coord
Facilities Management

Criteria

Institution provides details about its energy initiatives.

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

The percentage of total building space square footage that has undergone energy retrofits or renovations within the past three years:
---

The percentage of overall energy consumption reduced as a result of retrofits and renovations completed within the past three years:
---

The percentage of electricity consumption reduced as a result of retrofits and renovations completed within the past three years:
---

The percentage of thermal energy consumption reduced as a result of retrofits and renovations completed within the past three years:
---

The combined gross square footage of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled:
---

The names of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled:
---

The combined gross square footage of all buildings that are ENERGY STAR labeled:
---
The names of all buildings that are ENERGY STAR labeled:

---
## Energy Use by Type

### Responsible Party

**Mark Stimson**  
Sustainability Coord  
Facilities Management

### Criteria

Institution reports its energy use by type.

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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>The percentage of total electricity use from coal.:</td>
<td>---</td>
</tr>
<tr>
<td>The percentage of total electricity use from wind.:</td>
<td>---</td>
</tr>
<tr>
<td>The percentage of total electricity use from biomass.:</td>
<td>---</td>
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<tr>
<td>The percentage of total electricity use from natural gas.:</td>
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<tr>
<td>The percentage of total electricity use from solar PV.:</td>
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<tr>
<td>The percentage of total electricity use from geothermal.:</td>
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<td>The percentage of total electricity use from nuclear.:</td>
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<tr>
<td>The percentage of total electricity use from hydro.:</td>
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<tr>
<td>The percentage of total electricity use from other.:</td>
<td>---</td>
</tr>
</tbody>
</table>
Provide a brief description.: 
---

The percentage of total energy used for heating buildings from coal.: 
---

The percentage of total energy used for heating buildings from biomass.: 
---

The percentage of total energy used for heating buildings from electricity.: 
---

The percentage of total energy used for heating buildings from natural gas.: 
---

The percentage of total energy used for heating buildings from geothermal.: 
---

The percentage of total energy used for heating buildings from fuel oil.: 
---

The percentage of total energy used for heating buildings from other.: 
---

Provide a brief description.: 
---

If cogeneration, please explain.: 
---
Procurement

Responsible Party

Leanne Hays
Administrator
Sustainable Living

Criteria

Institution provides details about its procurement efforts.

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

Responsible Party

Leanne Hays
Administrator
Sustainable Living

Criteria

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

Submission Note:

Info from Soren Pearson at Rec Center

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

The number of bicycles available through bike sharing programs:

22
Water Initiatives

Responsible Party

Leanne Hays
Administrator
Sustainable Living

Criteria

Institution provides details about its water initiatives.

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

Is there 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? :
Yes

The percentage of urinals on campus that are waterless :
0
Endowment

Responsible Party

Leanne Hays
Administrator
Sustainable Living

Criteria

Institution provides details about its endowment.

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

Responsible Party

Leanne Hays
Administrator
Sustainable Living

Criteria

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

Submission Note:

Mark Stimson is our Sustainability Officer, he fills this role part time. Other duties traditionally encompassed by a sustainability office are shared among faculty and staff of the Sustainable Living Department.

"---" 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) :

0.50

FTE staff on payroll:

1

FTE student intern/fellow:

---