Unity College

The following information was submitted through the STARS Reporting Tool.

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

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

Submission Note:

Unity College is a private non-profit applied liberal arts school located in central Maine. In addition to the core 225 acre campus, we operate a Performing Arts Center in nearby downtown Unity, and a 41,000 sq ft former commercial greenhouse on 13 acres in the adjoining town of Thorndike.

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

Institution type:

Baccalaureate

Institutional control:

Private non-profit

Which campus features are present and included in the institutional boundary?:

	Present?	**Included?**
Agricultural school	No	No
Medical school	No	No
Pharmacy school	No	No
Public health school	No	No
Veterinary school	No	No
Satellite campus	No	No
Hospital	No	No
Farm larger than 5 acres or 2 hectares	No	No

Agricultural experiment station larger than 5 acres or 2 hectares	Yes	Yes

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

Submission Note:

Unity College was the first college in the US to divest its endowment from fossil fuels. Our focus now is on divesting our campus infrastructure from fossil fuels. We have a net-zero energy President's home, a certified passively heated 10 student residence hall that costs $200 to heat and will be net-zero energy in 2015, a new net-zero carbon 70 student residence hall, a solar photo-voltaic power purchase agreement on our library that supplies 80% of its electricity, and six biomass boilers that eliminate reliance on fossil fuels in three buildings. These initiatives are part of a strategic plan approved by the trustees to become carbon neutral by 2020.

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

Endowment size:

14,239,000 *US/Canadian $*

Total campus area:

238 *Acres*

IECC climate region:

Mixed-Humid

Locale:

Small town

Gross floor area of building space:

248,000 *Gross Square Feet*

Conditioned floor area:

207,000 *Square Feet*

Floor area of laboratory space:

5,000 *Square Feet*

Floor area of healthcare space:

2,500 *Square Feet*

Floor area of other energy intensive space:

0 *Square Feet*

Floor area of residential space:

84,000 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)
Biomass	---
Coal	---
Geothermal	---
Hydro	---
Natural gas	---
Nuclear	---
Solar photovoltaic	4.50
Wind	94.30
Other (please specify and explain below)	1.10

A brief description of other sources of electricity not specified above:

Two campus solar arrays supply 4.5% of our electricity, with the remainder purchased from the grid. We offset 98.9% of the grid purchase with RECs from western wind.

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	11
Coal	0
Electricity	1

Fuel oil	85
Geothermal	0
Natural gas	0
Other (please specify and explain below)	1

A brief description of other sources of building heating not specified above:

The 'other' category above is propane because we do not have access to natural gas on campus

Academics and Demographics

Criteria

n/a

Submission Note:

Unity College provides an applied liberal arts education in sustainability science that emphasizes the environment and natural resources. The most popular majors are in wildlife, biology, and conservation law.

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

Number of academic divisions:

1

Number of academic departments (or the equivalent):

5

Full-time equivalent enrollment:

582

Full-time equivalent of employees:

144

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

589

Total number of graduate students:

0

Number of degree-seeking students:

582

Number of non-credit students:

0

Number of employees:

144

Number of residential students:

381

Number of residential employees:

2

Number of in-patient hospital beds:

0

Academics

Curriculum

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

From the institution:

Sustainability Science-focused and sustainability-related courses are the core of the curriculum at Unity. Sustainability concepts are integrated into the interdisciplinary core curriculum such as "The Environmental Citizen" and "Environmental Sustainability" that are required of every Unity College student. Furthermore, in addition to our sustainability majors (Sustainable Agriculture and Sustainable Energy Management), curricula in other majors include a variety of sustainability-focused courses such as "Sustainable Management", "Sustainable Enterprise," and "Society and Sustainability"

Credit
Academic Courses
Learning Outcomes
Undergraduate Program
Graduate Program
Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Courses
Campus as a Living Laboratory

Academic Courses

Criteria

Part 1

Institution offers sustainability courses and/or courses that include sustainability and makes an inventory of those courses publicly available.

Part 2

Institution's academic departments (or the equivalent) offer sustainability courses and/or courses that include sustainability.

In order to report and earn points for this credit, the institution must conduct a course inventory. The inventory should consist of two parts:

1) An inventory of sustainability courses that includes, at minimum, the title, department (or equivalent), and level of each course (i.e. undergraduate or graduate), as well as a brief description if the sustainability focus of the course is not apparent from its title

2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.

A course may be a sustainability course or it may include sustainability; no course should be identified as both:

• A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the Earth Charter).

• A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

For guidance on conducting a course inventory and distinguishing between sustainability courses and courses that include sustainability, see *Standards and Terms* and the Credit Example in the STARS Technical Manual. An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty and departments to self-identify sustainability courses and courses that include sustainability using the definitions outlined in *Standards and Terms* 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.

This credit does not include continuing education and extension courses, which are covered by *EN 11: Continuing Education*.

Submission Note:

The curricular focus of Unity College is Sustainability Science. The required Gen Ed courses that all students take have a sustainability focus, and the upper level courses have a general common theme of sustainability. All five academic centers offer courses in sustainability.

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

Figures required to calculate the percentage of courses with sustainability content::

	Undergraduate	Graduate
Total number of courses offered by the institution	216	0
Number of sustainability courses offered	31	0
Number of courses offered that include sustainability	68	0

Number of academic departments (or the equivalent) that offer at least one sustainability course and/or course that includes sustainability (at any level):

5

Total number of academic departments (or the equivalent) that offer courses (at any level):

5

Number of years covered by the data:

One

A copy of the institution's inventory of its course offerings with sustainability content (and course descriptions):

Full college course catalog 2014 analysis for STARS.xlsx

An inventory of the institution's course offerings with sustainability content (and course descriptions):

The website URL where the inventory of course offerings with sustainability content is publicly available:

http://www.unity.edu/sites/default/files/2013-2014UnityCollegeCatalog.pdf

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

Sustainability-focused and sustainability-related courses are identified in the course catalog by title and description. The interdisciplinary core curriculum contains sustainability-focused classes such as "The Environmental Citizen" and "Environmental Sustainability" that are required of every Unity College student. Other courses in specific majors that contain sustainability-focused and sustainability-related courses are identified in the catalog by course title and/or appropriate course description such as "Economics of Resource Conservation and Sustainability," "Sustainable Enterprise," and "Sustainable Societies." Sustainability-focused and sustainability-related courses are not identified by other special characters or a stand-alone listing.

How did the institution count courses with multiple offerings or sections in the inventory?:

Each course was counted as a single course regardless of the number of offerings or sections

A brief description of how courses with multiple offerings or sections were counted (if different from the options outlined above):

Which of the following course types were included in the inventory?:

	Yes or No
Internships	Yes
Practicums	No
Independent study	No
Special topics	No
Thesis/dissertation	No
Clinical	No
Physical education	No
Performance arts	Yes

Does the institution designate sustainability courses in its catalog of course offerings?:

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Institution's students graduate from degree programs that include sustainability as a learning outcome or include multiple sustainability learning outcomes. Sustainability learning outcomes (or the equivalent) may be specified at:

• Institution level (e.g. covering all students)
• Division level (e.g. covering one or more schools or colleges within the institution)
• Program level
• Course level

This credit includes graduate as well as undergraduate programs. For this credit, "degree programs" include majors, minors, concentrations, certificates, and other academic designations. Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*. Programs that include co-curricular aspects may count as long as there is an academic component of the program. Learning outcomes at the course level count if the course is required to complete the program.

This credit is inclusive of learning outcomes, institutional learning goals, general education outcomes, and graduate profiles that are consistent with the definition of "sustainability learning outcomes" included in Standards and Terms.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may report graduates from sustainability-focused programs (i.e. majors, minors, concentrations and the equivalent as reported for *AC 3: Undergraduate Program* and *AC 4: Graduate Program*) in lieu of the above criteria.

Submission Note:

All academic majors at Unity College have sustainability learning outcomes in their programs to support the institutional focus on sustainability science.

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

Number of students who graduated from a program that has adopted at least one sustainability learning outcome:

146

Total number of graduates from degree programs:

146

A copy of the list or inventory of degree, diploma or certificate programs that have sustainability learning outcomes:

A list of degree, diploma or certificate programs that have sustainability learning outcomes:

Adventure-Based Environmental Education
Adventure Therapy
Biology
Captive Wildlife Care and Education
Conservation Law Enforcement
Earth and Environmental Science
Environmental Policy, Law, and Society
Marine Biology
Parks and Forest Resources
Secondary Education
Sustainable Agriculture
Sustainable Energy Management
Wildlife Biology
Wildlife and Fisheries Management
Art and Environment
Environmental Writing and Media Studies

A list or sample of the sustainability learning outcomes associated with degree, diploma or certificate programs (if not included in an inventory above):

The website URL where information about the institution's sustainability learning outcomes is available:

https://www.unity.edu/sites/default/files/imce/basic/academics/files/CollegeWideLearningOutcomes.pdf

Undergraduate Program

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Institution offers at least one:

• Sustainability-focused program (major, degree program, or equivalent) for undergraduate students

And/or

• Undergraduate-level sustainability-focused minor or concentration (e.g. a concentration on sustainable business within a business major).

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*.

Submission Note:

Undergraduate academic majors at Unity College are focused on sustainability and environmental science, such as Sustainable Agriculture, Sustainable Energy management, and Environmental Policy, Law and Society.

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

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

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

A brief description of the undergraduate degree program (1st program):

This program allows students to develop their talents and skills as applied scientists, entrepreneurs, business managers, and planners in the fields of energy efficiency, renewable energy, and related responses to climate change. Emphasis is placed on practical skills based on solid general theory, understanding and employing technology, practical implementation and related accounting for costs and benefits

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

http://www.unity.edu/academics/majors/sustainable_energy_management

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

Sustainable Agriculture

A brief description of the undergraduate degree program (2nd program):

The Sustainable Agriculture major is designed to prepare students for careers in sustainable agriculture and food systems. The program emphasizes small-scale, local, sustainable agriculture, blending applied knowledge of plants and soils, the context of environmental change, and skills necessary to problem solve and advocate for the role of agriculture in building healthy communities.

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

http://www.unity.edu/academics/majors/sustainable_agriculture

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

Environmental Policy, Law, and Society

A brief description of the undergraduate degree program (3rd program):

The Environmental Policy, Law, and Society program is designed to give students tools and knowledge needed to improve the environmental health of both humans and the natural world through wise governmental and non-governmental decision-making. Studies in law, science, social science, environmental ethics, and history provide an interdisciplinary framework for understanding and analyzing the broad range of factors that play a role in environmental policy formation.

The website URL for the undergraduate degree program (3rd program):

http://www.unity.edu/academics/majors/environmental_policy

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

Earth and Environmental Science

http://www.unity.edu/academics/majors/earth_and_environmental_science

Art and the Environment

http://www.unity.edu/academics/majors/art

Biology

http://www.unity.edu/academics/majors/biology

Conservation Law

http://www.unity.edu/academics/majors/conlaw

Environmental Writing

http://www.unity.edu/academics/majors/environmental_writing

Marine Biology

http://www.unity.edu/academics/majors/marine_biology

Parks and Forest Resources

http://www.unity.edu/academics/majors/parks_and_forest_resources

Wildlife Biology

http://www.unity.edu/academics/majors/wildlife_biology

Wildlife and Fisheries Management

http://www.unity.edu/academics/majors/wildlife_and_fisheries_management

Does the institution offer one or more sustainability-focused minors, concentrations or certificates for undergraduate students?:
No

The name of the sustainability-focused undergraduate minor, concentration or certificate (1st program):

A brief description of the undergraduate minor, concentration or certificate (1st program):

The website URL for the undergraduate minor, concentration or certificate (1st program):

The name of the sustainability-focused undergraduate minor, concentration or certificate (2nd program):

A brief description of the undergraduate minor, concentration or certificate (2nd program):

The website URL for the undergraduate minor, concentration or certificate (2nd program):

The name of the sustainability-focused undergraduate minor, concentration or certificate (3rd program):

A brief description of the undergraduate minor, concentration or certificate (3rd program):

The website URL for the undergraduate minor, concentration or certificate (3rd program):

The name, brief description and URL of all other undergraduate-level sustainability-focused minors, concentrations and certificates:

Graduate Program

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Institution offers at least one:

• Sustainability-focused program (major, degree program, or equivalent) for graduate students

And/or

• Graduate-level sustainability-focused minor, concentration or certificate (e.g. a concentration on sustainable business within an MBA program).

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*.

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

Institution offers fewer than 25 distinct graduate programs.

Immersive Experience

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program is one week or more in length and may take place off-campus, overseas, or on-campus.

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

• It concentrates on sustainability, including its social, economic, and environmental dimensions

    And/or

• It examines an issue or topic using sustainability as a lens.

For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

See the Credit Example in the STARS Technical Manual for further guidance.

Submission Note:

Unity College students have the opportunity to participate in immersive programs ranging from local organic farm experience with MOFGA to international travel sustainability courses at well known centers and programs. The college offers several options including sustainability community engagement programs.

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

Does the institution offer at least one immersive, sustainability-focused educational study program that meets the criteria for this credit?:

Yes

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

Unity Colleges have the opportunity to participate in both international and Maine-based immersive programs such as with the Maine Organic Farmers and growers Association (MOFGA) (

http://www.unity.edu/summer_programs/all_summer_courses/summer_farm_intensive

), and sustainability-focused immersive study abroad including service trips with Sustainable Harvest International to Nicaragua (

http://www.unity.edu/NewsEvents/News/SHI09.aspx

) and the Center for Alternative Technologies in Wales.

http://www.unity.edu/facultypages/womersley/es4501.htm

).

The four core on-campus classes that provide students with an immersive sustainability experience include the environmental Citizen class which allows students to work hand in hand with the community in a sustainable topic such as recycling in local schools, building a root cellar on campus, landscaping shorefront properties to protect water quality, or doing a deep energy retrofit of a campus building. The Environmental Sustainability Class allows students to incorporate critical thinking about current global problems such as water scarcity and rising temperatures. In the Environmental Challenge course, students spend the semester listening to environmental speakers and working on a service project that will benefit the wider community.

The website URL where information about the immersive program(s) is available:

http://www.unity.edu/summer_programs/all_summer_courses/summer_farm_intensive

Sustainability Literacy Assessment

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and may also address values, behaviors and/or beliefs. Assessments that focus exclusively on values, behaviors and/or beliefs are not sufficient to earn points for this credit.

Institution may conduct a follow-up assessment of the same cohort group(s) using the same instrument.

This credit includes graduate as well as undergraduate students.

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

Incentives for Developing Courses

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

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 specifically 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.

Submission Note:

There is release time and professional development funding for developing new courses, including in sustainability science.

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

Does the institution have an ongoing incentives program or programs that meet the criteria for this credit?:

Yes

A brief description of the program(s), including positive outcomes during the previous three years:

There is release time and professional development funding for developing new courses. The college also has a current grant to develop new courses that are based at the Allen Island field station, funded by a grant..

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

Faculty members can receive professional development funding or release time for this purpose.

The website URL where information about the incentive program(s) is available:

Campus as a Living Laboratory

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Institution is utilizing its infrastructure and operations for multidisciplinary student learning, applied research and practical work that advances sustainability on campus in at least one of the following areas:

- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination, Planning & Governance
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Public Engagement
- Other

This credit includes substantive work by students and/or faculty (e.g. class projects, thesis projects, term papers, published papers) that involves active and experiential learning and contributes to positive sustainability outcomes on campus (see the Credit Example in the STARS Technical Manual). On-campus internships and non-credit work (e.g. that take place under supervision of sustainability staff or committees) may count as long as the work has a learning component.

This credit does not include immersive education programs, co-curricular activities, or community-based work, which are covered by *AC 5: Immersive Experience*, credits in the Campus Engagement subcategory, and credits in the Public Engagement subcategory, respectively.

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

Is the institution utilizing the campus as a living laboratory in the following areas?:

	Yes or No

Air & Climate	No
Buildings	Yes
Dining Services/Food	Yes
Energy	Yes
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No
Public Engagement	Yes
Other	No

A brief description of how the institution is using the campus as a living laboratory for Air & Climate and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Buildings and the positive outcomes associated with the work:

Students living in Terrahaus, our passive solar residence, and in Unity 1, our net zero carbon student residence, are closely involved with the operations and design of the buildings through classes, tours, and other informational materials. Students not living in these buildings are also exposed to the same information but are not 'living' the experience.

A brief description of how the institution is using the campus as a living laboratory for Dining Services/Food and the positive outcomes associated with the work:

A new initiative of the college is the MacKay Agricultural Research Station, a combined greenhouse and farm operation to provide greatly expanded local foods availability for the dining halls. Several faculty plus the faculty director of the facility are directly involved in operations and planning. Students conduct classroom research projects, serve as volunteer interns, and are paid student workers. Similarly, a partnership with the Maine Farmland Trust's new 'food hub' will provide additional local food for the college. The college already grows food on campus for the dining halls and for charitable donation through a program called Veggies for All.

A brief description of how the institution is using the campus as a living laboratory for Energy and the positive outcomes associated with the work:

We opened Unity 1, a net-zero carbon residence hall for 70 students in 2014, complementing Terrahaus, a certified passive solar student residence which houses 10 students. Acknowledging that efficiency buildings require knowledgeable residents, the student's are expected accept and orient visitors at any time as part of the college's visibility in this area. All first year students also have an orientation session at Terrahaus and Unity 1, both of which regularly get media attention. Tours are frequent.

A brief description of how the institution is using the campus as a living laboratory for Grounds and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Purchasing and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Transportation and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Waste and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Water and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Coordination, Planning &

Governance and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Diversity & Affordability and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Health, Wellbeing & Work and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Investment and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Public Engagement and the positive outcomes associated with the work:

Unity is committed to working on environmental and community-wide issues which residents and leaders alike are taking on as active and engaged citizens. Community-Based Learning (CBL) provides students with the opportunity to work alongside professionals, private citizens and local leaders to identify and implement real solutions to real issues. Active partnerships between the college and a wide range of external agencies allow for the integration of classroom-based instruction with real world application, problem solving, collaboration, and community benefit. Students make professional connections and build their resumes throughout their undergraduate experience.

Our commitment to public engagement —using the world as our classroom for service and learning—has earned the college national recognition. In 2012, Unity was named as one of fourteen national finalists to the President's Community Service Honor Roll. In 2011, the college received the Carnegie Foundation's Community Engagement Classification which recognizes significant commitment to and demonstration of community engagement.

A brief description of how the institution is using the campus as a living laboratory in Other areas and the positive outcomes associated with the work:

The website URL where information about the institution's campus as a living laboratory program or projects is available:

http://www.unity.edu/terrahaus

Research

This subcategory seeks to recognize institutions that are conducting research on sustainability topics. 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
Academic Research
Support for Research
Access to Research

Academic Research

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Part 1

Institution's faculty and/or staff conduct sustainability research and the institution makes an inventory of its sustainability research publicly available.

Part 2

Institution's academic departments (or the equivalent) include faculty and staff who conduct sustainability research.

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

In order to report for this credit, the institution should conduct an inventory to identify its sustainability research activities and initiatives.

Each institution is free to choose a methodology to identify sustainability research that is most appropriate given its unique circumstances. For example, an institution may distribute a survey to all faculty members and ask them to self-identify as being engaged in sustainability research or ask the chairperson of each department to identify the sustainability research activities within his or her department. The research inventory should be based on the definition of "sustainability research" outlined in Standards and Terms and include, at minimum, all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

Submission Note:

As America's Environmental College, Unity College has a number of faculty that are by definition involved in environmental research which is focused on sustainability science, the core of the curriculum and research.

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

Number of the institution's faculty and/or staff engaged in sustainability research:

26

Total number of the institution's faculty and/or staff engaged in research:

26

Number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts

sustainability research:

5

The total number of academic departments (or the equivalent) that conduct research:

5

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

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

1) Mary Bulan, Center for Sustainability & Global Change
2) Doug Fox, Center for Sustainability & Global Change
3) James Killarney, Center for Sustainability & Global Change
4) Kevin Spigel, Center for Sustainability & Global Change
5) Crista Straub, Center for Sustainability & Global Change
6) Mick Womersley, Center for Sustainability & Global Change

7) Amy Arnett, Center for Biodiversity
8) Ellen Batchelder, Center for Biodiversity
9) Carrie Eaton, Center for Biodiversity
10) Erika Latty, Center for Biodiversity
11) Pamela MacRae, Center for Biodiversity
12) Aimee Phillippi, Center for Biodiversity

13) Brent Bibles, Center for Natural Resource Management & Protection
14) Dylan Dillaway, Center for Natural Resource Management & Protection
15) Kathleen Dunckel, Center for Natural Resource Management & Protection
16) George Matula, Center for Natural Resource Management & Protection
17) Tom Mullin, Center for Natural Resource Management & Protection

18) Sarah Cunningham, Center for Experiential and Environmental Education
19) Cheryl Frederick, Center for Experiential and Environmental Education

20) Ben Potter, Center for Environmental Arts and Humanities
21) Bill Kovarik, Center for Environmental Arts and Humanities
22) Michelle Leavitt, Center for Environmental Arts and Humanities
23) Chris Marshall, Center for Environmental Arts and Humanities
24) Diane Murphy, Center for Environmental Arts and Humanities
25) James Spartz, Center for Environmental Arts and Humanities

26) Steve Kahl, Sustainability Department

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

Recent and ongoing projects by faculty were inventoried and collated for the listing here. As America's Environmental College, faculty are by definition involved in environmental research which is focused on sustainability science, the core of the curriculum and research.

A brief description of notable accomplishments during the previous three years by faculty and/or staff engaged in sustainability research:

Hemlock Ecosystem Management Study
The Hemlock Ecosystem Management Study (HEMS) investigates the relationships among biotic and abiotic variables on plant and animal biodiversity. It focuses on the effects of the invasive insect, hemlock woolly adelgid, and of recommended forestry practices within the north woods. With funding from the National Science Foundation's EPSCoR program, data is collected annually from research plots on five sites in central Maine. Project participants identify and record plants, decomposition rates, light availability, and other factors and compare the data across years. The information they gain will help Maine manage the effects of the hemlock woolly adelgid and inform recommended forestry practices that will sustain the north woods.
Faculty:
Involved Faculty
Amy Arnett, Center for Biodiversity
Erika Latty, Center for Biodiversity
Alysa Remsburg, Center for Biodiversity
Kathleen Dunckel, Center for Natural Resource Management & Protection

Wind Power Assessment
With both interest and controversy surrounding wind farms growing, it's imperative that researchers provide information for sound decision-making. For that reason, Mick Womersley is evaluating the potential for wind-power generation at different sites across Maine. Mick's Wind Power Assessment project was recently awarded $110,000 of American Recovery and Reinvestment Act funds and has the potential to inform how wind power sites are selected in Maine. The study involves anemometers, small digital devices that measure and record wind strength. Mick and his crew of Unity students erect metal towers and attach anemometers, from which they later retrieve data that can help increase the accuracy of wind-power predictions in Maine.

Faculty:
Mick Womersley, Center for Sustainability & Global Change

Sediment history of Unity Pond.
This study is analyzing sediment age from multiple sites via lead (210Pb) dating to indicate possible historic rates and potential causes of nutrient release. Water and sediment concentrations of P, Al and Fe will be monitored weekly over the course of one year to evaluate the behavior of these elements at the sediment/water interface as environmental conditions change. Additionally, temperature, pH and dissolved oxygen concentrations (DO) at three different water depths will be measured to understand the environmental conditions that contribute to P release.

Faculty
Kevin Spigel and James Killarney

The website URL where information about sustainability research is available:

http://www.unity.edu/academics/centers/projects

Support for Research

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Institution encourages and/or supports sustainability research through one or more of the following:

- 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. The program specifically aims to increase student sustainability research.
- 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. The program specifically aims to increase faculty sustainability research.
- Formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.
- Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and e-learning objects focused on sustainability.

Submission Note:

Unity College has an active undergraduate and faculty research program in environmental sciences and sustainability topics, all in support of the mission of the College.

"---" *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:

Unity hosts a Student Conference each semester to highlight student research, partnership, and creative work. The Center for Sustainability & Global Change awards the Sustainability Award at each conference. Nominations for the award are open to all students. Additionally, there is a strong focus on participation in "Research Experiences for Undergraduates" -- a program that places Unity students at top research institutions throughout the country for intensive summer research experience.

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

http://www.unity.edu/academics/distinctive_programs/student_conference

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:

Unity's Faculty Scholarship Committee supports research efforts for Unity faculty There is a Professional Development Fund that helps faculty develop seed ideas or provides match. The institution has a return of IDC policy that provides an incentive to apply for grant money and the college has a grant writer to assist faculty and staff with applications..

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

http://www.unity.edu/academics/undergraduate_research/faculty_research

Has the institution formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions?:

Yes

A brief description or the text of the institution's policy regarding interdisciplinary research:

The college encourages interdisciplinary research and considers faculty scholarship in review and promotion decisions. A current example of interdisciplinary research is the multi-year Hemlock Ecosystem Management study being led by four faculty members in ecology, GIS, biology, and botany, using undergraduate student researchers from Unity and other colleges.

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

Does the institution provide ongoing library support for sustainability research and learning that meets the criteria for this credit?:

Yes

A brief description of the institution's library support for sustainability research and learning:

In support of the College mission in sustainability, the library focuses it's resources on sustainability disciplines and resources to support the needs of both students and faculty who are all pursuing topics in sustainability.

The website URL where information about the institution's library support for sustainability is available:

http://unity.libguides.com/home

Access to Research

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Institution has a formally adopted open access policy that ensures that versions of all future scholarly articles by faculty and staff and all future theses and dissertations are deposited in a designated open access repository.

The open access repository may be managed by the institution or the institution may participate in a consortium with a consortial and/or outsourced open access repository.

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

Research is not considered in faculty promotion or tenure decisions as a matter of policy or standard practice

Access to Research

Engagement

Campus Engagement

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.

In addition, this subcategory recognizes institutions that support faculty and staff engagement, 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.

Credit
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development

Student Educators Program

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

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 (paid and/or volunteer),
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or other 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.

This credit recognizes ongoing student educator programs that engage students on a regular basis. For example, student educators may be responsible for serving (i.e. directly targeting) a particular subset of students, such as those living in residence halls or enrolled in certain academic subdivisions. Thus, a group of students may be served by a program even if not all of these students avail themselves of the outreach and education offerings.

Sustainability outreach campaigns, sustainability events, and student clubs or groups are not eligible for this credit unless the criteria outlined above are met. These programs are covered by *EN 5: Outreach Campaign* and *EN 3: Student Life*.

Submission Note:

Unity College has a number of student to student educator programs to develop communication skills and to disseminate the sustainability message broadly as part of the mission of the college. The programs range from students employed by the sustainability office to Resident Advisors who live in each residence hall, to the award winning NorthStar program for environmental leadership.

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

Does the institution coordinate one or more ongoing student, peer-to-peer sustainability outreach and education programs that meet the criteria for this credit?:
Yes

Number of degree-seeking students enrolled at the institution:
589

Name of the student educators program (1st program):

Sustainability Office Student Worker Outreach

Number of students served (i.e. directly targeted) by the program (1st program):

431

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

The Sustainability Office has a dozen student workers doing a variety of recycling, local foods, and energy tasks, plus a residence hall mentor in each residence hall to offer support and education about sustainability issues.

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

Student educators are chosen as part of a competitive application and interview process conducted by the sustainability office. Typically a dozen student employees are engaged in this program.

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

Students are trained one-on-one or in small groups by the sustainability office staff Students are trained to use social media with a focus on blogging about sustainability efforts. Training may also include an emphasis on tabling, survey work, and development of outreach materials such as posters, flyers, and displays. Additional relevant content training are conducted as needed in order to effectively communicate topics as diverse as building energy performance, composting food waste, and transportation alternatives. .

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

Student educators are supported by the sustainability office staff for recycling/waste and local foods procurement. Their efforts are supported financially through work-study and the budget of the sustainability office.

Name of the student educators program (2nd program):

Sustainability training for Resident Advisors.

Number of students served (i.e. directly targeted) by the program (2nd program):

431

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

RAs have a formal training by the Sustainability Office at the start of each semester and at least once during each semester. In the residence hall, the RA's engage regularly with every student, including on issues broadly related to sustainability

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

RAs are selected through an application and interview process conducted by Residential Life

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

RAs have a formal training by the Sustainability Office at the start of each semester and periodically during the semester.

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

Residential Life has a programming budget which includes materials dedicated to sustainability, such as posters displayed in every hall. Res Life and/or the Sustainability Office organizes competitions among halls for recycling and energy use, with prizes awarded.

Name of the student educators program (3rd program):

Northstar Leadership Program

Number of students served (i.e. directly targeted) by the program (3rd program):

40

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

The NorthStar Leadership Program provides opportunities for students to develop and enhance a personal philosophy of leadership that includes understanding of self, groups, community. It fosters an understanding of the responsibilities inherent in community membership and provides multiple paths for students to demonstrate their discovery and commitment to leadership. The program was awarded the 2012 Program of the Year Award by the National Association of Student Personal Administrators

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

The program is voluntary.

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

The program has four tracks, all of which include a sustainability component. In 2014, we are planning to formalize sustainability training program-wide with the goal of adding a sustainabilty track to the four existing tracks in 2015. Tracks: Campus Engagement, Outdoor Leadership, Women's Educational Leadership, Service Leadership.

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

Northstar is supported by a program budget line and has a dedicated faculty member as leader.

Name(s) of the student educator program(s) (all other programs):

Number of students served (i.e. directly targeted) by all other student educator programs:

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

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):

A brief description of the financial or other support the institution provides to the program (all other programs):

Total number of hours student educators are engaged in peer-to-peer sustainability outreach and education activities annually:

The website URL for the peer-to-peer student outreach and education program(s):

http://www.unity.edu/academics/distinctive_programs/northstar

Student Orientation

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Institution includes sustainability prominently in its student orientation activities and programming. Sustainability activities and programming are intended to educate about the principles and practices of sustainability. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. Prominent inclusion of sustainability may also take different forms for different types of students (e.g. undergraduate students, transfer students, graduate students). When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context. (See the Credit Example in the STARS Technical Manual.)

As this credit is intended to recognize programming and student learning about sustainability, incorporating sustainability strategies into event planning (e.g. making recycling bins accessible or not serving bottled water) is not, in and of itself, sufficient for this credit. Such strategies may count if they are highlighted and are part of the educational offerings. For example, serving local food would not, in and of itself, be sufficient for this credit; however, serving local food and providing information about sustainable food systems during meals could contribute to earning this credit.

Submission Note:

Sustainability orientation for new students includes our wilderness orientation trips (NOVA), new student orientation (NSO), and first-year seminar (Unity Experience). Campus ambassadors are trained to support and design sustainability activities for New Student Orientation.

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

The percentage of entering students that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability:

100

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

New Student Orientation is one program of the first-year experience that includes our wilderness orientation trips (NOVA), new student orientation (NSO), and first-year seminar (Unity Experience). New Student Orientation often adopts a sustainability theme (recently, "Got Green?" and "Local Living"), and emphasizes the theme through programming and messaging. Campus ambassadors are trained to

support and design sustainability activities for New Student Orientation. The Sustainability Office has a strong presence at orientation activities.

2010 "Got Green?" New Student Orientation schedule here:

http://www.unity.edu/uploadedFiles/wwwunityedu/Student_Life/StudentResources/NSO%202010%20sched

ule%20for%20web%282%29.pdf

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

https://www.unity.edu/admissions/accepted_students/orientationx

Student Life

Criteria

Institution has co-curricular sustainability programs and initiatives. The programs and initiatives fall into one or more of the following categories:

- Active student groups focused on sustainability
- Gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems
- Sustainable enterprises that include sustainability as part of their mission statements or stated purposes (e.g. cafés through which students gain sustainable business skills)
- Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills
- Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience
- Cultural arts events, installations or performances related to sustainability that have students as the intended audience
- Wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students and follow Leave No Trace principles
- Sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading)
- Programs through which students can learn sustainable life skills (e.g. a series of sustainable living workshops, a model room in a residence hall that is open to students during regular visitation hours and demonstrates sustainable living principles, or sustainability-themed housing where residents and visitors learn about sustainability together)
- Sustainability-focused student employment opportunities offered by the institution
- Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions
- Other co-curricular sustainability programs and initiatives

Multiple programs and initiatives may be reported for each category and each category may include institution-governed and/or student-governed programs.

Submission Note:

Unity College co-curricular activities include a number of environmental, sustainability, and outdoor recreational opportunities for students to meet many interests of the variety of students enrolled at the college.

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

Does the institution have one or more co-curricular sustainability programs and initiatives that fall into the following categories?:

	Yes or No
Active student groups focused on sustainability	Yes
Gardens, farms, community supported agriculture (CSA) or fishery programs, or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems	Yes
Student-run enterprises that include sustainability as part of their mission statements or stated purposes	No
Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills	No
Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience	Yes
Cultural arts events, installations or performances related to sustainability that have students as the intended audience	Yes
Wilderness or outdoors programs that follow Leave No Trace principles	Yes
Sustainability-related themes chosen for themed semesters, years, or first-year experiences	Yes
Programs through which students can learn sustainable life skills	Yes
Sustainability-focused student employment opportunities offered by the institution	Yes

Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions	Yes
Other co-curricular sustainability programs and initiatives	No

The name and a brief description of each student group focused on sustainability:

1) Sustainability Assistants staff the Sustainability Office to support recycling and waste, farm and food, outreach, and energy work. 2) There is a student group called the Student's Climate Coalition that has been active and visible at events such as the NYC climate march in 2014.

The website URL where information about student groups is available:

http://www.unity.edu/student_life/student_activities/organizations

A brief description of gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems:

The Unity College campus gardens are a hub of sustainability activity on campus. We have a research and production greenhouse field station with a farm coming on-line. We grow organic produce for our dining hall on about 2/5 of an acre and an additional 1/2 acre is under cultivation by the hunger relief project Veggies for All. A smaller demonstration garden is utilized by faculty and students in the sustainable agriculture and horticulture programs. All students are introduced to our campus gardens through orientation and the first-year seminar. Many support campus gardens through course work, community service, and special projects. Work-study students staff the garden during the academic year and students are given preference for our seasonal Sustainable Food Production Assistant position. Though not certified, we utilize organic farming methods.

The website URL where information about the organic agriculture and/or sustainable food systems projects and initiatives is available:

http://www.unity.edu/Sustainability/WorkSustainably/CampusGardens.aspx

A brief description of student-run enterprises that include sustainability as part of their mission statements or stated purposes:

Students largely run the re-cycling program themselves through the Sustainability Office.

The website URL where information about the student-run enterprise(s) is available:

http://sustainabilitymonitor.wordpress.com/

A brief description of the sustainable investment or finance initiatives:

The website URL where information about the sustainable investment or finance initiatives is available:

A brief description of conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience:

The Lapping Lecture Series is offered to all campus and community members each spring semester. Lectures are offered to all students in the Core course "Environmental Challenge" and advertised regionally to encourage public involvement.

Unity students twice annually present their research and explore sustainability themes at the Unity College Student Conference:

http://www.unity.edu/Academic/DistinctivePrograms/StudentConference/StudentConference.aspx

In 2010, Unity hosted the Sustainability Training Institute, inviting students from all over Maine to on-campus training in weatherization, community emissions accounting, and renewable energy technologies. More than 30 students from twelve Maine colleges attended.

http://www.unity.edu/NewsEvents/News/STI310.aspx

Also in 2010, Unity College's Constructive Activist Club hosted the Maine Climate Summit:

http://www.unity.edu/Visitors/SummerPrograms/Program4/ClimateChange.aspx

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

http://www.unity.edu/NewsEvents/News/Lapping111A.aspx

A brief description of cultural arts events, installations or performances related to sustainability that have students as the intended audience:

The Unity College Center for Performing Arts is a campus and community facility that brings sustainability speakers and events to Unity. Climate and sustainability activist speakers are frequent.

The website URL where information about the cultural arts event(s) is available:

http://www.unity.edu/uccpa

A brief description of wilderness or outdoors programs for students that follow Leave No Trace principles:

The Outdoor Adventure Center was established to provide excellent outdoor programs and support to Unity College students, staff and faculty. The OAC uses adventure and outdoor experiences to help individuals discover and grow. The OAC follows and promotes Leave No Trace practices. In addition, The Outing Club takes advantage of the Maine Outdoors to recreate and learn about outdoor ethics. The

club takes students white water rafting, rock climbing, backpacking, among others.

Also, the college hosts NOVA, the new student orientation. It is designed to support the transition to college life at Unity by emphasizing personal growth and promoting environmental stewardship.

The website URL where information about the wilderness or outdoors program(s) is available:

http://www.unity.edu/StudentLife/StudentResources/OutdoorCenter/Welcome.aspx

A brief description of sustainability-related themes chosen for themed semesters, years, or first-year experiences:

Sustainability themes are incorporated into the first-year experience. Last year's Unity Experience theme was "Living a Sustainable Life" with several sections focusing on local food. First year students have classes in the various energy showpiece buildings on campus.

The website URL where information about the theme is available:

A brief description of program(s) through which students can learn sustainable life skills:

The Sustainability Office conducts classes in Terrahaus, our passive solar house and Unity 1, the net zero residence hall to educate students about what they can do for energy reduction and C reduction in their own lives.

The website URL where information about the sustainable life skills program(s) is available:

A brief description of sustainability-focused student employment opportunities:

About a dozen students work in the Sustainabilty Office each year and another dozen work in Sustainable agriculture programs including the greenhouses on campus and the off campus research greenhouse station and farm.

The website URL where information about the student employment opportuntities is available:

http://www.unity.edu/financial_aid

A brief description of graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions:

Unity College participates through the Graduation Pledge Alliance. Last year a graduating student in the sustainability office promoted the pledge, recorded pledges, and distributed green ribbons for graduation ceremonies to indicate those who had taken the pledge. Special mention was made to explain the program to the audience.

The website URL where information about the graduation pledge program is available:

A brief description of other co-curricular sustainability programs and initiatives:

The website URL where information about other co-curricular sustainability programs and initiatives is available:

Outreach Materials and Publications

Responsible Party

Steve Kahl

Director of Sustainability

Sustainability

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
- Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
- 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 and/or landscaping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
- 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

A single outreach material or publication that serves multiple purposes may be counted more than once. For example, a sustainability website that includes tools for bicyclists and pedestrians may be counted in both categories.

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

Does the institution produce the following outreach materials and/or publications that foster sustainability learning and knowledge? :

	Yes or No
A central sustainability website that consolidates information about the institution's sustainability efforts	Yes

A sustainability newsletter	No
Social media platforms that focus specifically on campus sustainability	Yes
A vehicle to publish and disseminate student research on sustainability	Yes
Building signage that highlights green building features	No
Food service area signage and/or brochures that include information about sustainable food systems	Yes
Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed	Yes
A sustainability walking map or tour	No
A guide for commuters about how to use alternative methods of transportation	No
Navigation and educational tools for bicyclists and pedestrians	No
A guide for green living and incorporating sustainability into the residential experience	Yes
Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat	No
Other sustainability publications or outreach materials not covered above	Yes

A brief description of the central sustainability website:

The Sustainability page of the Unity College website gives a broad overview of our sustainability efforts in several key areas including, waste, energy, emissions, planning, history, and personal profiles. This website content is geared toward external audiences and community members with general interest in our sustainability efforts.

The website URL for the central sustainability website:

http://sustainabilitymonitor.wordpress.com/

A brief description of the sustainability newsletter:

The Sustainability Office issues an occasional email "digest" of pertinent blog posts to the entire campus community. This newsletter is exclusively internal and content is derived from the Sustainability Monitor blog. Additional material or summary material on home energy options for the layperson is also sent to HR for their distribution to faculty and staff. No regular newsletter is presently published.

The website URL for the sustainability newsletter:

http://sustainabilitymonitor.wordpress.com/

A brief description of the social media platforms that focus specifically on campus sustainability:

The blog is the only social media platform currently in use internally. Externally, the college regularly produces press releases about sustainability issues and climate change.

The website URL of the primary social media platform that focuses on sustainability:

http://sustainabilitymonitor.wordpress.com/

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

Every semester, Unity College organizes an academic conference to highlight student research and creative work. Conference participants routinely present sustainability focused work and the conference is regularly highlighted in regional media.

Conference Awards -- including the Sustainability Award -- are announced internally to the entire campus, and documented on the website indicated.

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

http://www.unity.edu/Academic/DistinctivePrograms/StudentConference/StudentConference.aspx

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

Residence halls include posted information inside to communicate historical energy performance and environmental attributes of building materials, furnishings, and best practices for residents.

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

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

There is a large map on the wall in the main seating area of the college's cafeteria that shows where we purchase local foods from with information about the farms. We also post "producer profiles" to highlight local producers and vendors. In the newly constructed wing of

the dining hall, wall art is being commissioned that will focus on local foods and local farmers. Local farmers will be invited once a month to join the students for dinner.

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

https://www.unity.edu/student_life/dining/sustainability

A brief description of signage on the grounds about sustainable groundskeeping and/or landscaping strategies:

Campus gardens are identified with signs. Wildflower and other landscaped areas managed under our mowing reduction program are also identified with posted signs.

The website URL for signage on the grounds about sustainable groundskeeping and/or landscaping strategies:

A brief description of the sustainability walking map or tour:

A series of signs about energy, local foods, gardens, landscaping, the former White House solar collectors, and the barn are located around campus.

The website URL of the sustainability walking map or tour:

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

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

A brief description of the navigation and educational tools for bicyclists and pedestrians:

The website URL for navigation and educational tools for bicyclists and pedestrians:

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

Revised in 2014, the Green Guide is provided to incoming students and highlighted in residence hall meetings. The guide emphasizes energy, waste, water, and transportation resources on campus with additional focus on access to natural areas, community engagement, and sustainability programs.

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

https://www.unity.edu/student_life/residence_life

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:

Unity does not have a student newspaper publication.

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:

A brief description of another sustainability publication or outreach material not covered above (1st material):

The Sustainability Monitor blog is the primary communication and outreach tool for sustainability efforts at Unity College. It's meant to document sustainability assessment and planning efforts including our Climate Action Plan, STARS, and Energy Assessment. The Sustainability Monitor profiles students, staff, and faculty doing sustainability work on campus and throughout the region and includes content from Unity Sustainability's Flickr, Twitter, Facebook, and YouTube accounts. The Monitor is intended for internal audiences first, and secondarily as a communication tool for the higher ed. and campus sustainability communities.

The website URL for this material (1st material):

http://sustainabilitymonitor.wordpress.com/

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

Yes

A brief description of this material (2nd material):

The blog "Sustainability Thought and Deed" is maintained by Sustainable Energy faculty member Mick Womersley and highlights student course work and research, editorials on sustainability education and renewable energy, and resources for students in a number of classes.

Professor Womersley also maintains a blog on his Community Wind Research specifically here:

http://www.unity.edu/facultypages/womersley/windweb.htm

The website URL for this material (2nd material):

http://ucsustainability.blogspot.com/

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

Yes

A brief description of this material (3rd material):

Unity Magazine. Unity College publishes two editions each year of Unity, the magazine of Unity College which addresses environmental topics, issues, and other new and noteworthy items expressed by our faculty and staff
experts, contributing writers, and Unity students.

The website URL for this material (3rd material):

http://www.unity.edu/CurrentStudents/UnityMagazine/UnityMagazine.aspx

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

Yes

A brief description of this material (4th material):

Hawk & Handsaw: The Journal of Creative Sustainability, a literary journal. Published annually, the journal explores approaches to creative sustainability through a rich and varied collection of text and visual art. Contributors include established artists and writers as well as emerging voices in the field. Hawk & Handsaw looks to offer contributions that challenge convention and tackle tougher life issues.

The website URL for this material (4th material):

http://www.unity.edu/EnvResources/LiteraryJournal/LiteraryJournal.aspx

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

No

A brief description of this material (5th material):

The website URL for this material (5th material):

http://www.unity.edu/sustainability/UnityCollegeBlogs.aspx

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

No

A brief description of this material (6th material):

The website URL for this material (6th material):

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

No

A brief description of this material (7th material):

The website URL for this material (7th material):

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

A brief description of this material (8th material):

The website URL for this material (8th material):

Outreach Campaign

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Part 1

Institution holds at least one sustainability-related outreach campaign directed at students that 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.

Part 2

Institution holds at least one sustainability-related outreach campaign directed at employees that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution or an employee organization.

The campaign(s) reported for this credit could take the form of a competition (e.g. a residence hall conservation competition), a rating or certification program (e.g. a green labs or green office program), and/or a collective challenge (e.g. a campus-wide drive to achieve a specific sustainability target). A single campus-wide campaign may meet the criteria for both parts of this credit if educating students is a prime feature of the campaign and it is directed at both students and employees.

To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. The following impacts are not sufficient for this credit:

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

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

Has the institution held at least one sustainability-related outreach campaign directed at students within the previous three years that has yielded measurable, positive results in advancing sustainability?:
Yes

Has the institution held at least one sustainability-related outreach campaign directed at employees within the previous three years that has yielded measurable, positive results in advancing sustainability?:
Yes

The name of the campaign (1st campaign):
Universal water bottles

A brief description of the campaign (1st campaign):

In an effort to reduce the use of bottled water, Student Affairs and Human Resources staff have led the charge to accommodate the use of tap water for drinking on campus. Each incoming class receives a reusable water bottle and student ambassadors promote their use along with information about the impact of bottled water on the environment and our state. Instructors in our first-year seminar have emphasized water generally and bottled water specifically in support of this campaign. New employees are also provided with water bottles as part of their orientation.

A brief description of the measured positive impact(s) of the campaign (1st campaign):

Over the past two years, every incoming student (totaling nearly 400) and all employees of the college have been provided a stainless steel, refillable water bottle. Public drinking fountains have been outfitted with "gooseneck" fillers and bottled water is no longer served at campus catered events.

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

http://sustainabilitymonitor.wordpress.com/2010/08/30/take-back-the-tap-at-nso/

The name of the campaign (2nd campaign):

Sustainability orientation for employees

A brief description of the campaign (2nd campaign):

All new employees receive an orientation to college sustainability at the start of each semester. The new college greenhouse gas reduction and energy plan will receive substantial publicity this year, as it is rolled out to implement the strategic plan that calls for carbon neutrality in 5 years. This campaign is considered useful but there are no quantifiable results available.

A brief description of the measured positive impact(s) of the campaign (2nd campaign):

As an academic community focused on sustainability, the faculty are oriented to the sustainability initiatives on campus so that all students are engaged and educated.

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

A brief description of other outreach campaigns, including measured positive impacts:

Employee Educators Program

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

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 recognizes ongoing programs that engage employees on a regular basis. For example, employee educators may represent or be responsible for engaging workers in certain departments or buildings. Thus, a group of employees may be served (i.e. directly targeted) by a program even if not all of these employees avail themselves of the outreach and education offerings.

Training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in *EN 8: Staff Professional Development*.

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

Does the institution administer or oversee an ongoing faculty/staff peer-to-peer sustainability outreach and education program that meets the criteria for this credit?:

Yes

Total number of employees:

144

Name of the employee educators program (1st program) :

HR sustainabiilty orientation

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

20

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

HR staff and the Sustainability Office collaborate each semester to offer sustainability orientation for new staff, faculty, and adjuncts.

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

HR staff are well versed in the sustainabiliy mission of the campus and conduct a substantial one on one sustainability orientation for each new hire. At the group orientation, the sustainability office provides materials and may conduct a session. The HR 1 on 1 orientation for each new hire does into the sustainability mission of the college in great detail.

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

HR and Sustainability Office staff

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

Name of the employee educators program (2nd program):

Sustainabilty Office email informational blasts

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

44

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

All employees receive email blasts distributed through either our office or HR about sustainability issues in their own lives. We believe that staff who are more sustainable at home will be more sustainable at work. Recent topics have included maintaining tire air pressure, hot water heating options for home, air source heat pumps de-mystified.

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

The employee educators are staff (or sometimes students) in the Sustainabilty Office.

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

The Sustainability office has two staff members who jointly lead this initiative

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

Name(s) of the employee educator program(s) (all other programs):

Number of employees served by all other programs:

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

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

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

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

Employee Orientation

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

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

The percentage of new employees that are offered orientation and/or outreach and guidance materials that cover sustainability topics:

100

A brief description of how sustainability is included in new employee orientation:

The Human Resources office ensures that a sustainability session is included in the twice-annual new employee orientation for faculty and staff. Topics include campus waste reduction and energy saving measures, as well as an introduction to emissions reductions, transportation, local food, and green building efforts. This session is offered jointly to every newly hired faculty and staff members.

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

Staff Professional Development

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year. It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

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

The following training opportunities are not sufficient for this credit:

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

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

Does the institution make available training and/or other professional development opportunities in sustainability to all staff at least once per year?:

Yes

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

Each semester, Unity conducts a 1/2-day professional development program thagt includes sustainability activities. Recent activities have included staff service in the campus food gardens and a tour of the LEED Platinum, net-zero energy Unity House. Unity's pre-semester convocation for all employees includes updates on the business of the institution and incorporates appropriate sustainability-themed professional development activities. The sustainability office regular leads or reports on Unity's climate action planning efforts. The Sustainability Office is piloting a faculty/staff incentive program for homeowners to conduct energy audits for purposes of upgrading the performance of their own homes.

The percentage of staff that participated in training and/or other professional development opportunities in sustainability during the previous year:

60

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

Public Engagement

This subcategory seeks to recognize institutions that help catalyze sustainable communities through public engagement, community partnerships and service. Engagement in community problem-solving is fundamental to sustainability. By engaging with community members and organizations in the governmental, non-profit and for-profit sectors, institutions can help solve sustainability challenges. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems and the process of creating solutions. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs and by engaging community members in institutional decisions that affect them. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy advocacy.

Credit
Community Partnerships
Inter-Campus Collaboration
Continuing Education
Community Service
Community Stakeholder Engagement
Participation in Public Policy
Trademark Licensing
Hospital Network

Community Partnerships

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Institution has one or more formal partnership(s) with the local community, including school districts, government agencies, non-profit organizations, businesses and/or other entities, to work together to advance sustainability within the community.

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
A. Supportive	• *Scope:* Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) • *Duration:* May be time-limited (short-term projects and events), multi-year, or ongoing • *Commitment:* Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement • *Governance:* Campus and community leaders or representatives are engaged in program/project development
B. Collaborative	• *Scope:* Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood) • *Duration:* May be time-limited, multi-year, or ongoing • *Commitment:* Institution provides faculty/staff, financial, and/or material support • *Governance:* Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

C.Transformative	• *Scope:* Catalyzes community resiliency and local/regional sustainability by simultaneously supporting social equity and wellbeing, economic prosperity, and ecological health on a community or regional scale (e.g. "transition" projects and partnerships focused on community adaptation to climate change) • *Duration:* Is multi-year or ongoing and proposes or plans for institutionalized and systemic change • *Commitment:* Institution provides faculty/staff and financial or material support • *Governance:* Partnership has adopted a stakeholder engagement framework through which community members, vulnerable populations, faculty, staff, students and other stakeholders are engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

An institution may have multiple partnerships of each type, however no single partnership may be both supportive and collaborative, collaborative and transformative, or supportive and transformative.

Recognizing the diversity of forms that community partnerships may take, it is not required that a partnership meet all of the criteria listed to be considered supportive or collaborative. A partnership must meet all of the criteria listed to be considered transformative, however. For further guidance in identifying community partnerships that meet the criteria for each type, see the Credit Example in the STARS Technical Manual.

This credit recognizes campus-community partnerships that advance sustainability in an explicit and participatory way. Participatory, community-based research and engaged scholarship around issues of sustainability may be included if it involves formal partnership(s). Although community service activities (e.g. academic service learning, co-curricular service learning and volunteer activities, Work-Study community service and paid community service internships) may involve local partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by *EN 12: Community Service*.

Submission Note:

Unity College emphasizes collaborative community engagement as a life strategy for students. A number of partnerships both serve the interests of students and provide for the greater good of society.

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

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as "supportive"?:

Yes

A brief description of the institution's supportive sustainability partnership(s) with the local community:

1) Maine Organic Farmers and Growers Association. The college provides both interns and work-study students to assist in the operations of the largest organic farmers association in the northeastern US (

MOFGA.org

). Unity College staff and students are involved annually in the MOFGA's Common Ground Fair, which attracts an estimated 70,000 people to the fair emphasizing sustainable living.
2) Regional Land Trusts. Consistent with our logo 'America's Environmental College' we engage with regional land trusts (such as the Sebasticook Regional Land Trust located in Unity) doing collaborative projects such as GIS mapping, trails work, or joint participation in grants.
3) Organized by our Community Partnerships Office, students in our wildlife programs regularly work with the Franklin Park Zoo in

Massachusetts on a variety of animal care projects.

4) Each semester, faculty and students in the Sustainable Energy Management Program conducts detailed car checks for student vehicles to look for safety issues and to improve gas mileage (

http://ucsustainability.blogspot.com/search?q=safety+report

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as "collaborative"?:

Yes

A brief description of the institution's collaborative sustainability partnership(s):

1) Regional Land Trusts. Consistent with our logo 'America's Environmental College' we engage with regional land trusts (such as the Sebasticook Regional Land Trust located in Unity) doing collaborative projects such as GIS mapping, trails work, or joint participation in grants.

2) Maine Farmland Trust. Unity College is centrally located in the 'local foods' region of Maine. Our Sustainable Agriculture program contributes to Maine being the only state in the nation where the average age of farmers is getting younger. We partner with MFT on grant proposals and outreach efforts, now facilitated by Half Moon Gardens, a greenhouse and fields acquired by the college in 2013.

3) Unity Collaborates with the town of Unity on economic development, with staff serving on several town/local committees. For example, the town issues bonds for construction on campus to reduce our interest rate, and the town recently provided some seed money for the college to investigate partners for possible construction of a 'green' hotel.

4) Waldo County Trails Coalition. The college is a core member of the staffing and management of the WCTC. A faculty member is vice-chair of the WCTC, students provide the main source of labor to maintain trails, and a substantial portion of the current trail network runs through campus.

5) Unity Barn Raisers. Unity staff and students regularly volunteer for UBR service projects and community meals, and serve on the UBR board of directors.

6) Maine State Aquarium. Unity students train with the MSA and then engage as outreach volunteers in support of the MSA.

7) Maine Department of Inland Fish and Wildlife. Unity faculty and students are closely involved with Maine IFW through the Unity Search and Rescue team (Unity has a fully-equipped search and rescue trailer). The search and rescue team also organizes Operation Game Thief, a hotline to report poaching. This program also organizes fund-raisers and recently was able to purchase an all-terrain wheelchair to

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as "transformative"?:

Yes

A brief description of the institution's transformative sustainability partnership(s) with the local community:

1) Empty Bowls Project. Now in its 18th year, the Unity College Empty Bowls project brings together area farmers, potters, students and community volunteers to host an evening fundraiser in support of area hunger relief programs. A simple meal of home- made soup and bread is served in clay bowls hand-crafted by Unity students and professional potters within the region. Good food, great company and artistic flare are the featured attractions that keep folks coming year after year. Diners keep their one-of-a-kind "empty bowl" as a

reminder of ongoing food insecurity that many experience on a daily basis. Our most recent event raised over $1900 in support of the Veggies for All project and the Volunteer Regional Food Pantry, two local hunger relief projects that work collaboratively to serve households in the greater Unity area.

2) Veggies for All. Veggies For All was started in 2007 in field located at Unity College. It is part of the local food movement in central Maine in which Unity College has been a central player. The project still grows food on the campus, now involving Unity College, Maine Farmland Trust. Unity Barn Raisers, and the Volunteer Regional Food Pantry. Since 2010, VFA has grown, harvested, and distributed 75,000 pounds of vegetables to 1,500 of our most food insecure neighbors. We primarily storage varieties such as cabbage, potatoes, winter squash, onions, and carrots. The transformative nature of this program is in providing food for the less fortunate members in this disturbingly poor region, including food for the local food pantry.

3) Town of Unity weatherization pilot. Unity College received a grant from the state 2 years ago to pilot a local program in town home for weatherization and energy efficiency, including running a workshop each fall where residents can make interior storm window inserts. The program became 'The Sustain Mid-Maine Coalition', a municipal program with services expanded from the pilot (

http://www.waterville-me.gov/departments/smmc

) that provides internships for college students. The window inserts workshop is now an annual event hosted by the college, and the college is moving forward with the town of Unity to evaluate the potential of solar photovoltaics as an economic development tool to protect and expand the commercial base of the region.

4) Humane Society: students in the wildlife programs regularly work with local Humane Societies to train problem dogs so that they can be placed in homes. According to the societies, the incidence of dogs having to be put down has dropped dramatically since Unity College has been involved.

5) The Unity College Bear Study began in spring 2012 as an innovative program to attract more students to the college, and more specifically to the wildlife programs. The Wildlife Club hosted a meeting for students interested in finding out more about the bear study; over 71 students came to the meeting! Eventually 17 student teams were established and 68 students and several faculty and staff members signed up to join at least one of the teams – with faculty and students volunteering 3600 hours to help launch the study. Essentially, the whole Unity College community including administration, Trustees, faculty, staff, and students willingly contributed to the study in numerous ways. Permission was obtained from 68 landowners to access approximately 11,000 acres of land; establishing 102 different bait sites; setting traps at 37 of those sites. The transformative nature of this study is that it is the first in Maine to track bears outside of the northern industrial forest region of Maine. The habits of bears in the human-populated areas were known only anecdotally.

6) We have a partnership with the Maine Lakes Society and the local lake association to bring the transformative project LakeSmart to three area towns that began in the spring of 2014. Staff, students, and local citizens and the lake association are involved, and the town's draft comprehensive plan calls out the importance of protecting water quality. This program evolves changing social norms for living on the lake shore using a voluntary assessment program for homeowners. The goal is to get 15% of the owners in the program, after which social marketing theory suggests that the program will become self-sustaining and neighbors will want to join. Protecting water quality is good for recreation, for property values, for real estate businesses, and for the town's tax base. The regulatory approach to protecting lake water quality has failed nationally, and we believe that changing people's attitudes about how they interact with their lake will transform both the regularly process and protection of aquatic resources.

A brief description of the institution's sustainability partnerships with distant (i.e. non-local) communities:

The website URL where information about sustainability partnerships is available:

http://www.unity.edu/Academic/CommunityBased/Newsletter/Welcome.aspx

Inter-Campus Collaboration

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

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

See the Credit Example in the STARS Technical Manual for guidance on identifying appropriate collaborations.

Submission Note:

Unity's president, sustainability director, faculty, and senior administrators are active sustainability leaders in the broader higher education community, presenting widely on topics of sustainability to peers and membership organizations around the country. Unity's President Mulkey was the keynote speaker at the 2014 Maine Climate Summit and is a leading proponent of the need for solutions to Climate Change and greenhouse gases.

"---" *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:

Unity's president, sustainability director, faculty, and senior administrators are active sustainability leaders in the broader higher education community, presenting widely on topics of sustainability to peers and membership organizations around the country. Unity College is a member of the Green Campus Consortium, the organization of Maine campus sustainability staff which meets twice a year and maintains a listserve. Unity's President Mulkey was the keynote speaker at the 2014 Maine Climate Summit.
All of our sustainability planning efforts are made public through websites (e.g.,

http://sustainabilitymonitor.wordpress.com

), videos, and numerous publications.
Unity College was a contributor to AASHE's STARS webinar series on integrating STARS into the curriculum (

https://stars.aashe.org/pages/news-events/stars-webinars/2011-stars-webinars.html#curricula

)

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

Green Campus Consortium of Maine
Sustain Mid-Maine Coalition
Northeast Campus Sustainability Consortium
Association for the Advancement of Sustainability in Higher Education
American College and University Presidents' Climate Commitment

A brief summary of additional ways the institution collaborates with other campuses to advance sustainability :

Unity College and other Maine campus presidents urge sustainability legislation:

http://sustainabilitymonitor.wordpress.com/2010/07/13/unitys-sustainability-leadership/

Maine Higher Education Council focuses on Sustainability:

http://sustainabilitymonitor.wordpress.com/2009/11/10/maine-college-presidents-meet-on-sustaina

bility/

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

Continuing Education

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

Courses that address sustainability include continuing education sustainability courses and continuing education courses that include 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 at least one sustainability-themed certificate program through its continuing education or extension department.

Degree-granting programs (e.g. programs that confer Baccalaureate, Masters, and Associates degrees) and certificates that are part of academic degree programs are not included in this credit. They are covered in the Curriculum subcategory.

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

Institution does not offer continuing education or community education programs.

Community Service

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Part 1

Institution engages its student body in community service, as measured by the percentage of students who participate in community service.

Part 2

Institution engages students in community service, as measured by the 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:

The College supports many service-learning and community service efforts for both staff and students with an Office of Community Based Learning staffed by two full time employees.

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

Number of students engaged in community service:
296

Total number of students :
589

Does the institution wish to pursue Part 2 of this credit (community service hours)?:
Yes

Total number of student community service hours contributed during a one-year period:
62,928

Does the institution include community service achievements on student transcripts?:
No

A brief description of the practice of including community service on transcripts, if applicable:

All Unity students engage in community service through their coursework in the required first year core curriculum. Members of other student groups contribute additional service with the number above estimated by the Student Government Association. The service is not noted separately on transcripts.

Does the institution provide incentives for employees to participate in community service (on- or off-campus)?:

No

A brief description of the institution's employee community service initiatives:

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

http://www.unity.edu/news/unity-receives-national-recognition-community-service-named-presidents-2012-honor-roll

Community Stakeholder Engagement

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Institution has adopted a framework for community stakeholder engagement in governance, strategy and operations. The framework includes:

1) Policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities (e.g. planning and development efforts, capital investment projects, and/or other activities and decisions that affect the broader community)

And

2) Established practices to identify and engage relevant community stakeholders, including any vulnerable or underrepresented groups.

Frameworks adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

This credit does not include the engagement of internal campus stakeholders (e.g. students, faculty and staff); internal stakeholder engagement is covered in *PA 3: Governance*.

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

Has the institution adopted a framework for community stakeholder engagement in governance, strategy and operations?:
No

A brief description of the policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities:

A brief description of how the institution identifies and engages community stakeholders, including any vulnerable or underrepresented groups:

List of identified community stakeholders:

A brief description of successful community stakeholder engagement outcomes from the previous three years:

The website URL where information about the institution's community stakeholder engagement framework and activities is available:

Participation in Public Policy

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Institution advocates for national, state/provincial, 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. This credit acknowledges institutions that advocate for policy changes and legislation to advance sustainability broadly. Advocacy efforts that are made exclusively to advance the institution's interests or projects may not be counted. For example, advocating for government funding for campus sustainability may be counted, whereas lobbying for the institution to receive funds that have already been appropriated may not.

Submission Note:

Unity College leaders and faculty are a leading advocate for climate change mitigation strategies, including the highly visible action of leading the nation in divestment from fossil fuel investments.

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

Does the institution advocate for national, state/provincial, 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, legislation, and ordinances for or against which the institution has advocated:

Unity College students and employees engage in sustainability-related advocacy efforts in the classroom and through a myriad of membership organizations. The President has national visibility on the issue of climate change and divestment. The Sustainability Director is a proponent of state and national energy policies as an effective climate change mitigation strategy and has published Op Eds carbon emission and energy strategies.

Our Environmental Policy and other students are frequently engaged in policy debates on campus and at the statehouse. Recent advocacy at the state-level has supported an effort to remove toxins from food packaging in Maine (

http://www.unity.edu/NewsEvents/News/UCStudents1110.aspx

). Students attended an "Environmental Roundtable" event with Maine's governor where one able to emphasize "the importance of environmental protection to Maine's economic and public health." (

http://sustainabilitymonitor.wordpress.com/2011/02/17/unity-student-addresses-governor-lepage/

)

At the national level, Unity's leadership has at times supported advocacy efforts by urging legislative support for education, energy, and climate bills, including:
- funding for Section 471 of the Energy Independence and Security Act of 2007 - with 6 other college and university presidents (

http://sustainabilitymonitor.files.wordpress.com/2010/07/sec471funding.pdf

)

- a call to President Obama for a legislative response to climate change that would put a price on carbon -- with 40 college and university presidents (

http://sustainabilitymonitor.files.wordpress.com/2010/07/carbon-cap-obama-june.pdf

)

- a call to Maine's Congressional delegation to support funding for the Department of Education's University Sustainability Program in the Labor-HHS-Education Appropriations Bill of 2011 -- with 10 other Maine private college presidents (

http://sustainabilitymonitor.files.wordpress.com/2010/07/3193_30330_113251.pdf

)
(

http://sustainabilitymonitor.wordpress.com/2010/07/29/college-presidents-support-campus-energy-

and-climate-legislation/

)

A brief description of other political positions the institution has taken during the previous three years:

24 faculty and staff Marched in New York City in the Climate rally in 2014.
The Sustainability Director recently submitted testimony to the PUC pertaining to an anti-solar power rate request by the largest utility in Maine.

A brief description of political donations the institution made during the previous three years (if applicable):

Political donations are not allowed per IRS rules for 501(c)(3) organizations.

The website URL where information about the institution's advocacy efforts is available:

http://www.unity.edu/news/climate-change-central-convocation-address

Trademark Licensing

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Institution is a member of the Fair Labor Association (FLA) and/or the Worker Rights Consortium (WRC).

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

Hospital Network

Criteria

Institution's affiliated hospital or health system is a member of the Global Green and Healthy Hospitals Network, the Healthier Hospitals Initiative and/or Practice Greenhealth.

This credit includes hospitals and health systems that are formally affiliated with a higher education institution (sometimes called "university hospitals"). Other types of health care providers (e.g. insurers through which an institution obtains health care for its employees) are not included.

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

The institution does not have an affiliated hospital or health system.

Operations

Air & Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas and air pollutant emissions. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are particularly pronounced for low-income communities and countries. In addition, institutions that inventory and take steps to reduce their air pollutant emissions can positively impact the health of the campus community, as well as the health of their local communities and regions.

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Part 1

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions. The inventory may be validated internally by campus personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party.

Part 2

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

Part 3

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO2e) per gross square foot (0.002 MtCO2e per gross square metre) of floor area.

Performance for Part 3 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

For this credit, the following carbon offsets may be counted:

1. Institution-catalyzed carbon offsets (popularly known as "local offsets")
2. Carbon sequestration due to land that the institution manages specifically for sequestration (as documented in policies, land management plans or the equivalent)
3. Carbon storage from on-site composting
4. Third-party verified purchased carbon offsets

Purchased Renewable Energy Certificates (RECs) that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party may be counted as zero emissions energy for purposes of Scope 2 GHG accounting.

Purchased carbon offsets and RECs that have not been third-party verified do not count.

Institutions that have sold or transferred emissions reductions, e.g. in the form of verified emissions reductions (VERs), may not count those reductions toward this credit.

Submission Note:

In the past three years, the college has brought on-line a passive solar 10 student residence hall with minimal GHG emissions and a zero carbon emissions 70 student residence hall that will have solar panels in late 2014 and uses pellet heat. We have installed 6 pellet boilers

and added a 35 KW solar array on the library. We offset 99% of the remaining electric use through purchased RECs.

Does the institution's GHG emissions inventory include all Scope 1 and Scope 2 GHG emissions?:

Yes

Does the institution's GHG emissions inventory include all Scope 3 GHG emissions from any of the following categories?:

	Yes or No
Business travel	No
Commuting	No
Purchased goods and services	No
Capital goods	No
Fuel- and energy-related activities not included in Scope 1 or Scope 2	No
Waste generated in operations	No

Does the institution's GHG emissions inventory include Scope 3 emissions from other categories?:

No

A brief description of the methodology and/or tool used to complete the GHG emissions inventory:

The actual data on total kWh and oil and gas purchased in the performance year and baseline year (as reported on the 2011 STARS report) were used to calculate carbon emissions using standard emission factors. The report is attached in ACUPCC format.

Has the GHG emissions inventory been validated internally by personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party?:

No

A brief description of the internal and/or external verification process:

The data have been reviewed by staff in the Executive Vice President's Office.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	662 *Metric Tons of CO2 Equivalent*	574 *Metric Tons of CO2 Equivalent*
Scope 1 GHG emissions from other sources	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from purchased electricity	636 *Metric Tons of CO2 Equivalent*	551 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from other sources	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	8.70 *Metric Tons of CO2 Equivalent*	8.70 *Metric Tons of CO2 Equivalent*
Carbon sequestration due to land that the institution manages specifically for sequestration	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon storage from on-site composting	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Third-party verified carbon offsets purchased	507 *Metric Tons of CO2 Equivalent*	416 *Metric Tons of CO2 Equivalent*

A brief description of the institution-catalyzed carbon offsets program:

The college has two solar arrays that generate 48,000 kWh/year for an offset of 62,000 lbs of CO2. The 5.4 KW array on Unity House is owned by the college and therefore we own the RECs. The 34.5 KW array on the library is a Power Purchase Agreement. We do NOT own the RECs and have not claimed them here. In addition, we purchase wind RECs for 1 million kWh/Yr (equivalent of 508 metric tons) while we are implementing our plan of generating 100% of our power on campus from solar PV and local wind. A third solar array that is coming on-line on our new residence hall (Unity 1) for an estimated 68 KW is not counted here. This array is expected to be a PPA for which we would not own the RECs and could not include them in campus generated offsets until we purchase the array.

A brief description of the carbon sequestration program and reporting protocol used:

The college controls 170 forested acres on the main campus and numerous forested or wetland parcels in the region. A forest management plan could be developed for carbon sequestration to formalize the carbon sequestration capacity of these lands and to earn future points in STARS.

A brief description of the composting and carbon storage program:

The composte program presently only collects food waste from three buildings, generating an estimated 200 lbs per year of total compost. We have not estimated the carbon content of this small amount of potential carbon storage. If the program is expanded, it may be quantitative for our total carbon offsets compared to food procurement. The campus composts food waste from both dining halls which is fed to pigs on campus and in the region. This compost is not quantified.

A brief description of the purchased carbon offsets, including third party verifier(s) and contract timeframes:

The college purchased 1 million kWh (508 metric tones) from Renewable Choice Energy (

www.renewablechoice.com

) to bring our offset program to 99% of our electrical use. These 1,000 RECs were from western wind sources.

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	431	361
Number of residential employees	2	2
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	589	584
Full-time equivalent of employees	144	121
Full-time equivalent of distance education students	0	0

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date

Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2010	June 30, 2011

A brief description of when and why the GHG emissions baseline was adopted:

Baseline emissions were based on the previous performance year from the Unity College 2011 STARS report.

Gross floor area of building space, performance year:

248,000 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	5,000 *Square Feet*
Healthcare space	2,500 *Square Feet*
Other energy intensive space	0 *Square Feet*

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	---
Commuting	---
Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	---
Waste generated in operations	---
Other categories (please specify below)	---

A brief description of the sources included in Scope 3 GHG emissions from "other categories":

A copy of the most recent GHG emissions inventory:

ACUPCC GHG Report for Unity College 2014.xls

The website URL where the GHG emissions inventory is posted:

http://sustainabilitymonitor.wordpress.com/

A brief description of the institution's GHG emissions reduction initiatives, including efforts made during the previous three years:

In the past three years, the college has brought on-line a passive solar 10 student residence hall with minimal GHG emissions and a zero carbon 70 student residence hall. In addition, we have added a solar array (35 KW) on the library and have installed 6 pellet boilers to replace fossil fuel heat.

Outdoor Air Quality

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Part 1

Institution has adopted policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources. Policies and/or guidelines may include, but are not limited to, prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and other strategies for minimizing mobile emissions.

Policies adopted by entities of which the institution is part (e.g. government or university system) may count for Part 1 of this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO_x), sulfur oxides (SO_x), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

Submission Note:

Unity College has installed 'no-idling' signage on campus to encourage reductions in air pollution, especially adjacent to office buildings and student residences. We have also implemented a phase-in of B-20 (20% biodiesel) to replace 100% heating oil which will decrease carbon emissions, decrease costs of fuel, and improve outdoor air quality because B-20 burns cleaner that regular heating oil.

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

Does the institution have policies and/or guidelines in place to improve outdoor air quality and minimize air pollutant emissions from mobile sources?:

Yes

A brief description of the policies and/or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources:

We have installed 'no-idling' signage on campus to encourage reductions in air pollution, especially adjacent to office buildings and student residences. We have also implemented a phase-in of B-20 (20% biodiesel) to replace 100% heating oil which will decrease carbon emissions, decrease costs of fuel, and improve our door air quality because B-20 burns cleaner that regular heating oil.

Has the institution completed an inventory of significant air emissions from stationary sources on campus?:

Yes

A brief description of the methodology(ies) the institution used to complete its air emissions inventory:

Unity does not have any significant emissions beyond routine oil and pellet heat.

Weight of the following categories of air emissions from stationary sources::

	Weight of Emissions
Nitrogen oxides (NOx)	0 *Tons*
Sulfur oxides (SOx)	0 *Tons*
Carbon monoxide (CO)	0 *Tons*
Particulate matter (PM)	0 *Tons*
Ozone (O3)	0 *Tons*
Lead (Pb)	0 *Tons*
Hazardous air pollutants (HAPs)	0 *Tons*
Ozone-depleting compounds (ODCs)	0 *Tons*
Other standard categories of air emissions identified in permits and/or regulations	0 *Tons*

A brief description of the institution's initiatives to minimize air pollutant emissions from stationary sources, including efforts made during the previous three years:

Unity has proactively moved to reduce its GHG emissions by building the a net zero energy President's residence in 2008, a passive solar student residence hall in 2012, and a net zero carbon student residence hall in 2014. In addition, we have solar PV arrays totaling just over 100 KW to reduce emissions. We are operating under a five year strategic plan to become net zero carbon by 2020.

The website URL where information about the institution's outdoor air quality policies, guidelines or inventory is available:

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.

Credit
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

Building Operations and Maintenance

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Institution owns and operates buildings that are:

1) Certified under a green building rating system for existing buildings, e.g. LEED® for Existing Buildings: Operations & Maintenance (O&M)

And/or

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

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

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

Building Design and Construction

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

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

1) Certified under a green building rating system for new construction and major renovations (e.g. the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, LEED for Healthcare, and/or LEED for Core and Shell Green Building Rating Systems)

2) Certified Living under the Living Building Challenge (LBC)

And/or

3) Designed and built in accordance with formally adopted green building guidelines and policies that cover all of the following topics:

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

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

Does the institution have any building space certified under the following green building rating systems for new construction and major renovations?:

	Yes or No
LEED or another 4-tier rating system used by an Established Green Building Council (GBC)	Yes
The DGNB system, Green Star, or another 3-tier GBC rating system	No

BREEAM, CASBEE, or another 5-tier GBC rating system	No
The Living Building Challenge	No
Other non-GBC rating systems (e.g. BOMA BESt, Green Globes)	Yes

A brief description of the green building rating system(s) used and/or a list of certified buildings and ratings:

LEED and the European Passive House Standard

Total floor area of eligible building space (design and construction):

40,500 *Square Feet*

Floor area of building space that is certified at each level under a 4-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 *Square Feet*
3rd Highest Level (e.g. LEED Silver)	0 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	0 *Square Feet*
Highest Achievable Level (e.g. LEED Platinum)	1,937 *Square Feet*

Floor area of building space that is certified at each level under a 3-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major

renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	0 *Square Feet*
4th Highest Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
2nd Highest Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

Floor area of building space certified Living under the Living Building Challenge:

0 *Square Feet*

Floor area of building space that is certified at any level under other green building rating systems for new construction and major renovations:

2,200 *Square Feet*

Floor area of building space that was designed and constructed in accordance with green building policies or guidelines but NOT certified:

36,300 *Square Feet*

A copy of the guidelines or policies :

Strategic Plan Goal 4_1.docx

The date the guidelines or policies were adopted:

Feb. 10, 2014

A brief description of the green building guidelines or policies and/or a list or sample of buildings covered:

The campus strategic plan calls for net zero carbon by 2020 and the energy plan has criteria and strategies to meet the criteria and deadline, including a building energy bid checklist for contractors and architects

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

The College's administration and the Planning Committee of the Board of Trustees takes sustainability in campus planning seriously and has emphasized green building practices in the campus Master Plan adopted in 2014.

The sustainability director is a member of Senior Staff and the budget committee to ensure sustainability implications are considered in any major building or renovation project.

The website URL where information about the institution's certified buildings and/or green building design and construction guidelines or policies is available:

http://www.unity.edu/about_unity/sustainability

Indoor Air Quality

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Institution has an indoor air quality (IAQ) management program that includes regular auditing or monitoring, a mechanism for occupants to register complaints, and action plans to implement any corrective measures required in response to audits, monitoring or complaints.

Policies and plans adopted by entities of which the institution is part (e.g. government or 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.

Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

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.

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Part 1

Institution's dining services purchase food and beverages that meet at least one of the following criteria:

    • Local and community-based

    And/or

    • Third party verified to be ecologically sound, fair and/or humane

Food and beverage purchases that meet both criteria listed above (e.g. local community-based products that are Certified Organic) should not be double-counted.

Local community- based products:

- Are sourced from local community-based producers (directly or through distributors)
- Contain raw ingredients (excluding water) that are third party verified and/or locally harvested and produced (e.g. bread made with Organic flour or local honey) and
- Exclude products from Concentrated Animal Feeding Operations (CAFOs), products that have minimal nutritional value (e.g. soda, chewing gum, candies made predominantly from sweeteners), and products from producers that have been convicted of one or more labor law violations within the previous three years

Products that are not local and community-based must be third party verified to count. Recognized third party standards and certifications for food and beverages are outlined in the STARS Technical Manual. Institutions located outside the U.S. and Canada may use additional third party certifications to identify ecologically sound, fair and humane products, provided the certifications are reported in "Notes about this submission".

Part 1 of 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 services, and concessions are excluded from Part 1.

Part 2

Institution's on-site franchises, convenience stores, vending services, and/or concessions purchase food and beverages that are third party verified and/or locally sourced (i.e. meet the criteria outlined in Part 1).

Percentage of dining services food and beverage expenditures that are local and community-based and/or third party verified:

38

A copy of an inventory, list or sample of sustainable food and beverage purchases:

An inventory, list or sample of sustainable food and beverage purchases:

The dining hall regularly purchases the following local products: potatoes, apples, dairy products, blueberries, eggs, carrots, greens, herbs, onions, seafood, squash, cabbage, beans, corn. Some of these items such as onions, cabbage, eggs, and meat products are produced right on campus.

Does the institution wish to pursue Part 2 of this credit (food and beverage expenditures for on-site franchises, convenience stores, vending services, or concessions)?:

No

Percentage of on-site franchise, convenience store, vending services, and concessions food and beverage purchases that are local and community-based and/or third party verified:

0

A copy of an inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

An inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

We do not have any of these except for a vending contract.

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

Unity College operates it's own Dining Services and has increasingly purchased from vendors that distribute products grown and processed in northern New England. Additional purchases are made from local growers and Dining Services incorporates food grown on campus when possible. In 2013-14, Unity College spent 38% of its food dollars on food from these sources. In addition to sustainable food purchases, Dining Services engages students with outreach and education regarding sustainable food in its two campus facilities.

A brief description of the methodology used to track/inventory sustainable food and beverage purchases:

The dining services director maintains an inventory of local food purchases.

Total annual food and beverage expenditures:

468,309 *US/Canadian $*

Which of the following food service providers are present on campus and included in the total food and beverage expenditure figures?:

	Present?	Included?
Dining operations and catering services operated by the institution	Yes	Yes
Dining operations and catering services operated by a contractor	No	No
Franchises	No	No
Convenience stores	No	No
Vending services	Yes	Yes
Concessions	No	No

Has the institution achieved the following?:

	Yes or No
Fair Trade Campus, College or University status	No
Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)	No
Marine Stewardship Council (MSC) certification	No
Signatory of the Real Food Campus Commitment (U.S.)	No

A brief description of other sustainable restaurant and food service standards that the institution's dining services operations are certified under:

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

available:

http://sustainabilitymonitor.wordpress.com/2010/12/06/unity-college-local-foods-map/

Low Impact Dining

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Part 1

Conventionally produced animal products comprise less than 30 percent of the institution's total dining services food purchases.

Conventionally produced animal products include all food products that contain animal derived (i.e. meat, fish, egg, dairy) ingredients that have not been verified to be sustainably produced. Sustainably produced animal products have been either:

- Third party verified to be ecologically sound and/or humane (see *OP 6: Food and Beverage Purchasing*)

     Or

- Verified by the institution to be both ecologically sound and humane (e.g. "Pasture Raised", "Grass Fed" or "Humanely Raised") through a relationship with a local producer

Part 2

Institution:

- Offers diverse, complete-protein vegan options at all meals in at least one dining facility on campus

     And

- Provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items

This credit includes on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor. On-site franchises, convenience stores, vending machines, and concessions should be excluded to the extent feasible.

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

Percentage of total dining services food purchases comprised of conventionally produced animal products:

20

A brief description of the methodology used to track/inventory expenditures on animal products:

Amount extracted from invoicing and entered into spreadsheet by the director of dining services.

Does the institution offer diverse, complete-protein vegan dining options at all meals in at least one dining facility on campus?:

Yes

Does the institution provide labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items?:

Yes

Are the vegan options accessible to all members of the campus community?:

Yes

A brief description of the vegan dining program, including availability, sample menus, signage and any promotional activities (e.g. "Meatless Mondays"):

The institution provides complete-protein vegan dining options for every meal, and soy and rice milk are always available.

A brief description of other efforts the institution has made to reduce the impact of its animal-derived food purchases:

The website URL where information about where information about the vegan dining program is available:

Annual dining services expenditures on food:

468,300 *US/Canadian $*

Annual dining services expenditures on conventionally produced animal products:

93,000 *US/Canadian $*

Annual dining services expenditures on sustainably produced animal products:

375,000 *US/Canadian $*

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 climate change. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, ocean acidification, and spread of diseases. The impacts are particularly pronounced for vulnerable and poor communities and countries. In addition to causing global climate change, 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 projects flood habitats and disrupt fish migration and can involve the relocation of entire communities.

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.

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Part 1

Institution has reduced its total building energy consumption per gross square foot/metre of floor area compared to a baseline.

Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 28 Btu per gross square foot (2.6 Btu per gross square metre) of floor area per degree day.

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

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

Total building energy consumption, all sources (transportation fuels excluded):

	Performance Year	Baseline Year
Total building energy consumption	13,552 *MMBtu*	12,228 *MMBtu*

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	3,578 *MMBtu*	3,498 *MMBtu*
District steam/hot water	0 *MMBtu*	0 *MMBtu*

Gross floor area of building space::

	Performance Year	Baseline Year

Gross floor area	248,000 *Gross Square Feet*	179,000 *Gross Square Feet*

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	5,000 *Square Feet*
Healthcare space	2,500 *Square Feet*
Other energy intensive space	

Degree days, performance year (base 65 °F / 18 °C)::

	Degree Days
Heating degree days	9,651
Cooling degree days	131

Source-site ratios::

	Source-Site Ratio (1.0 - 5.0; see help icon above)
Grid-purchased electricity	3.14
District steam/hot water	1

Start and end dates of the performance year and baseline year (or 3-year periods)::

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2010	June 30, 2011

A brief description of when and why the building energy consumption baseline was adopted:

The baseline period is the performance period from our previous STARS report

A brief description of any building temperature standards employed by the institution:

A brief description of any light emitting diode (LED) lighting employed by the institution:

We have a policy that all replacement lights and all new construction lights will be LEDs. This conversion is in progress.

A brief description of any occupancy and/or vacancy sensors employed by the institution:

Maplewood residence hall and some outdoor lights operate on motion sensors to reduce electricity use in those spaces. New outdoor LED lighting does not have motion sensors nor daytime shut-offs.

A brief description of any passive solar heating employed by the institution:

Terrahaus, our passive solar student residence, and Unity House, our net zero President's home, are the campus demonstrations of passive solar heat.

A brief description of any ground-source heat pumps employed by the institution:

None. Ground source heat pumps are rarely not cost-effective when other options such as air source heat pumps exist.

A brief description of any cogeneration technologies employed by the institution:

A brief description of any building recommissioning or retrofit program employed by the institution:

A proposal is pending for an $65,000 retrofit to the Unity College Center for Performing Arts which if funded, will be the first significant retrofit to be accomplished at the college.

A brief description of any energy metering and management systems employed by the institution:

A brief description of the institution's program to replace energy-consuming appliances, equipment and systems with high efficiency alternatives:

A brief description of any energy-efficient landscape design initiatives employed by the institution:

A brief description of any vending machine sensors, lightless machines, or LED-lit machines employed by the institution:

A brief description of other energy conservation and efficiency initiatives employed by the institution:

The website URL where information about the institution's energy conservation and efficiency initiatives is available:

Clean and Renewable Energy

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

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.

Since this credit is intended to recognize institutions that are actively supporting the development and use 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.

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power

- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

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, as well as improved efficiencies achieved through using cogeneration technologies, are captured by *OP 1: Greenhouse Gas Emissions* and *OP 8: Building Energy Consumption*.

Transportation fuels, which are covered by *OP 1: Greenhouse Gas Emissions* and *OP 18: Campus Fleet*, are not included in this credit.

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	20 *MMBtu*
Option 2: Non-electric renewable energy generated on-site	1,060 *MMBtu*
Option 3: 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: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	3,400 *MMBtu*

Total energy consumption, performance year:

13,524 *MMBtu*

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

A 5.4 kW photovoltaic array is integrated into the net-zero energy, LEED Platinum Unity House -- our president's on-campus home. Other solar PV generation on campus are from PPAs so we cannot claim the REC credits.

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

Six wood pellet boilers are operating on campus to provide heat and hot water.
An evacuated-tube solar thermal array heats domestic hot water for our ten-student TerraHaus residence. BTUs from that production have not been included here. Two solar thermal panels provide much of the hot water needed for the Unity House.

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

A brief description of the RECs and/or similar renewable energy products:

99% of electricity emissions are offset by the purchase of 1,000 (1 million kWh) green-e certified RECs provided by our energy supplier through a cooperative electricity purchasing agreement.

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

http://www.unity.edu/news/unity-college-and-revision-energy-partnership-leads-affordable-renewable-energy

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
Landscape Management
Biodiversity

Landscape Management

Criteria

Institution's grounds include areas that are managed at one or more of the following levels:

1) Managed in accordance with an Integrated Pest Management (IPM) Plan

2) Managed in accordance with a sustainable landscape management program

And/or

3) Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table below:

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: • Using least-toxic chemical pesticides, • Minimum use of chemicals, and • Use of chemicals only in targeted locations and only for targeted species

2) Sustainable Landscape Management Program	The program includes formally adopted guidelines, policies and/or practices that cover all of the following: • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
3) Organic, Certified and/or Protected	Protected areas and land that is: • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

Land that meets multiple criteria should not be double-counted. An area of grounds that does not meet the standards specified for a particular management level should be reported at the next appropriate level for which it does meet the standards. For example, a landscape management program that includes an IPM plan and meets some, but not all, of the other standards listed for a sustainable landscape management plan should be reported at level 1 (IPM Plan).

Submission Note:

All grounds are managed without the use of synthetic herbicides or pesticides. No formal IPM program is currently in place.

Figures required to calculate the total area of managed grounds::

	Area
Total campus area	238 *Acres*
Footprint of the institution's buildings	55 *Acres*
Area of undeveloped land, excluding any protected areas	0 *Acres*

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	170 *Acres*
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	0 *Acres*
Managed organically, third party certified and/or protected	0 *Acres*

A copy of the IPM plan:

The IPM plan :

The college does not have a formal IPM plan. However, we operate using a minimum of pesticides and use the least toxic control measures. We grow food on about 2 acres of campus land. In January, 2014, Unity College formally created the Forest and Lands Committee to oversee the management of the college's main campus forest as well as the properties located in the great Unity area that the college owns and manages. Two of our most important goals were to 1) develop meaningful carbon sequestration to offset campus carbon emissions and assess the status and threats from forest insects. Since it has been many years since any formal management plans for any of the properties were conducted, top priority of the committee was to establish baseline information on all the properties. This will include inventory of all natural, cultural and built resources found within the 500+ acres of property included in the oversight authority. This inventory work has begun and once completed, it will serve as the basis for development of the forest management plans for the college properties. With the environmental focus and mission of the institution, one significant goal is to identify ways in which

we can increase our carbon sequestration by forest land set asides and sustainable forest management practices. In addition, we will collect and maintain records on pest species that may impact forest health and productivity, including and pest management strategies, if any, in accordance with an IPM plan to be developed.

A brief summary of the institution's approach to sustainable landscape management:

We manage our lands for research and sustainable harvest. The developed area of campus includes a small orchard. The 170 acres mentioned above is an underestimate of the land sustainably managed but we cannot quantify the total area at this time because the inventory of college properties is still underway.

A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:

Yes, priority is given to native plants in landscaping.

A brief description of the institution's landscape materials management and waste minimization policies and practices:

Grass clippings are not collected but mulched by mowing equipment and left on campus grounds. Brush from campus grounds keeping is chipped on campus.

A brief description of the institution's organic soils management practices:

A brief description of the institution's use of environmentally preferable materials in landscaping and grounds management:

The college uses locally produced mulch and/or campus-derived compost for landscaping and planting.

A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus:

The campus completed a stormwater management system several years ago that routes drainage into a stormwater pond. New development will strive to use porous asphalt or pervious pavers to the maximum extent possible as we create a new master plan for a pedestrian campus that will emphasize, for example, low salt use walkways because pervious surfaces will largely eliminate the need for ice control.

A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):

Facilities has a tractor-mounted sidewalk brush that clears ice, snow, and water in the winter, to greatly reduce the need for sand and salt while enhancing pedestrian safety.

A brief description of any certified and/or protected areas:

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?:

No

The website URL where information about the institution's sustainable landscape management programs and practices is available:

Biodiversity

Criteria

The institution conducts one or both of the following:

• An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

    And/or

• An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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

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.

Credit
Electronics Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Inclusive and Local Purchasing
Life Cycle Cost Analysis
Guidelines for Business Partners

Electronics Purchasing

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Part 1

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

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

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:
Yes

A copy of the electronics purchasing policy, directive, or guidelines:

The electronics purchasing policy, directive, or guidelines :

The college does yet not have a written policy for EPEAT purchases, although an IT policy on purchases is in progress. IT is presently charged with making and/or reviewing/approving all IT purchases, and they strive to purchase EPEAT rated desktops and laptops. We are mostly a laptop institution which makes us more energy efficient. Our two primary vendors (Dell and Apple) are strong EPEAT supporters.

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

followed:

IT is careful to approve purchases which follow energy efficient status and are EPEAT compliant.

Does the institution wish to pursue to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:

Yes

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment::

	Expenditure Per Level
EPEAT Bronze	0 *US/Canadian $*
EPEAT Silver	0 *US/Canadian $*
EPEAT Gold	84,197 *US/Canadian $*

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

96,194 *US/Canadian $*

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:

Cleaning Products Purchasing

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. 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 UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
- General-purpose, bathroom, glass, and carpet cleaners
- Biologically-active cleaning products (enzymatic and microbial products)
- Floor-care products, e.g. floor finish and floor finish strippers
- Hand cleaners
- Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
- Plastic film products (e.g. garbage bags/liners)
- Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
- Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses

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

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:
Yes

A copy of the green cleaning product purchasing policy, directive, or guidelines:

The green cleaning product purchasing policy, directive, or guidelines:

The facilities department has routinely preferentially ordered green products for many years. It is standard policy.

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

One purchaser orders all campus cleaning supplies and is committed to purchasing environmentally friendly cleaning products (Green Seal Certified) and recycled content papers.

Does the institution wish to pursue Part 2 of this credit (expenditures on cleaning and janitorial products)?:
Yes

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:
4,258 *US/Canadian $*

Total expenditures on cleaning and janitorial products:
16,138 *US/Canadian $*

Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological ("green") cleaning program?:

A brief description of the institution's low-impact, ecological cleaning program:

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

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

The website URL where information about the institution's green cleaning initiatives is available:

http://sustainabilitymonitor.wordpress.com/2010/01/14/unity-college-sustainability-profile-pt-2
/

Office Paper Purchasing

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. 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 office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:

Yes

A copy of the paper purchasing policy, directive or guidelines:

The paper purchasing policy, directive or guidelines:

The administration has mandated that only 100% recycling, Cl free paper be purchased. In addition, the Strategic Plan includes a goal of becoming paperless operationally in the administration of the college.

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

Only one purchaser orders paper for use in campus printers and copiers and is committed with a directive from the administration to purchase only 100% pcw recycled content, chlorine free paper for this use.

Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:

Yes

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	0 *US/Canadian $*
30-49 percent	0 *US/Canadian $*
50-69 percent	0 *US/Canadian $*
70-89 percent (or FSC Mix label)	0 *US/Canadian $*
90-100 percent (or FSC Recycled label)	7,500 *US/Canadian $*

Total expenditures on office paper :

7,500 *US/Canadian $*

The website URL where information about the paper purchasing policy, directive, or guidelines is available:

http://sustainabilitymonitor.wordpress.com/2010/01/14/unity-college-sustainability-profile-pt-2
/

Inclusive and Local Purchasing

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

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

Life Cycle Cost Analysis

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

Life Cycle Cost Analysis

Guidelines for Business Partners

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

> 1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies
>
> And/or
>
> 2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

Policies adopted by entities of which the institution is part (e.g. government or 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.

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.

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Campus Fleet

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

    A. Gasoline-electric hybrid

    B. Diesel-electric hybrid

    C. Plug-in hybrid

    D. 100 percent electric

    E. Fueled with Compressed Natural Gas (CNG)

    F. Hydrogen fueled

    G. Fueled with B20 or higher biofuel for more than 4 months of the year

    And/or

    H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles in the institution's fleet :

26

Number of vehicles in the institution's fleet that are::

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	1
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	0
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet:

The college will be using locally produced B20 biofuel in its sole diesel vehicle and all lawnmowers as of 2015.

The website URL where information about the institution's support for alternative fuel and power technology is available:

Student Commute Modal Split

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Institution's students commute to and from campus using more sustainable commuting 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*

Total percentage of students that use more sustainable commuting options:

74

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	24
Walk, bicycle, or use other non-motorized means	74
Vanpool or carpool	2
Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	0

A brief description of the method(s) used to gather data about student commuting:

The resident population is 431 out of 582 students, from which the estimates above were derived. The 2% carpool value was determined from a survey in 2011 and is used again here for lack of newer data. .

The website URL where information about sustainable transportation for students is available:

Employee Commute Modal Split

Responsible Party

Steve Kahl

Director of Sustainability

Sustainability

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

Submission Note:

Most employees live beyond five miles from campus and no public transportation is available.

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

Total percentage of the institution's employees that use more sustainable commuting options:

1.40

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	98.60
Walk, bicycle, or use other non-motorized means	1.40
Vanpool or carpool	0
Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	0

Telecommute for 50 percent or more of their regular work hours	0

A brief description of the method(s) used to gather data about employee commuting:

These data were collected for the previous STARS report in 2011. The number of cycle commuters is assumed to have remained consistent based on lifestyle choices and continuity of staffing.

The website URL where information about sustainable transportation for employees is available:

Support for Sustainable Transportation

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a "complete streets" or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

   And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

Yes

A brief description of the facilities for bicycle commuters:

Indoor bike storage can be found in the Maplewood residence hall. Showers are located in all residential buildings with lockers and shower available to all campus members in the gym.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

No

A brief description of the bicycle parking and storage facilities:

Does the institution have a "complete streets" or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

No

A brief description of the bicycle/pedestrian policy and/or network:

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

No

A brief description of the bicycle sharing program:

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

No

A brief description of the certification, including date certified and level:

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:

No

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

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

No

A brief description of the GRT program:

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

No

A brief description of the carpool/vanpool program:

.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

No

A brief description of the car sharing program:

The college is considering enrolling in the Zip Car program to enhance recruitment and potentially decrease the size of its owned fleet. Zip Cars are available for age 18 and up, unlike commercial rental cars, and would provide the option for students to attend the college and be mobile in a rural area at low cost.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

No

A brief description of the electric vehicle recharging stations:

A solar electric EV charging station was proposed by the Sustainability Office in March, 2014.

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:
No

A brief description of the telecommuting program:

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:
No

A brief description of the condensed work week program:

Does the institution have incentives or programs to encourage employees to live close to campus?:
No

A brief description of the incentives or programs to encourage employees to live close to campus:

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:
No

A brief description of other sustainable transportation initiatives and programs:

The Zip Car program was researched in 2014 but SGA declined to consider helping with start-up funding so the proposal is on-hold until at least Fall, 2015.

The website URL where information about the institution's sustainable transportation program(s) is available:

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.

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold 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 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management.*

Submission Note:

The campus implemented zero-sort recycling as of Fall, 2014, including
standardization of containers and labeling. We anticipate that these changes will result our recycling rate increasing from 40% to over 50% within a year.

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	41.20 *Tons*	36.30 *Tons*
Materials composted	10 *Tons*	9.60 *Tons*

Materials reused, donated or re-sold	0.70 *Tons*	0.10 *Tons*
Materials disposed in a solid waste landfill or incinerator	58.70 *Tons*	53 *Tons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	361	353
Number of residential employees	2	2
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	571	581
Full-time equivalent of employees	129	131
Full-time equivalent of distance education students	0	0

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	Jan. 1, 2012	Dec. 31, 2012

A brief description of when and why the waste generation baseline was adopted:

The baseline year is 2012. We have gone to zero sort recycling as of Fall, 2014 so this baseline under the old system will be an important reference for expected increases in recycling due to zero sort.

A brief description of any (non-food) waste audits employed by the institution:

In 2013, we conducted a competition between residence halls to maximize recycling and minimize waste during Earth Week

A brief description of any institutional procurement policies designed to prevent waste:

A procurement policy is in progress and is largely being implemented but has not been approved.

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

Campus community utilizes email for exchange of office furniture. The Recycling team salvages reusable office supplies including binders, notebooks, folders, and some paper for redistribution to students and employees at the beginning of each semester. An informal email program lists surplus furniture and related re-usable items.

A brief description of the institution's efforts to make materials available online by default rather than printing them:

The institution no longer prints out course catalogs (

http://sustainabilitymonitor.wordpress.com/2009/12/03/unity-college-catalog-goes-paperless/

). Course evaluations are now conducted online (

http://sustainabilitymonitor.wordpress.com/2010/04/24/online-course-evals-to-reduce-paper-use/

).

Course schedules, calendars, and other pertinent information is made available online.

A brief description of any limits on paper and ink consumption employed by the institution:

IT has a program for which students are allotted a limited amount of free printing after which they have to pay for copies and printing. Departments share printers and are charged for copies and printing.

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

The recycling crew places donation bins to collect all unwanted office supplies, small appliances, clothing, food, and furniture. These items are then donated locally to Goodwill or redistributed to campus members in following semesters.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

Cardboard is separated and taken to the local recycling center separate from zero sort waste.

A brief description of any food waste audits employed by the institution:

We track food waste but have not done any 'audits'.

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

We track food waste diverted to compost by tracking volume and calculating weight from volume. Some food waste goes to a compost pile and is re-used. Most of it is given to farmers to be fed to pigs in the region.

A brief description of programs and/or practices to track and reduce post-consumer food waste:

No trays are used in Unity College's dining facilities.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

The Student Center doesn't have a reusable to-go container program.

A brief description of the institution's provision of reusable service ware for "dine in" meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

Our service ware is metal and is washed and re-used.

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

Reusable mugs are offered at the Student Center. Students are charged $.75 for a cup of coffee in a reusable mug. If you choose to put your coffee in a paper cup you will be charged $1.00. Students are given free water bottles upon enrollment as a long-standing tradition at Unity College.

A brief description of other dining services waste minimization programs and initiatives:

Dining services has implemented some individualized entree ordering rather than having bulk entrees. For example, a new Mongolian Grill allows students to select heir mix of foods for grilling and then have it cooked to order. This approach has resulted in a reduction of food waste by an estimated 9%.

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

http://sustainabilitymonitor.wordpress.com/2012/05/02/move-out-waste-diversion/

Waste Diversion

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

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 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

Submission Note:

Unity College has a robust recycling and compost program that employs a full-time, year round recycling coordinator and up to a dozen student workers. In addition to daily recycling and compost collection, salvage programs divert materials for donation and reuse at the end of each semester.

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

Materials diverted from the solid waste landfill or incinerator:

41.20 *Tons*

Materials disposed in a solid waste landfill or incinerator :

58.70 *Tons*

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

Unity College has a robust recycling and compost program that employs a full-time, year round recycling coordinator and up to a dozen student workers. In addition to daily recycling and compost collection, salvage programs divert waste for donation and reuse at the end of each semester. Our recycling coordinator and student assistants have developed outreach materials and programs that reach every new student and employee.

A brief description of any food donation programs employed by the institution:

Veggies for All grows food on campus on about 2 acres for donation to the needy.

A brief description of any pre-consumer food waste composting program employed by the institution:

Pre-consumer and post-consumer food waste is collected by work-study students from the Cafeteria and the Student Center several times a day.

Food waste is processed and re-used on campus fields and gardens. We also use some food waste to feed animals in our on-campus animal barn that houses animals for the captive wildlife program.

A brief description of any post-consumer food waste composting program employed by the institution:

Pre-consumer and post-consumer food waste is collected by work-study students. Finished compost is used on campus gardens.

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	No
Food for animals	Yes
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	Yes
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	No
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes

Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	No
Motor oil	Yes
Tires	No

Other materials that the institution includes in its waste diversion efforts:

We use Goodwill for move out material/furniture diversion. Electronics are recycled at the local recycling center. Lab waste and toxic waste is collected by a recycling company.

Construction and Demolition Waste Diversion

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.

Hazardous Waste Management

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Part 1

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.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

Submission Note:

Unity College generates very little hazardous waste. Chemistry labs use micro-techniques to reduce use of chemicals and the Facilities Department has used only 'green' products for years.

"---" *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:

Very few hazardous materials are used on campus. Fluorescent bulbs, unused paint, automotive fluids, and any general use toxic chemicals are stored safely in a locked area and disposed of on a regular basis.

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

Through licensed, independent contractors.

A brief description of any significant hazardous material release incidents during the previous three years, including

volume, impact and response/remediation:

None known

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

In General Chemistry, we have green lab exercises in that we are conscious of using as little chemicals as possible, generating very little waste. We have been known to reuse some of the "waste" generated by one exercise for the next one.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

A brief description of the electronic waste recycling program(s):

All e-waste is collected by the recycling program either through IT (institution-generated) or by special collection (student-generated) and stored separately on site.

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:

Materials are stored on-site and then collected by an outside e-waste recycling contractor or delivered to the nearby regional recycling facility.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

Water

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

Submission Note:

Data unavailable. The campus is entirely on water wells

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

Rainwater Management

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for 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 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 rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. 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 Part 2 of this credit.

Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for both parts of this credit as long as the policies apply to and are followed by the institution.

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

No

A brief description of the institution's Low Impact Development (LID) practices:

All construction has met DEP permitting requirements for stormwater management but not LID practices This has primarily included constructing proper drainage and filter systems around new construction. Our current permit includes the creation of a retention pond that was be sized appropriately to treat all current campus stormwater and any foreseeable addition from construction in keeping with the Campus Master Plan.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

No

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

Stormwater management entails routing all runoff to a stormwater pond

A brief description of any rainwater harvesting employed by the institution:

Rainwater harvested directly and stored/used by the institution, performance year:

0 *Gallons*

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

A brief description of any living or vegetated roofs on campus:

The net zero energy Unity House was structurally designed for a green roof, which is planned for 2015.

A brief description of any porous (i.e. permeable) paving employed by the institution:

A porous asphalt parking lot was proposed for the new residence hall (Unity 2) but the consultant applied for impervious asphalt in the permit.

A brief description of any downspout disconnection employed by the institution:

A brief description of any rain gardens on campus:

The stormwater management plan that resulted in the stormwater detention pond includes a rain garden in the center of campus near the library, as well as drainage swales with flow impeding structures. Nearly all campus runoff flows through grassed swales (or better) structures

A brief description of any stormwater retention and/or detention ponds employed by the institution:

Construction of a retention pond covering all campus stormwater runoff was completed in 2011. Capacity and function of this pond will satisfy DEP requirements for stormwater management even with consideration for future building and grounds alterations.

A brief description of any bioswales on campus (vegetated, compost or stone):

A brief description of any other rainwater management technologies or strategies employed by the institution:

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

Wastewater Management

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Wastewater Management

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Institution has at least one sustainability committee, office, and/or officer 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 officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

Submission Note:

The sustainability office advocates for the sustainability efforts taking place on campus. The office manages recycling in partnership with the Facilities Department but has no managerial authority over any other aspect of sustainability. There are two full-time employees, and a dozen student Sustainability Assistants. The Sustainability Director sits on college-wide planning committees including Senior Staff and the budget committee, and is regularly involved with Academic Centers and student groups. The Sustainability Director reports to the Executive Vice President. The Sustainability Office has the opportunity to influence planning at every level of the institution but is only advisory.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

The college has a Sustainability Office with two full time positions. The Director is responsible for all sustainability programs with an emphasis in 2014 on energy systems, energy use, and carbon emissions. The Programs Coordinator focuses on recycling and local foods and assists with energy tracking as time is available.

Does the institution have at least one sustainability committee?:

Yes

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

Senior Staff is the decision making body for the campus and is officially charged with making decisions on sustainability issues on the recommendation of the Sustainability Director who serves on the committee.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

The committee has members of faculty, staff and the administration representing the supervisors of each department or unit on campus. Separately, the Sustainability Office collaborates with Student Government to engage students. Sustainabilty Office staff are regular attendees at Community meetings each semester where faculty, staff, and students interact and discuss issues that pertain to campus life.

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

http://www.unity.edu/seniorstaff

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

The sustainability office is the hub of all the sustainability efforts taking place on campus. There are two full-time employees, and a dozen student Sustainability Assistants. Members of the Sustainability Office sit on college-wide planning committees including our governing Senior Staff, and are also involved with Academic Centers. The Sustainability Director reports to the Executive Vice President. the Sustainability Office has the opportunity to influence planning at every level of the institution.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

2

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

http://sustainabilitymonitor.wordpress.com/

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Dr. Steve Kahl, Sustainabilty Director

A brief description of each sustainability officer position:

Responsible for college-wide sustainability planning and assessment. Facilitates or oversees local food acquisition, campus recycling and compost programs, and a wide range of education and outreach activities regarding energy and efficiency, transportation, purchasing, and

resource use. Developed energy plan in 2014 to evolve the campus off fossil fuels by 2020 with benchmarks for CO2 reductions and energy savings. Director oversees the campus ROI Green Challenge Fund.

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

http://www.unity.edu/sustainability

Sustainability Planning

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	Yes	Yes
Research (or other scholarship)	Yes	No
Campus Engagement	Yes	No
Public Engagement	Yes	No
Air and Climate	Yes	Yes
Buildings	Yes	No
Dining Services/Food	Yes	Yes
Energy	Yes	Yes
Grounds	No	No
Purchasing	No	No
Transportation	No	No
Waste	Yes	Yes
Water	No	No
Diversity and Affordability	No	No
Health, Wellbeing and Work	No	No
Investment	Yes	Yes

Other	No	No

A brief description of the plan(s) to advance sustainability in Curriculum:

The campus strategic plan calls for full infusion of sustainability across the curriculum, consistent with the college's mission of education in Sustainability Science.

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

The time frame is 5 years. Measurable objectives include but are not limited to increasing the number of courses and increasing the number of course syllabi with sustainability learning outcomes specified.

Accountable parties, offices or departments for the Curriculum plan(s):

Provost

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

The college has an objective to increase revenue and IDC from research grants though activities of a grant writer and incentives for return of IDC to PIs. Although this goal is clearly spelled out in the new strategic plan, there is no specific measurable objective..

The measurable objectives, strategies and timeframes included in the Research plan(s):

n/a

Accountable parties, offices or departments for the Research plan(s):

Provost and Development Office

A brief description of the plan(s) to advance Campus Engagement around sustainability:

The strategic plan includes a major goal of infusing sustainability across all functions and departments of the college to implement sustainability as a complement to the academic mission of sustainability science.

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

n/a

Accountable parties, offices or departments for the Campus Engagement plan(s):

Sustainability Office in collaboration with every other major department

A brief description of the plan(s) to advance Public Engagement around sustainability:

Through its strategic plan, the college has embarked on a plan to become a national model for sustainability and sustainability science. This goal includes a major effort around public engagement.

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

The timeframe is 5 years.

Accountable parties, offices or departments for the Public Engagement plan(s):

Provost, Marketing Department, Sustainability Office

A brief description of the plan(s) to advance sustainability in Air and Climate:

The Board of Trustees has committed to carbon neutrality through the new five year Strategic Plan approved in early 2014.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

The measurable objective is carbon neutrality by 2020.

Accountable parties, offices or departments for the Air and Climate plan(s):

President, Executive Vice President, Provost, Sustainability Office

A brief description of the plan(s) to advance sustainability in Buildings:

Per the plan to become carbon neutral, the Sustainability Office recommends, and has developed a plan, for all new buildings constructed after 2014 to carbon neutral or net zero energy. The recommendation from Sustainability is for retrofits on existing buildings will commence sequentially using on existing base funding and acquisition of grant funding, beginning with the UCCPA grant proposal that is pending. The college is part of the Billion Dollar Green Challenge Fund, an ROI investment fund that is replenished based on energy savings.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

Accountable parties, offices or departments for the Buildings plan(s):

Facilities Department

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

The stated goal in the new Strategic Plan is an increase in local food used in dining services to 80%, based in part of the new campus farm and greenhouses.

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Increase local foods above the current 38% and market local food use to students.

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Dining Services, Sustainable Agriculture Program, and the Sustainability Office

A brief description of the plan(s) to advance sustainability in Energy:

The Strategic Plan call s for a net zero carbon campus by 2020. Attainment of this goal will be accomplished through reductions in overall energy use and by replacing fossil fuels by heat sources such as air source heat pumps that use electricity that is generated on-campus.

The measurable objectives, strategies and timeframes included in the Energy plan(s):

Net zero carbon by 2020 will require major improvements in insulation and conservation. The energy plan calls for replacing 100% of oil with electricity and pellet biomass by 2020.

Accountable parties, offices or departments for the Energy plan(s):

Facilities Management in collaboration with the Sustainability Office as overseen by the Executive Vice President.

A brief description of the plan(s) to advance sustainability in Grounds:

The Sustainability Office has made recommendations for LID stormwater management methods and to increase the acreage in permaculture, as part of the objective in the new strategic plan to evolve to a pedestrian campus from the present condition.

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Evolve to a 'pedestrian' campus in five years

Accountable parties, offices or departments for the Grounds plan(s):

Facilities Department

A brief description of the plan(s) to advance sustainability in Purchasing:

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

Accountable parties, offices or departments for the Purchasing plan(s):

A brief description of the plan(s) to advance sustainability in Transportation:

As part of the goal of the new Strategic Plan to become carbon neutral, the plan includes objectives for evolving the campus fleet as new vehicle purchases are made to hybrids, HEVs, diesels (for biodiesel) and electric vehicles.

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

The measurable objective is simply to go from 'no' sustainable transportion to 'some' within the timeframe of the strategic plan. We have already piloted biodiesel in our tractor lawnmowers and diesel vehicles and the transition to all B99 in the summer will happen in 2014-15.

Accountable parties, offices or departments for the Transportation plan(s):

Facilities Department

A brief description of the plan(s) to advance sustainability in Waste:

The campus just completed the transition to zero sort recycling as part of the goal of the new Strategic Plan to reduce waste and reduce costs of waste disposal.

The measurable objectives, strategies and timeframes included in the Waste plan(s):

We project an increase in recycling from 40% to 50% by the end of 2015 due to zero sort.

Accountable parties, offices or departments for the Waste plan(s):

Sustainability Office

A brief description of the plan(s) to advance sustainability in Water:

The measurable objectives, strategies and timeframes included in the Water plan(s):

Accountable parties, offices or departments for the Water plan(s):

A brief description of the plan(s) to advance Diversity and Affordability:

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

A brief description of the plan(s) to advance sustainability in Investment:

The college was the first college in the US to divest from fossil fuel investments as voted by the Board of Trustees, making this official institutional policy as specified in the Strategic Plan.

The measurable objectives, strategies and timeframes included in the Investment plan(s):

The fossil fuel portion of the endowment will remain comprised of less than 1% of the top 200 fossil fuel companies.

Accountable parties, offices or departments for the Investment plan(s):

Presidents office, investment committee of the Trustees

A brief description of the plan(s) to advance sustainability in other areas:

The measurable objectives, strategies and timeframes included in the other plan(s):

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

Stewardship of natural resources for permanent economic resiliency of the world ecosystem

Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:
Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

Sustainability is one of five overarching goals of the newly adopted strategic plan and includes the objective of infusing sustainability across all operational and curricular functions of the school.

The website URL where information about the institution's sustainability planning is available:
http://strategicplan.unity.edu/

Governance

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

Structures or mechanisms adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as they apply and are adhered to by the institution.

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:
Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

Students can participate in Student Government, a democratic body with elections and elected officers.

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:
Yes

A brief description of student representation on the governing body, including how the representatives are selected:

There is a student representative on the Board of Trustees

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes

Strategic and long-term planning	No
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	No
Prioritization of programs and projects	No

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

Two students serve on the Innovations and New Initiatives Committee, a committee charged with visioning the future campus. There is a student rep on the Board of Trustees.

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:
Yes

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

A number of unit directors are members of the decision making committee called Senior Staff. All reports on campus report up through someone on Senior Staff and have access and input through this mechanism.

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:
No

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	No

Establishing new policies, programs, or initiatives	No
Strategic and long-term planning	No
Existing or prospective physical resources	No
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	No
Prioritization of programs and projects	No

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

There are regular meetings of all faculty. In addition, there are elected faculty in several roles that serve on campus wide administrative committees to ensure inclusiveness.

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:

Yes

A brief description of faculty representation on the governing body, including how the representatives are selected:

There are elected teaching faculty in several roles that serve on campus wide administrative committees to ensure inclusiveness.

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes

Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

Faculty serve in a number of high visibility decision making bodies on campus. to ensure inclusiveness.

The website URL where information about the institution's governance structure is available:

Diversity & 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. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated 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.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

• Students
• Staff
• Faculty
• Administrators

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:
Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	No
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

Senior Staff has identified "diversity and inclusion" as a strategic priority. The committee will work to provide leadership on campus diversity issues. Some of these issues include:

- Promoting a climate that accepts and engages diversity as intrinsic to the fabric of our culture

- Aiding the continued development of mutual respect and understanding among all members of the college community

- Enhancing strategies for recruiting a diverse student, staff, and faculty population

- Exploring curricular/co-curricular programming to ensure that students have access to the knowledge and skills necessary to function as global citizens.

The full-time equivalent of people employed in the diversity and equity office:

0.20

The website URL where information about the diversity and equity committee, office and/or officer is available:

http://www.unity.edu/admissions/international

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	No
Staff	No
Faculty	No
Administrators	No

A brief description of the cultural competence trainings and activities:

Diversity training is a component of new employee orientation, and is annually offered at all-employee convocation meeting.

SafeZone Training is available to all employees once per year.

The website URL where information about the cultural competence trainings is available:

http://www.nccc.georgetown.edu/resources/assessments.html

Assessing Diversity and Equity

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

---

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

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate assessment(s) :

The Diversity Committee has conducted an online Diversity Survey for each population sector on campus: students, staff, and faculty. Entering students self-declare ethnicity and HR surveys employees and faculty.

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

We are beginning to recruit international students and have assessed our under representation of minority students. It is understood that we must hire minority faculty members in order to recruit minority students into Maine although there is no formal policy.

Has the institution assessed employee diversity and employment equity?:

No

A brief description of the employee diversity and employment equity assessment(s):

It is understood that we must hire minority faculty members in order to recruit minority students into Maine.

Has the institution assessed diversity and equity in terms of governance and public engagement?:

No

A brief description of the governance and public engagement assessment(s):

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

Support for Underrepresented Groups

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Part 1

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

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

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

Our Learning Resource and Counseling Services centers are available to help students with a wide range of support services including study skills, cultural counseling, sexual orientation, conflict resolution, and much more. In addition, the ADA Task Force is a joint committee for HR, students, and operations

Unity has SafeZone trainings for any faculty, staff, and students on campus to support the LGBTQA communities.

The website URL where more information about the support programs for underrepresented groups is available:

http://www.strategicplan.unity.edu/human_infrastructure

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

A brief description of the institution's discrimination response policy, program and/or team:

Representatives of Residential Life, Student Affairs, HR, and Public Safety respond to each incident reported as required by the Clery Act.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

http://www.unity.edu/student_life/student_resources/campus_safety

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

No

Support for Future Faculty Diversity

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

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 from underrepresented groups 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.

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty:

We have recently engaged HERC (Higher Education Recruitment Consortium) to assist with this program and goal.

The website URL where more information about the faculty diversity program(s) is available :

http://www.hercjobs.org/new_england

Affordability and Access

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional 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 (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically 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
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

A. The percentage of entering students that are low-income

B. The graduation/success rate for low-income students

C. The percentage of student financial need met, on average

D. The percentage of students graduating with no interest-bearing student loan debt

"---" *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 any policies and programs to minimize the cost of attendance for low-income students:

90% of Unity College students receive financial aid. We attract and enroll many first-generation college students, the greatest number of which come from Maine. Various financial aid packages and incentives focus on supporting Maine students and students of limited means. These aid packages and related discount rate often make costs for a Unity College education comparable to that of state public institutions.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

We have an ongoing relationship with National Endowment for Financial Education since 2008 that provides financial literacy to faculty and staff on assisting low income students.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

The school offers significant Learning Resource Center and Counseling Center services to support all of our students. These services are frequently directed to support under-prepared students from low-income backgrounds. The financial aid office also provides guidance for scholarship opportunities

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

All Maine residents are eligible for the Unity Access Scholarship for Maine Residents based on their financial aid application.

Most Unity College scholarships are merit based.

http://www.unity.edu/Admissions/Financing/FinAid/EnteringScholarships.aspx

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

Parents and incoming students receive resource lists for financing education in their financial aid packages. New Student Orientation, visiting day programs, and communications from the Student Affairs office include appropriate information sessions and materials for parents regarding a successful college experience for their students.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

We do not screen applicants for need, so this need-blind policy is supportive of enrolling low income students.

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Does the institution have policies and programs in place to support non-traditional students?:
No

A brief description of any scholarships provided specifically for part-time students:

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

A brief description of other policies and programs to support non-traditional students:

We have the Osher Foundation Scholarships specifically for non-traditional students. We provide scholarships to students who already have BA degrees, unlike many institutions. Also, the VA yellow ribbon program supports typically non-traditional students.

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:
No

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	---
The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	---

The percentage of students graduating with no interest-bearing student loan debt	---

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

http://www.unity.edu/Admissions/Financing/

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. 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 and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

*   Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
*   Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

Number of employees:

152

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

0

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

No

Number of employees of contractors working on campus:

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

0

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

55

Number of employees of contractors that receive sustainable compensation:

0

A brief description of the standard(s) against which compensation was assessed:

The percentage of faculty and staff paid a living wage is based on the CUPA-HR survey (College and University Professionals Association) as its benchmark and researches the State of Maine actual wage database as well for additional information that is more locally based rather than a national standard. The CUPA standard is adopted from a national database for sustainable salaries (i.e. criteria 2 for PA 9).

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

minmum wage

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

minmum wage

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

minmum wage

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

Adjunct staff stipends are typically $800 per credit

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

minmum wage

The local legal minimum hourly wage for regular employees:

7.50 *US/Canadian $*

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 faculty and staff?:

No

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

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

http://www.unity.edu/uploadedFiles/wwwunityedu/CurrentStudents/HumanResource/Employee%20Handbook%20%20CURRENT%20Apr%202010.pdf

Assessing Employee Satisfaction

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

• Job satisfaction
• Learning and advancement opportunities
• Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

68

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

Unity contracted with a third-party agency to conduct an anonymous employee satisfaction survey in 2012. This was the second survey in the past four years in addition to HR fact finding that relates to employee preferences about benefits and working conditions.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

The survey has been presented to various interest groups across campus for discussion. We believe that disclosure and data analysis is a starting point for change.

The year the employee satisfaction and engagement evaluation was last administered:

2,012

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

https://sharepoint.unity.edu/HumanResources

Wellness Program

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

• Students

• Staff

• Faculty

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

Unity offers an Employee Assistance Program to all employees offering 24/7 confidential counseling services covering a wide range of emotional, health, management, and financial issues. This service is offered free of charge through our short- and long-term disability coverage provider.

The website URL where information about the institution's wellness program(s) is available:

http://harrisrothenberg.com/EmployeeAssistance.aspx

Workplace Health and Safety

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	6	3
Full-time equivalent of employees	144	131

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date

Performance Year	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	Jan. 1, 2011	Dec. 31, 2011

A brief description of when and why the workplace health and safety baseline was adopted:

HR adopted the current plan in 2012 to meet the needs of employees and to be in compliance with federal law.

A brief description of the institution's workplace health and safety initiatives:

We have a standing committee that addresses these issues.

The website URL where information about the institution's workplace health and safety initiatives is available:

http://www.unity.edu/student_life/student_resources/health_and_wellness

Investment

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

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

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers 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.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:
Yes

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

The Investment Committee of Unity College's Board of Trustees invests Unity's endowment funds in accordance with our sustainability commitments. In 2012, the Board voted to fully divest from Fossil Fuel holdings, formalizing an approach to responsible investment that they began more than 5 years previously.

From their "Statement of Endowment Objectives"
In keeping with the College's commitment to environmental sustainability, fossil fuel producers shall constitute <1% of the endowment portfolio. Such policy will take effect before 2018.

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

The investment decisions are made entirely within the board of Trustees, which may include on a rotating basis faculty, students, or alumni.

Examples of CIR actions during the previous three years:

Full divestment from fossil fuel stocks

The website URL where information about the CIR is available:

Sustainable Investment

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses** *selected for* **exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy)**.** This includes investments made, at least in in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible 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 Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has 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

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Total value of the investment pool:

14,239,000 *US/Canadian $*

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	420,000 *US/Canadian $*
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	0 *US/Canadian $*
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	331,960 *US/Canadian $*
Community development financial institutions (CDFIs) or the equivalent	3,360,000 *US/Canadian $*
Socially responsible mutual funds with positive screens (or the equivalent)	0 *US/Canadian $*
Green revolving loan funds that are funded from the endowment	130,000 *US/Canadian $*

A brief description of the companies, funds, and/or institutions referenced above:

The policy is that Unity college energy investments will that focus on greener and generally renewable sources of energy as well as technologies that facilitate cleaner energy.

Does the institution have a publicly available sustainable investment policy?:

Yes

A copy of the sustainable investment policy:

The sustainable investment policy:

In keeping with the College's commitment to environmental sustainability, fossil fuel producers shall constitute <1% of the endowment portfolio.

The interpretation of "fossil fuel producers" is 350.org's definition, using the top 200 companies from carbon tracker.

Does the institution use its sustainable investment policy to select and guide investment managers?:
Yes

A brief description of how the policy is applied, including recent examples:

The policy is applied through the investment committee of the Trustees by selecting specific investment advisors. The current advisors have created a new investment benchmark for performance of the college endowment.

Does the institution's sustainable investment policy include negative screens?:
Yes

A brief description of the negative screens and how they have been implemented:

The College excludes the top 200 oil companies per policy.

Approximate percentage of the endowment that the negative screens apply to:
100

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:
No

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

Has the 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?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

Yes

A brief description of the investor networks and/or collaborations:

President talks to other colleges, iinfluences other portolios...

The website URL where information about the institution's sustainable investment efforts is available:

Investment Disclosure

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Does the institution make a snapshot of its investment holdings available to the public?:

No

The percentage of the total investment pool included in the snapshot of investment holdings:

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

http://www.spinnakertrust.com/uploads/publications/FFF%20FAQ%20FINAL.pdf

Innovation

Innovation

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

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

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 other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. 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. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. 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.

9. 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.

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

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Submission Note:

A pilot program was initiated in 2014 for employees to get a rebate for the cost of an energy audit from the Sustainability Office. The goal is to help employees reduce the cost of energy in their own homes and to reduce GHG emissions in the process. It is part of the goal of Unity College to 'walk the talk' for climate change mitigation.

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

Title or keywords related to the innovative policy, practice, program, or outcome:

Home energy efficiency incentives for Unity College employees

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

Employees can get a rebate for the cost of an energy audit from the Sustainability Office by submitting the receipt of a recent energy audit. The goal is to help employees reduce the cost of energy in their own homes and to reduce GHG emissions in the process. It is part of the goal of Unity College to 'walk the talk' for climate change mitigation.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A number of staff inquired about the program in the pilot year of 2014 and three staff participated in the program, receiving cash rebates from the Sustainability Office. We look forward to growing the program in subsequent years. (Note: Because this program runs in the late spring, the URL is not live year around to eliminate confusion. The URL will be updated in early spring consident with the new announcement to all staff.)

A letter of affirmation from an individual with relevant expertise:

Conroy letter for STARS 2014 Innovation 1.docx

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	No
Research	No
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	Yes
Buildings	Yes

Dining Services	No
Energy	Yes
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

http://www.unity.edu/humanresources

Innovation 2

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

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 other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. 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. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. 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.

9. 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.

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

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Submission Note:

Unity College was the first college in the US to divest its endowment from fossil fuels. Our focus now is on divesting our campus infrastructure from fossil fuels. We have a net-zero energy President's home, a certified passively heated 10 student residence hall that costs $200 to heat and will be net-zero energy by the fall of 2014, a new net-zero carbon 70 student residence hall, a solar photo-voltaic power purchase agreement on our library that supplies 80% of its electricity, and five biomass boilers that eliminate reliance on fossil fuels in three buildings. These initiatives are part of a strategic plan approved by the trustees to become carbon neutral by 2020.

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

Title or keywords related to the innovative policy, practice, program, or outcome:

Strategic Plan goal: achieve net zero carbon emissions on campus by 2020.

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

The Unity College administration and Trustees committed in February 2014 to the campus infrastructure being carbon-neutral by 2020 through on-campus changes in energy sources and use. Early implementation of this plan includes two new net zero carbon residence halls with a third under construction in the fall of 2014 in addition to Unity House which is the only LEED platinum President's home in the US. The full plan has been developed, including modeling carbon emissions, energy reductions, and costs savings to pay for the plan.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Becoming carbon neutral is readily quantifiable and will be the measurable outcome for this innovation.

A letter of affirmation from an individual with relevant expertise:

Mulkey letter for net-zero C Innovation in STARS 2014.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	No
Research	No
Campus Engagement	Yes
Public Engagement	No
Air & Climate	Yes
Buildings	Yes

Dining Services	No
Energy	Yes
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	Yes
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

https://dl.dropboxusercontent.com/u/47094730/Appendix%20B.2.%20DRAFT%20Strategic%20Plan%20copy.pdf

Innovation 3

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

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 other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. 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. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. 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.
9. 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.
10. 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. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Submission Note:

TerraHaus is the first college residence hall in the U.S. built to the Passive House standard, a comprehensive system featuring a very well insulated, virtually airtight building which is primarily heated by passive solar gain. The Passive House standard represents the highest international standard for energy efficiency.

TerraHaus houses ten students and has a kitchen, dining room, living room, and mudroom. Students who live in TerraHaus are expected to live an energy-efficient lifestyle and to be knowledgeable about the building's energy performance.They are participants in sustainability education and public engagement, and represent the College's dedication to preparing the next generation of environmental leaders.

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

Title or keywords related to the innovative policy, practice, program, or outcome:

Terrahaus: a student immersive experience in a passive solar residence hall

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

Terrahaus was built as a 2,200 sq ft 10 student residence hall in 2012. It is super-insulated and has solar hot water and an air-source heat pump. It is thought to be the only certified passive solar student housing in the US. The building has large two-story windows situated for maximum sunlight in the winter. The roof overhang is designed so that the solar gain is much less in the summer.

During the winter of 13-14, it was heated for $214. Students who live in TerraHaus are expected to live an energy-efficient lifestyle and to be knowledgeable about the building's energy performance.They are participants in sustainability education and public engagement, and represent the College's dedication to preparing the next generation of environmental leaders.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Terrahaus was heated for $21 per student during 13-14, compared to adjacent student housing which cost $400 per student. Students in Terrahaus and across campus are educated about this building performance.

A letter of affirmation from an individual with relevant expertise:

Recommendation for TerraHaus program.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	No
Research	No
Campus Engagement	Yes

Public Engagement	Yes
Air & Climate	Yes
Buildings	Yes
Dining Services	No
Energy	Yes
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

Terrahaus is the only certified passive solar student residence in the US

The website URL where information about the innovation is available:

http://www.unity.edu/about-unity/campus-facilities/terrahaus

Innovation 4

Responsible Party

Steve Kahl
Director of Sustainability
Sustainability

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 other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. 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. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. 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.
9. 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.
10. 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. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Submission Note:

Unity College is located in the center of the local foods movement in Maine. The Half Moon Gardens and Agricultural Research Station initiative will serve the regional local foods economy, support research, and engage students in sustainable agriculture. The number of majors in sustainable agriculture doubled in one year in response to the acquisition of the complex. A pellet furnace installed in one greenhouse is the first of many non-fossil fuel retrofits that will make the complex more energy efficiency and more climate friendly.

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

Title or keywords related to the innovative policy, practice, program, or outcome:

Commercial greenhouse and Agricultural Research Station

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

Unity College was gifted the Half Moon Gardens greenhouse and farm complex in nearby Thorndike in 2013. The new College-wide resource is serving as a regional year-around agricultural research and outreach incubator in collaboration with partners, serving as a source of local foods for the college and current regional customers, providing produce or other products for retail sale, and as a resource for classes in sustainable agriculture business management.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The greenhouse and research station complex is already resulted in a doubling of the number of majors in Sustainable Agriculture and will support both research and an increase in local food acquisition for campus dining that has a target of increasing to 80% in the college strategic plan. A pellet furnace installed in one greenhouse is the first of many non-fossil fuel retrofits that will make the complex more energy efficiency and more climate friendly.

A letter of affirmation from an individual with relevant expertise:

MFT letter for Half Moon Gardens 10-17-14.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes
Research	Yes
Campus Engagement	Yes
Public Engagement	---
Air & Climate	---

Buildings	---
Dining Services	Yes
Energy	Yes
Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

http://www.unity.edu/about-unity/campus-facilities/half-moon-gardens