University of Mount Union

The following information was submitted through the STARS Reporting Tool.

Date Submitted: Dec. 9, 2014

STARS Version: 2.0

Table of Contents

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

"---" 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	---
Medical school	No	---
Pharmacy school	No	---
Public health school	No	---
Veterinary school	No	---
Satellite campus	No	---
Hospital	No	---
Farm larger than 5 acres or 2 hectares	No	---
Agricultural experiment station larger than 5 acres or 2 hectares	No	---

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

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

Endowment size:

138,411,000 *US/Canadian $*

Total campus area:

123 *Acres*

IECC climate region:

Mixed-Humid

Locale:

Large town

Gross floor area of building space:

1,176,541 *Gross Square Feet*

Conditioned floor area:

1,042,841 *Square Feet*

Floor area of laboratory space:

23,652 *Square Feet*

Floor area of healthcare space:

0 *Square Feet*

Floor area of other energy intensive space:

8,830 *Square Feet*

Floor area of residential space:

404,146 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)

Biomass	0
Coal	60
Geothermal	1
Hydro	1
Natural gas	0
Nuclear	35
Solar photovoltaic	2
Wind	1
Other (please specify and explain below)	---

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

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	0
Coal	0
Electricity	20
Fuel oil	0
Geothermal	1
Natural gas	79
Other (please specify and explain below)	---

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

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

1

Number of academic departments (or the equivalent):

24

Full-time equivalent enrollment:

2,141

Full-time equivalent of employees:

435

Full-time equivalent of distance education students:

10

Total number of undergraduate students:

2,096

Total number of graduate students:

91

Number of degree-seeking students:

2,176

Number of non-credit students:

11

Number of employees:

550

Number of residential students:

1,558

Number of residential employees:

8

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.

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

Responsible Party

Chuck McClaugherty
Director of Center for Envi. Sci.
Brumbaugh Ctr Envi Sci

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*.

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

	Undergraduate	Graduate
Total number of courses offered by the institution	750	21
Number of sustainability courses offered	12	0
Number of courses offered that include sustainability	60	0

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

16

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

24

Number of years covered by the data:

Three

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

The University of Mount Union offers 72 courses that include sustainability or are considered a sust

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

Course # Name
BIO405/CHE490/GEO425 SCE for EnvSci majors
CHE 210 Environmental Chemistry
ECE490 Civil Engineering Capstone
ENV/BIO 190 Intro to Environmental Science
ENV 350 Environmental Case Studies
ENV299 Appalachian Environments
GEO 205 Weather and Climate
GEO 210 Hydrology
PHL 290 Environmental Ethics
PSY 350 Social Responsibility
REL 480 Religion and Ecology
WRT399 Science Writing

ART 215 Design 2

ART 220 Sculpture 1

ART 100 Intro to Art

BIO 140 The Unity of Life

BIO 141 The Diversity of Life

BIO 220 Ecology

BIO230 Conservation Biology

BIO 280 Biology of Marine Organisms

BIO 315 Physiological Ecology

BIO321 Aquatic Ecology

BIO322 Eco toxicology

BIO 325 Environmental Soil Science

CHE 100 Chemistry and Society

CHE 210 Environmental Chemistry

COM 265 Persuasion and Social movements

COM 329 Conflict management and Negotiation

COM 381 American Indain Rhetoric

COM 382 African American Rhetoric

COM 384 Intercultural communication

CRJ 208 Diversity issues in Criminal Justice

ECE 330 Environmental Engineering

ECN 371 Environmental Economics

ECN 372 Natural Resource Economics

ECN 375 Development Economics

EDU 219 Educational media

EDU 175 Intro to teaching professions

EDU 215 Multicultural Education

ENG 335 Literature and Human Rights

GEO 112 Physical Geology

HIS 230 Problems of Developing Nations

HON 160N Honors Environmental Science

MUS 250 Music in America

NUR 120 Intro to Professional Nursing

NUR 290 Foundations of Nursing Practice

NUR340 Nursing Care of Childbearing Family and Newborn

NUR360 Nursing Care of Adults with Psychiatric Mental Heath Condition

NUR420 Community Health Nursing

PBH101 Intro to Public Health

PBH350 Global Health

PBH450 Community Assessment

PHL120 Contemporary Moral Problems

PHL 280 Bio-Medical Ethics

PHL260 Aesthetics

PHL291 The Wilderness

POL 105S State and Local Govt

POL240 Environmental Policy

POL 315 Public Policy

POL 348 Politics of the Developing World

PSJ150 Intro to Peace building and Social Justice

PSJ 400 Building Community, Building Peace

REL 340 Christian Social Ethics

SOC 200 Contemporary Social Issues

SOC 220 The Many Faces of Poverty

SPB 450 International Sport Business

THE 205 Tragedy tomorrow:Comedy tonight; History of American Musical Theater

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

http://www.mountunion.edu/sustainability

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

We surveyed all department chairs and followed up with questions about courses that we suspected had sustainability components. We also inquired directly of faculty that had previously listed their courses as having sustainability content. Finally we reviewed catalog descriptions and relied on our own knowledge of classes offered. We undoubtedly missed some course that include sustainability.

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	No
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

Chuck McClaugherty
Director of Center for Envi. Sci.
Brumbaugh Ctr Envi Sci

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:

Based on 2014 graduation because learning goals were recently revised and this is the only class to graduate under the new goals

"---" *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:

136

Total number of graduates from degree programs:

439

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:

Selected sustainability related learning goals by degree collected from departmental learning goals established in late 2012

ART

ART HISTORY SEQUENCE

The successful student will:

A. analyze the visual characteristics of the natural and the built environment and be able to explain the social, cultural, psychological, and environmental dimensions that influence the making of visual arts.

B. respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought

C. develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

D. explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how time and place influence the visual characteristics of the artwork.

ART EDUCATION SEQUENCE

The successful student will:

A. Compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.

B. Advocate for the arts and actively participate in cultural aspects of society.

BIOLOGY

All biology students should receive an education of sufficient breadth to understand life at all levels of organization, from individual cells to complex ecosystems.

CHEMISTRY

A. Become well grounded in laws and theories of chemistry

B. Apply the laws and theories of chemistry to environmental problems

C. Recognize and apply the scientific method

D. Identify consequences of environmental policy and actions in a social context

COMMUNICATION

Apply knowledge and skills to acts of public advocacy as they participate in the meaningful work of citizenship in a changing communicative environment

ECONOMICS

Students will demonstrate their knowledge of the fundamental and technical concepts of economics.

ACCOUNTING, MARKETING, MANAGEMENT

Students will demonstrate an awareness of their role in the global environment.

ENGINEERING

A. an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability;

B. the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context;

ENGLISH

Students will demonstrate insight into the ways that power relations shape and are shaped by literature, particularly in the case of social justice issues concerning race, gender, class, religion, and nationality.

ENVIRONMENTAL SCIENCE

A. Students will demonstrate the ability to gather and analyze data that include biological, chemical, physical and sociological aspects of environmental conditions and processes.

B. Students will demonstrate the ability to gather and evaluate information from the scientific literature and apply the information appropriately to current environmental issues and concerns.

C. Students will develop a sense of community responsibility by becoming aware of scientific issues in the larger social context.

GEOLOGY

Successful Geology majors will understand the significant interactions between human activities and the earth's physical processes;

HISTORY

A. Develop knowledge and appreciation of the individual's culture and other cultures in a global context.

B. Understand and employ ethics within diverse cultural, social, professional, environmental, and personal settings.

PUBLIC HEALTH

Develop expertise in the five areas of public health: social and behavioral sciences, epidemiology, biostatistics, environmental health, and health services management and policy

MUSIC

A. To promote an awareness of diverse cultures and to stimulate curiosity within our students about American society and about other societies and their arts

B. To motivate our students to form ethical and moral values by the example of high ethical standards demonstrated by our faculty and by discussion of ethics in our courses

C. Students will become aware of diverse cultures, develop curiosity about American society and about other societies and the arts, and will acquire the ability to place music, including musics of various cultures of the world, repertoires beyond the area of specialization, and music of their own time, in historical, cultural, and stylistic contexts

RELIGIOUS STUDIES

Students will acquire knowledge of issues of human diversity, such as gender, ethnicity, and class for the past and present shape of religion, including analyzing their own social location and how it shapes their worldview.

PHILOSOPHY

A. Develop knowledge and appreciation of the individual's culture and other cultures in a global context.

B. Understand and employ ethics within diverse cultural, social, professional, environmental, and personal settings.

C. Demonstrate civic engagement by active involvement in and beyond the classroom

INTERNATIONAL STUDIES

A. Students will be able to accurately identify the major theories and dominant paradigms used in the study of international relations and foreign policy analysis including realism/neo-realism, liberalism/neo-liberalism, globalist/Marxist, and postmodernism/post-structuralism.

B. Students will be able to identify the major actors in the international system on the macro, mezzo, and micro levels of analysis and their function and interaction in interstate relations.

C. Students will be able to identify and describe the major processes in the international system including globalization, integration, and the causes of conflict.

CRIMINAL JUSTICE

A. Demonstrate how decisions within the criminal justice system affect the larger society.

B. Demonstrate an appreciation for the need of criminal justice professionals to operate in a climate of tolerance and respect for opposing viewpoints

C. Exhibit an understanding of, and appreciation for, working in multi-cultural environments.

SOCIOLOGY

A. Demonstrate ability to apply the sociological perspective, resulting in a deeper understanding of the relationship between personal experiences and the social world.

B. Demonstrate understanding of interrelationships among the humanities, arts, physical sciences, professional studies, and social sciences so as to make informed value commitments.

C. Demonstrate ability to analyze public issues or problems, including things such as understanding the problem, recognizing the range of possible solutions, and assessing the resources available for addressing it.

THEATER

A knowledge of the connections between theatre and society

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:

Undergraduate Program

Responsible Party

Chuck McClaugherty
Director of Center for Envi. Sci.
Brumbaugh Ctr Envi Sci

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.*

"---" *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):
Emvironmental Science

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

The environmental science major at Mount Union is an interdisciplinary major where students complete an in-depth experience in a traditional area of
science, an interdisciplinary breadth experience and four integrative experiences which tie together the sciences and the humanities. The program seeks to
develop environmentally informed professionals and citizens who can contribute to responsible environmental management and who possess leadership,
teamwork and problem-solving skills

The website URL for the undergraduate degree program (1st program):
http://www.mountunion.edu/environmental-science-major

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

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

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

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

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

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

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

Does the institution offer one or more sustainability-focused minors, concentrations or certificates for undergraduate students?:

Yes

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

Environmental Science-Minor

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

The minor includes the same three CORE courses as the MAJOR, in sequence as they become more advanced, and two additional courses in a depth field (Biology, Chemistry, or Geology) The Minor is more popular thatn the major and many students choose it to complement their intended career paty such as green business, or enviornmental communications.

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

http://www.mountunion.edu/environmental-science-major

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

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.

Graduate Program

Immersive Experience

Responsible Party

Chuck McClaugherty
Director of Center for Envi. Sci.
Brumbaugh Ctr Envi Sci

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:

PSY 350 Social Responsibility and Personal Well-Being. This is an experientially-based course that looks at what it means to operate in a socially
responsible manner in today's world. It is assumed that service and other forms of helping behavior can be a significant component of social responsibility and so
the class discusses service extensively and provides both local and international opportunities for service. One of these service components involves a week-long
Spring Break service project in a third world country. In addition to service, the course examines such concepts as sustainability (environmental, economic and
social), responsible consumer behavior, economic fairness and social justice. By examining these issues and participating in the service projects, it is hoped that
students emerge committed to living in a more socially responsible way.
PHL 291 The Wilderness. This course will focus on the nature and value of the wilderness. Is there an ethical obligation to preserve wilderness areas? How
can humans visit and use wilderness areas responsibly? Students will participate in an extended trip to a wilderness area and will engage in service learning,
discussion, and reflection activities exploring the nature and value of the wilderness and problems associated with wilderness preservation. Prerequisite:
permission of instructor
EGE 320 International Engineering Field Experience. This course will provide the student with an interdisciplinary, multidisciplinary,

and international

exposure to engineering projects, specifically projects in the developing world. The course will expose students to the grand challenges of engineering and the

need for various stakeholders (engineers, scientists, policy-makers, etc,) to collaborate and to develop, test, and implement innovative, appropriate, cost-effective,

and sustainable solutions.

"---" *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:

There are three programs

Social Responsibility and Well being is s full semester class that offers students an immersive experience in a developing country working directly with people there to solve some of their needs (building latrines, housing, water supply)

The Wilderness is an immersive experience in the Adirondacks that is coupled with reflections on the value of wilderness. it is linked to an course in Environmental Ethics

International Engineering is in immersive experience for engineering students who travel to t developing country to assist in the design and construction of cost-effective and sustainable infra structure such as water and waste water treatment systems

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

http://www.mountunion.edu/Content/u/Flipbook-19.pdf

Sustainability Literacy Assessment

Responsible Party

Chuck McClaugherty
Director of Center for Envi. Sci.
Brumbaugh Ctr Envi Sci

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.

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

The percentage of students assessed for sustainability literacy (directly or by representative sample) and for whom a follow-up assessment is conducted:

0

The percentage of students assessed for sustainability literacy (directly or by representative sample) without a follow-up assessment:

60

A copy of the questions included in the sustainability literacy assessment(s):

Sustainability survey Fall2013.docx

The questions included in the sustainability literacy assessment(s) :

University of Mount Union
Sustainability Questionnaire Fall 2013
Please circle most appropriate response

A. General Sustainability Knowledge

1. What is meant by the term "carbon footprint"?
a. The amount of carbon released with each step taken.
b. Greenhouse gasses released by burning fossil fuels for electricity, transportation, etc.
c. The amount of carbon we consume on the average day.
d. I don't know

2. "Sustainability" with regard to natural resources means:

a. Using natural resources as slowly as possible

b. Using only as much as is replaced by natural processes

c. Discovering new resources to allow maximum economic growth

d. I don't know

3. Which of the following is a renewable resource?

a. Oil

b. Trees

c. Coal

d. All of the above

4. Living in a "sustainable" way implies a commitment to the following:

a. Environmental, social and economic issues

b. Income, expenses and consumer confidence

c. Worker wages, worker satisfaction, worker production

d. I don't know

B. Personal Attitudes & Behaviors Regarding Sustainability

5. Which of the following statements best describes your level of interest in sustainability?

a. I have a passion for sustainability

b. I have considerable interest in sustainability

c. I am rather neutral about sustainability

d. I have little or no interest in sustainability

6. Do you recycle on a regular basis?

a. Yes, I try to do it as much as I can

b. Yes, when it's convenient

c. No, I choose not to

d. No, I don't know how

7. Which of the following would encourage you to walk or bike to campus most of the time (if you generally drive to campus)?

a. Nothing, I prefer to drive to campus

b. A more bike friendly campus (lanes on public streets, more bike racks, etc.)

c. More pedestrian-friendly routes to campus

d. Other (please specify)_____

8. What best explains any personal motivation to become involved in sustainability-related behaviors? (Mark all that apply).

a. Personal concern and beliefs

b. Information I have gotten from a course or from another source

c. Saving money

d. Friend/Peer influence

9. On a scale of 1-7 (with 7 being most important), how important is it for Americans to reduce their personal use of energy? _____

10. Please indicate which of the following you have done or used in the last 30 days (Select all that apply)

a. Turned off water while brushing teeth/shaving

b. Recycled on campus

c. Attempted to reduce electricity usage (Unplugged appliances to eliminate "ghost" power use, used a power save scheme on computer,

turned off lights, used cold water to wash clothes, etc)

d. Walked or ridden a bike to class instead of using a vehicle

11. Before taking this survey which did you know was an example of a sustainable practice?

a. Selecting double-sided printing

b. Conserving energy in any way you can

c. Using alternative transportation (walking, bikes, buses, etc.)

d. Powering down electrical devices when not using them for more than 15 minutes

C. Sustainability at Mount Union

12. What do you think is the largest contributor to UMU's greenhouse gas emissions?

a. Electricity used in campus buildings

b. Natural gas used to heat campus buildings

c. Transportation emissions for vehicles used by faculty, staff and students

d. Solar panels on the roof of the MAAC and Campus Center

13. On a scale of 1 – 5 (with 5 being most important), how important to you are the following sustainability issues at UMU:

a. Recycling and waste reduction _____

b. Energy consumption _____

c. Air pollution _____

d. Water quality_____

e. Water conservation_____

14. What resources would you find most beneficial to help you learn more about sustainability or environmental issues (circle all that apply)

a. Email communication

b. Courses on topics related to the environment or sustainability

c. Social media (Facebook, Twitter, Blogs, etc.)

d. On-campus signs and flyers

Thank you for participating in this survey. The result will be posted on the sustainability web page. If you have questions or comments or would like to become more involved in campus sustainability please email:

sustainability@mountunion.edu

The University of Mount Union Sustainability Management Advisory Committee.

A brief description of how the assessment(s) were developed:

The assessment was developed by the Education working group of our Sustainability Management Advisory Committee and were reviewed by the committee at large

A brief description of how the assessment(s) were administered:

All freshmen are required to take a First Year Seminar across all disciplines. We asked that instructors of these seminars administer the questionnaires in their class. Because the classes are mixed and not organized by department or discipline the ruelts were representative. We recived about a 35% return rate and have done this in Fall 2012 and 2013 We also plan an exit survey of seniors beginning in 201

A brief summary of results from the assessment(s):

Students have a general idea about the meaning and breadth of sustainability but they are not committed to major lifestyle changes. There was very strong similarity between the results in 2012 and 2013

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

Incentives for Developing Courses

Responsible Party

Chuck McClaugherty
Director of Center for Envi. Sci.
Brumbaugh Ctr Envi Sci

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:

The new Integrated Core curriculum is providing us with many opportunities to include sustainability in our teaching. The inclusion of THEMES (paired classes from different disciplines that are approaching the same issue from different perspectives)

"---" *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:

The University provides professional development training and support for developing courses particularly in our new Integrated Core (General Studies)Curriculum, Faculty members have been assigned to the task of providing support for those interested in developing courses. At the recent Spring Faculty Conference about 40% of our faculty participated voluntarily is a series of session that include incorporating sustainability into the curriculum diversity issues, and interdisciplinary teaching,

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

Positive consideration for promotion and tenure
Funds for professional development
Free meals

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

Campus as a Living Laboratory

Responsible Party

Chuck McClaugherty
Director of Center for Envi. Sci.
Brumbaugh Ctr Envi Sci

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

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:

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:

Students conduct food waste audits and have studied the effects of tray-less dining. The large volume of WATS and the significant reduction in waste on tray-less days is being used as evidence to modify some of our dining practicies

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 have two solar photovoltaic arrays. They date are collected continuously and students use the data to study the potnential for further renewable energy solutions

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:

Environmental Chemistry students are assigned projects related to the soil and water quality on campus. These are multi-week in depth projects that look at levels of nutrient in campus waterways, for example

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:

We participate annuals in Recycle Mania and students are involved in measuring waste and waste diversion and developing strategies for waste minimization education on campus

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:

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:

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

Chuck McClaugherty
Director of Center for Envi. Sci.
Brumbaugh Ctr Envi Sci

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:

Mount Union is primarily a teaching institution and research is not required for promotion and tenure, though it is highly regarded and is one of several possible forms of professional development that can be considered in personnel decisions.

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

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

4

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

75

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

sustainability research:

4

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

24

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:

Sustainability research at Mount Union

Kumler, L Political Science and International Studies
Politicization of climate change in education? An analysis of K-12 state social studies content standards in traditionally red and blue states
Creating Outdoor learning spaces in elementary school settings

Hans Tritico, Civil Engineering
Fish passage and stream restoration

Charles McClaugherty, Biology
Carbon cycling in forested ecosystems
Land use change in response to gas and oil development in Ohio

Len Cooper

An Innovative Way to Adapt to a Changing Education Medium: Using Interactive Multimedia-based Information Graphics in the Sustainability Curriculum. (presented at AASHE 2013)

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

Self reported by individual in response to an email request

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

Considered only full time tenure track professors as adjunct are not afforded research opportunities.
Estimated number of faculty involved in research, as research is not requried for promotion and tenure, but is considered as one of several appropriate forms of professional development.

The website URL where information about sustainability research is available:

Support for Research

Responsible Party

Chuck McClaugherty
Director of Center for Envi. Sci.
Brumbaugh Ctr Envi Sci

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.

"---" 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:

The Brumbaugh Scholars program supports students engaged in summer environmental research associated with the University's Brumbaugh Center for Environmental Science. Four students participated in 2013 and two in 2014. The students are selected through competition and are compensated during their research. Their results are presented at both intra-institutional and external venues.

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

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

No

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

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

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 University Faculty Personnel Committee unanimously approved the following statement in December 2010. The statement was also approved by Dr.Patricia Draves, Vice President for Academic Affairs

Recommendations for continuation, tenure and promotion are based on four criteria that are stated in our Faculty Handbook. Research comes under the second criteria, professional development, covered in Part A. section 2.c.(2)(b) which states "Scholarly activity is participation in one's field as a professional. This includes activities involving the production of original work, research leading to scholarly papers or books, creative work, presentations at professional meetings, participation in faculty development workshops and seminars, enhanced expertise in clinical work, etc." Neither the statement in the handbook nor the longstanding practice of the Faculty Personnel Committee indicates that interdisciplinary research is valued differently than is disciplinary research. To the contrary our institution values and promotes interdisciplinary work and explicitly requires it of our students through the general education requirements.

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:

The library supports a number of online services that provide access to research in sustainability related fields These include GREENR, HERO database, Environment Complete, ISI Web of knowledge, EJC, JSTOR and numerous other databases. Through a consortium of libraries in Ohio we also have access to a site license for ArcGIS. Every department and program has a budget for book and journal acquisitions. The Government documents librarian is helpful in identifying potentially useful documents and resources that arrive through that pathway.

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

http://www.mountunion.edu/biology-7

Access to Research

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 Pursuing** so Reporting Fields will not be displayed.

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 Kramer
Emeritus Professor of Psychology
Psychology

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:

http://www.mountunion.edu/ecorep-program

"---" *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:

2,253

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

Green Raiders (formerly Eco-Reps)

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

2,253

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

The Green Raiders directly target ALL campus students (and visions). We have large media campaigns to promote recycling and participate in ReycleMania and Game Day Challenge. The information is posted in all the spaces used by all students (Library, Student Center and others). The program produces on campus fliers and posters, does educational programs for student organizations, promotes on campus activates for ALL students such as Earth Hour. The program has a get-caught green handed activity in which a student dressed in green awards prizes to student caught in a sustainability related behavior.

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

Positions advertised, faculty recommendations sought and both invitees and walks ins are interviewed.

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

Handbook, Training retreat every semester Bi weekly training meetings with two faculty and one staff member

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

Students paid through campus work study prgram

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

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

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

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

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

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

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

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

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

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

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

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

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):

https://www.facebook.com/RecyclemaniaAtMountUnion

Student Orientation

Responsible Party

Lindsey Laret
Assistant Director
Residence Life, Student Involvement & Leadership

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:

Prominent focus on sustainability in orientation is a new initiative for the 2014 New Student Orientation and no web presence has yet been developed for this initiative.

"---" *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:

98

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

Prominent inclusion of sustainability in orientation is a new initiative for the 2014 incoming class. The following measures will be undertaken this August to ensure students are aware of sustainability efforts and to promote early buy-in for a campus culture of sustainability.
-Disposable serving ware will be greatly reduced as students are encouraged to utilize water bottles, cloth napkins, and reusable flatware. Signage around any disposable items will suggest more sustainable alternatives.

-A session on sustainability will be included in the menu of options for Campus Life 101, a series of hour-long presentations by various campus offices. Each office presents three times so that students can choose the three in which they're most interested. The sustainability session will highlight sustainability-related employment opportunities, related clubs, sustainable housing options, green initiatives in the dining hall, and a virtual tour of Mount Union's hidden green features.

-A self-guided walking tour will be set up for students to explore the green features of campus, including LEED-certified and LEED-standard buildings, a solar array, herb garden, Tree Campus USA designation, and others.

In addition to the above Fall Orientation measures, sustainability will also be introduced in our summer orientation series, called Preview, which includes both students and families as the intended audience. For the first time, the sustainability coordinator will have an independent table at the Resource Fair during each of the four Preview dates in June and July. The above-described walking tour will also be available to families during the July Preview dates.

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

Student Life

Responsible Party

Lindsey Laret
Assistant Director
Residence Life, Student Involvement & Leadership

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:

Not Another Statistic Conference:
http://www.mountunion.edu/nasc

Raider Programming Board:
http://www.mountunion.edu/raider-programming-board

First Year Seminar courses:

http://www.mountunion.edu/fys

Themes courses:

http://www.mountunion.edu/theme-courses

"---" 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	No
Other co-curricular sustainability programs and initiatives	Yes

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

We have two sustainability-related student organizations on campus. Students for Environmental Awareness (SEA) focuses on environmental issues and is an active organization, co-sponsoring such events as RecycleMania and Earth Hour. Janus is a social justice-oriented club that was inactive for the past two years.

The website URL where information about student groups is available:

http://www.mountunion.edu/active-student-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 facilities at the University's Huston-Brumbaugh Nature Center include an educational garden that provides limited organic produce to friends of the Center and a living classroom for the student volunteers that contribute to its maintenance.

North Webb Community Garden provides students with volunteer opportunities and follows organic practices.

The Veccitable Farm/CSA, a local organic farm that started a CSA in 2013, served as a host for student volunteers, did on-campus cooking demonstrations in partnership with the student-run programming board, and welcomed academic classes for tours.

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

http://www.mountunion.edu/facilities-1

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

NA

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

A brief description of the sustainable investment or finance initiatives:

NA

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:

Members of the Sustainability Management Advisory Committee (SMAC) presented at the annual Leadership Conference organized by Student Senate. The presentation was entitled "Live a Better Story" and focused on helping students see the bigger picture of which they are a part and which they impact through their decisions and actions. SMAC will be regular contributors to the Leadership Conference moving forward.

The Not Another Statistic Conference, hosted annually by the Office of Diversity & Inclusion, offers several sessions on social-justice-related topics to promote peace building and non-violence.

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

http://www.mountunion.edu/leadership-conference

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

The 2014 Heffern Lecture featured Shawn Seipler, executive director and co-founder of Clean the World. This lecture series focuses on ethical business practices and Seipler discussed social entrepreneurship, which he practices through an organization he created to recycle wasted cleaning products from large hotel chains and provide them to citizens of developing nations.

The student-run Raider Programming Board contracts external performers, including comedians, musicians, and spoken word poets, who often include sustainability-related topics in their sets. Through these performances, students have learned of such issues as about genetic modification of food, climate change, over population, green washing, chemical fertilizers & pesticides, monocrops, and many other relevant, current issues.

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

http://www.mountunion.edu/heffern-lecture

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

PL 290 Environmental Ethics. This course introduces students to ethical issues associated with the relationship between humans and the natural world. An aspect of this course is a wilderness trip to the Adirondack Mountains.

PY 350 Social Responsibility and Personal Well-Being. This is an experientially-based course that looks at the effect of service and other forms of helping behavior on ones' sense of well-being. This involves a week-long Spring break service project in Latin America. Students most commonly have traveled to El Salvador to dig latrines for communities in rural villages as arranged through the organization ASAPROSAR - Salvadoran Association for Rural Health. In 2014, however, students traveled to Guatemala to lay foundations for two houses through the Organization for the Development of the Indigenous Maya (ODIM),

BI 226 Tropical Biology Field Experience. An intensive, three week study of tropical biology. Students will explore and conduct field studies in major tropical ecosystems in Costa Rica.

EGE 498: Internship in Engineering.

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

http://www.mountunion.edu/students-serve-others-in-guatamala

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

For the 2014-2015 academic year, training for the Student Affairs Student Staff, consisting of approximately 120 students across three leadership positions, will be themed around a book entitled Thirteen Reasons Why. The book explains interconnectedness and the rippling, often unknown, effects of our actions. These ideas will be applied to teach sustainability concepts and skills such as systems thinking, planning for unintended consequences, tragedy of the commons, hidden connections (between natural, social, and economic systems), and so on.

The following courses are First Year Seminars, interdisciplinary semester-long classes designed to engage first-year students in critical thinking and experiential learning on topics related to social and/or environmental justice:

FYS/05 One Person Can Change the World. One person can make a positive difference in the world. This seminar shows how that's happening through a series of readings, Ted Talks, inspired lectures and guest speakers. By the end of the semester you will develop your own idea and have a plan for changing the world around you.

FYS/08 Nature: Past, Present & Future. With the publication of Bill McKibben's The End of Nature, the concept that humans could be separated from the ecosphere of the earth is also ended. McKibben argues – convincingly -- t that we are major shapers of the ecosphere; our actions impact every square inch of the planet. And yet, for most of western cultural history we have operated as if humans were separate from the natural world, unable to shape or impact it in any lasting way. In this seminar we will explore the western tradition of separation from Nature and its consequences for humans and the environment. Students will read seminal, original works that had an impact on the perception of relationship between humans and the biosphere. They will use these works, contemporary writings, and personal experiences to construct statements about their relationships to the environment and their own ethical perspectives about how humans should interact with it.

FYS/12 Martyrs or Fools? Heroes of Faith Based Social Justice. This course investigates the lives and work of individuals who, based on religious values and commitments, have worked for social justice and change in their particular contexts. Through the use of both primary and secondary resources, students will consider some of the "greats" in this area: Mohandas Gandhi, Mother Theresa, Martin Luther King, Jr., Dorothy Day, Archbishop Oscar Romero, William Wilburforce, Dietrich Bonhoeffer, and others. The course will also pay some attention to the work of more local individuals who likely will never be famous for their efforts but who nonetheless have dedicated their lives to the work of social justice and change. The course will include a service-learning option and a site visit to an appropriate venue(s).

FYS/26 You are What You Eat: Understanding Our Food Supply. Despite major advances in medical science, Americans have increasing rates of obesity and related rates of diabetes, heart disease, and other diseases. Some say this may result in the first generation of Americans who may not live as long as their parents. Processed foods and reliance on "junk" food is a major reason for the increases in obesity. This seminar will examine how our food is made and marketed. Students who take the seminar will be become better lifelong consumers of food, leading to a healthier lifestyle.

The following themes are comprised of junior-level course clusters that are available to students to meet core curriculum requirements. While other themes are also options, the following are those related to sustainability:

Cluster 4 – Ethics, Justice, and Society
Cluster 6 - Food Ways
Cluster 11 - Resource Systems
Cluster 14 - Culture and Global Society
Cluster 15 - Globalization: Competition vs. Cooperation
Cluster 19 - People and Place: Culture and Environment of the Appalachians

See Notes section for links to complete lists of FYS and Themes courses, and for course descriptions.

The website URL where information about the theme is available:

http://www.mountunion.edu/integrative-core

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

Students taking LDR 250 (Practicum in Leadership) and students involved in the campus-wide programming board learn sustainable food behaviors through a program called Good Eats Dinners. This program brings together students of RPB, guest performers, and a guest chef for a locally-sourced, sustainably-produced meal. Students assist with harvesting, grocery shopping, and food preparation.

In addition, the Huston-Brumbaugh Nature Center offers regular skills-based workshops to the full campus community. These have included herb gardening, soap-making, cooking with local fruit, repurposing, woodcarving, and other topics that encourage local, self-reliant living.

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

http://www.mountunion.edu/nature-center

A brief description of sustainability-focused student employment opportunities:

Each year the sustainability leaders recruit 8 to 10 Green Raiders (formerly Eco-Reps). Recruitment efforts include upperclassmen but also intentionally target first-year students during the summer orientation programs so as to hopefully cultivate interest and awareness early on in students' tenure at the University.

Student employment opportunities are also available at the Huston-Brumbaugh Nature Center where students have the opportunity to work directly with sustainability-related outreach programs (such as seminars on how to compost or build your own rain water collection system) and tools (such as a biodiesel converter).

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

http://www.mountunion.edu/ecorep-program

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

NA

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

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

Help the Way You're Needed is a seminar and scholarship competition geared toward teaching students that the purpose of service is more about meeting a need and less about dedicating a minimum number of hours to doing activities they find enjoyable in order to be able to add community service to their list of involvements on their resume.
The skills/competencies we are working to cultivate include listening, needs assessments, careful use of resources, consideration of the long-term impact of one's decisions, building relationships, a spirit of service, and so on. In essence, this is an effort to cultivate responsible citizenship and an orientation toward social justice.

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

Outreach Materials and Publications

Responsible Party

Leah Graham
Sustainability and Campus Outreach Manager
Office of 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	Yes
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	No
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	No
Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat	Yes
Other sustainability publications or outreach materials not covered above	Yes

A brief description of the central sustainability website:

The website is a sub-page of our President's page and is linked from all landing pages off the main Mount Union website. Information available on the sustainability site includes a short YouTube video detailing efforts on Mount's campus, links to sustainability related organizations and movements of which Mount Union is part (ACUPCC, AASHE, STARS, etc), and information regarding sustainability related agreements between the University of Mount Union and the City of Alliance.

The website URL for the central sustainability website:

http://www.mountunion.edu/sustainability

A brief description of the sustainability newsletter:

N/A

The website URL for the sustainability newsletter:

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

https://www.facebook.com/RecyclemaniaAtMountUnion

A page run by Green Raiders, sustainability student assistant employees, and the Sustainability and Campus Outreach Manager to spread awareness about sustainability initiatives on campus and locally.

BLOGS:

http://blog.mountunion.edu/category/zaks-blog/

A sustainability student employee blog that covered sustainability topics and initiatives going on campus.

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

https://www.facebook.com/RecyclemaniaAtMountUnion

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

The Mount Union Magazine, an alumni publication printed tri-annually, is provided to all alumni and provides campus, sports and advancement news, feature stories and class notes.

This magazine keeps alumni and friends informed of the programs and activities of the Alumni Association, fellow alumni and the University. Alumni will receive each edition of the magazine as long as the Office of Alumni Engagement has your current address.

The magazine often times highlights sustainability efforts going on campus and highlights work students have done.

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

http://www.mountunion.edu/magazine-archive

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

Gartner Welcome Center, a LEED certified Silver building, features a computer slide show (project on a television screen) describing the building of the Welcome Center and the green building principles and ideas used in the construction process. There is also information detailing the geothermal system that is used to heat and cool the building.

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

http://www.mountunion.edu/gartner-welcome-center

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

There are screens throughout campus dining facilities that describe the efforts our food service (AVI) takes to make the dining operations more sustainable, including using recycled materials when possible, composting food waste, purchasing locally grown or produced foods, and encouraging students to practice "trayless" dining to help minimize food waste and water usage. AVI attempts to buy products as locally as possible and that only come in recyclable packaging and recycle as much material as possible. "Napkin Cards" also distribute information from various campus offices and AVI.

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

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

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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

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

The Dynamo is a student newspaper on campus. We regularly receive coverage on sustainability initiatives on campus 3-4 times a year.

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

https://www.facebook.com/pages/The-Dynamo/157754340906476

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

Raider Weekly: is a university-wide e-newsletter that will features sustainability tips every other month (7 times a year) which started in the Spring of 2013.

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

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 Mount Union Magazine, an alumni publication printed tri-annually, is provided to all alumni and provides campus, sports and advancement news, feature stories and class notes. Often at least once a year, the magazine highlights ongoing campus sustainability initiatives.

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

http://www.mountunion.edu/magazine-archive

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

Yes

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

The Alliance Review is the local newspaper in Alliance, Ohio which covers news, sports, business and crime from Stark, Portage & Mahoning counties in Ohio.

The Alliance Review 2014: 4 features: Trash To Treasure Sale, Green Raiders, Get Caught Green Handed and Game Day Challenge

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

http://www.the-review.com/

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

Yes

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

The Huston-Brumbaugh Nature Center Newsletter is a tri-annual publication that disseminates information, news, and events, focusing on the University of Mount Union's Nature Center. Each publication has an article that features sustainability written by the Sustainability and Campus Outreach Manager.

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

http://www.mountunion.edu/newsletter-1

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

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

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

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

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):

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

Leah Graham
Sustainability and Campus Outreach Manager
Office of 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):
RecycleMania

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

According to

Recyclemaniacs.org

"RecycleMania is a friendly competition and benchmarking tool for college and university recycling programs to promote waste reduction activities to their campus communities. Over an 8 week period, schools report recycling and trash data which are then ranked according to who collects the largest amount of recyclables per capita, the largest amount of total recyclables, the least amount of trash per capita, or have the highest recycling rate. With each week's reports and rankings, participating schools watch how their results fluctuate against other schools and use this to rally their campus communities to reduce and recycle more."

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

University of Mount Union RecycleMania 2014 Results

This is the 6th year the University of Mount Union competed against 460 other colleges and universities in the annual RecycleMania competition which leverages campus spirit to increase recycling and waste reduction on campuses across the U.S. and Canada. Colleges and universities competing in the eight-week competition are ranked according to how much recycling, trash and food waste they collect. Between the early-February kickoff and the tournament's final day on March 29, participating schools collectively recycled or composted 89.1 million pounds of recyclables and organic materials, preventing the release of 126,597 metric tons of carbon dioxide equivalent (MTCO2E) into the atmosphere, which is equivalent to preventing annual emissions from 24, 823 cars.

The University of Mount Union recycled a total of 20,638 pounds during the 8 week RecycleMania competition, preventing the release of 28 metric tons of carbon dioxide equivalent (MTCO2E) into the atmosphere, which is equivalent to preventing annual emissions from 6 cars! Mount Union competed in 4 categories of RecycleMania. In the Waste Minimization category, the total amount of waste generated on campus from recycling and trash, the University of Mount Union ranked 64 out of 149; and ranked 1st in the Waste Minimization category out of seven Ohio schools!

Fast Facts
• 139 Number of students who pledge to recycle during RecycleMania; including 2 staff 2 faculty
• 20,628 total pounds over 8 weeks preventing the release of 28 tons of Metric Tons of Carbon Dioxide Equivalent (MTCO2E), which is comprable to taking 6 cars off the road for 1 year!
• Winning Residence Halls at the end of the 8 week competition were: Kellor Manor, 552 Vincent, and 544 Vincent!
• A total of 7.44 lbs per capita were recycled during 8 week competition
• Generated 4.46 lbs per person of waste (recycling and trash) during the 8 week competition per week.
• UMU recycled on average 2,600 lbs every week

RECYCLEMANIA UNIVERSITY OF MOUNT UNION YEARLY STANDINGS
Grand Champion
YEAR Recycling Rate % Trash RANK Total Rankings Standings %
University of Mount Union 2014 20.84 79.17 190 256 74.22
University of Mount Union 2013 21.96 78.05 195 273 71.43
University of Mount Union 2012 20.18 79.82 206 266 77.44
University of Mount Union 2011 26.47 73.53 160 288 55.56
University of Mount Union 2010 37.52 62.48 38 267 14.23

Per Capita

YEAR lbs recycled per capita RANK Total Rankings Standings %

University of Mount Union 2014 7.44 222 332 66.87

University of Mount Union 2013 7.21 235 360 65.28

University of Mount Union 2011 12.13 137 363 37.74

Mount Union College 2010 12.83 125 346 36.13

Gorilla

YEAR Total lbs recycled RANK Total Rankings Standings %

University of Mount Union 2014 20638 285 336 84.82

University of Mount Union 2013 20020 305 364 83.79

The University of Mount Union 2011 33540 264 363 72.73

The University of Mount Union 2010 33151 252 364 69.23

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

http://www.recyclemaniacs.org/

The name of the campaign (2nd campaign):

Game Day Challenge: Football

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

The Game Day Recycling Challenge is a friendly competition for colleges and universities to promote waste reduction at their football games. The competition is run by a partnership of the College and University Recycling Coalition (CURC), RecycleMania, Keep America Beautiful (KAB) and EPA's WasteWise program.
During the challenge, colleges and universities implement waste reduction programs during home football games. Schools track and report waste reductions and disposal data that is used to rank the schools.

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

Reducing Raiders
Results from Game Day Challenge are in! The University of Mount Union competed against 60+ schools in the nation competing in four different categories including: waste minimization (pounds of waste per person); recycling (pounds recycling per person); diversion percentage (amount of waste diverted from landfill); and greenhouse gas reduction (Metric Tons of Carbon Dioxide Equivalent per person). We did not compete in the other category, organics (pounds of organics per person).

Waste Minimization 6th out of 62 (0.134 lbs per person)
Compared to 62 other schools in the nation the University of Mount Union places 6th in generating the least amount of waste (recycling and trash) per person at football games. Congratulations Raiders for only producing 0.134 pounds per person in trash and recyclables on Saturday November, 9th home football game and following the "reduce first, reuse, then recycle" slogan.

Recycling Rate 52 out of 67 schools (0.071 pounds per person)
The University of Mount Union's recycling rate (pounds recycled per person) was 52 out of 67 schools with 0.071 pounds recycled per person at Game Day Challenge. This could mean two things 1) we didn't generate a lot of recyclable materials so kudos to all the fans for using their reusable water bottles, mugs, bags and reusing items before recycling them and 2) we can always improve our recycling rate at the games by continuing to improve materials in the stadium and tailgating areas making sure they are recyclable.

With a total of 12 volunteers and a total of 54.5 volunteer hours, the Green Raiders and volunteers feel confident that we were able to capture most of the recyclable materials at our home football game (other than items that had been contaminated by food). During tailgating, the volunteers, identified by green bandanas, were handing out recycling and trash bags in the tailgating areas, talking with fans, and during the game patrolled the stands and trash and recycling bins. All trash and recycling was weighed by hand which was totaled and then submitted to Game Day Challenge. The University of Mount Union Baseball team did the final stadium clean-up taking the two truckloads of trash and recycling to our recycling and trash containers and cleaning the stadium by hand using blowers to collect the remaining waste.

Diversion Rate 29th out of 61 schools (We divert 53% of our waste from the landfill).
Our diversion rate of 53% shows us that we could divert more of our waste from the landfill placing 29th out of 61 schools. At Game Day Challenge we recycled 53% of our materials and the rest of our waste (47%) is send to the landfill. We can improve our diversion rate (and improve the amount of greenhouse gases we are able to reduce) by finding solutions to food waste and continuing to work on improving the materials in the stadium and tailgating areas ensuring they are either recyclable or compostable.

University of Mount Union Standings out of all Game Day Challenge Competitors
Waste minimization (pounds of waste per person) (out of 62 schools)
6 University of Mount Union 0.134

Recycling (pounds recycling per person)(out of 67 schools)
52 University of Mount Union 0.071

Diversion Percentage (out of 61 schools)
29 University of Mount Union 52.706

GHG reduction (MTCO2E) out of 67 schools
55 University of Mount Union 0.000111

University of Mount Union Standings out of all Division II and III Game Day Challenge Competitors

Rank Waste Minimization
1 Grand Valley State University
2 Carroll University
3 Wartburg College
4 University of Mount Union
5 Bowdoin College
6 Adams State University
7 Assumption College
8 Humboldt State University
9 Long Island University-C W Post Campus
10 Minnesota State University Moorhead
11 University of Rochester
12 Franklin College
13

Rank Diversion %
1 Humboldt State University
2 Minnesota State University Moorhead
3 Carroll University
4 Bowdoin College
5 Franklin College

6 University of Rochester

7 Grand Valley State University

8 Assumption College

9 University of Mount Union

10 Wartburg College

11 Long Island University-C W Post Campus

12 Adams State University

13

Rank Recycling

1 Franklin College

2 Minnesota State University Moorhead

3 University of Rochester

4 Humboldt State University

5 Bowdoin College

6 Assumption College

7 University of Mount Union

8 Carroll University

9 Long Island University-C W Post Campus

10 Wartburg College

11 Grand Valley State University

12 Ferrum College

13 Adams State University

Rank GHG reduction

1 Franklin College

2 Minnesota State University Moorhead

3 University of Rochester

4 Humboldt State University

5 Assumption College

6 Bowdoin College

7 Long Island University-C W Post Campus

8 Carroll University

9 University of Mount Union

10 Ferrum College

11 Wartburg College

12 Grand Valley State University

13 Adams State University

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

http://gamedaychallenge.org/

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

Earth Hour

Students have organized and coordinated Earth Hour at the University of Mount Union in 2012, 2013, and 2014.

Earth Hour inspires a global community of millions of people in 7,001 cities and towns across 152 countries and territories to switch lights off for an hour as a massive show of concern for the environment.

Mount Union's PRSSA and the Green Raiders have planned many activities for this year's event including glow-in-the-dark bowling, DIY craft donation, music, spelling out a name with flashlights in the dark, a six-foot Earth ball and a pledge poster. In addition, free Chipotle will be available for the first 50 people in attendance.

The event is free and is open to the community, students, faculty and staff. For more information, visit

earthhour.org

;

https://www.worldwildlife.org/pages/earth-hour-2014-participants

Employee Educators Program

Responsible Party

Leah Graham
Sustainability and Campus Outreach Manager
Office of 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:

481

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

MAY DAYS Sustainability in the Curriculum: Headwaters Project

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

42

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

Every year the University of Mount Union hosts May Days, a voluntary faculty training workshop week. All faculty may sign up for programs that interest them for professional development.

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

Sustainability in the Curriculum at Mount Union: a 90 minute faculty training workshop

Sustainability is much more than recycling, energy conservation, or eating local foods. In this workshop we will explore what it is and what it could be at Mount Union. Mount Union's Board of Trustees adopted a sustainability plan for the University in 2010. A major component of that plan is focused on education. This workshop will introduce you to our sustainability plan, describe what is happening at Mount Union and at other institutions around the country, and give you an opportunity to reflect on how you already are or how you might incorporate concepts related to sustainability into your teaching and research. Our short workshop will be broken into three brief segments: In the first segment we will explore the breadth of sustainability and its role in a university education. In the second segment we will work in small groups to share what we are already doing and what we might do. In the third we will compile ideas from the small groups by building a concept map of sustainability at Mount Union

Purposes
1. Share the full scope of sustainability (three legs, tie to mission)
2. Offer rationale for incorporating sustainability in the curriculum
3. Provide access to examples and resources for sustainability in the curriculum
4. Inventory current levels of sustainability in the curriculum
5. Explore potential for inclusion in additional classes.

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

There is a faculty development committee that is responsible for coordinating May Days Faculty Training Workshops.

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

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

UMUgs at the Physical Plant

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

90

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

All employees are invited to University of Mount Union UMUgs events to learn about different offices on campus.

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

All employees who were invited to the UMUgs at the physical plant were informed about the sustainability progress that has been made on campus from our energy efficiency efforts, retrofits, buildings, sustainability in the curriculum, grounds etc.

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

UMUgs are one hour social events with coffee where all employees are invited to learn about different offices on campus. The University of Marketing coordinates UMUgs.

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

Leah Graham
Sustainability and Campus Outreach Manager
Office of 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).

Submission Note:

We currently do not offer any sustainability specific orientation for new employees.

Info below from Pam Newbold
2011: 41 new hires 27 came through new staff orientation
2012: 72 new hires 45 came through new staff orientation
2013: 56 new hire 35 came through new staff orientation

"---" *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:

22

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

We currently do not offer any sustainability specific orientation for new employees campus-wide. However Blaine Lewis, Director of Physical Plant, includes sustainability in his new employee orientation every month to new physical plant staff employees.

2011: 41 new hires 27 came through new staff orientation 13 were from PP
2012: 72 new hires 45 came through new staff orientation 16 were from PP
2013: 56 new hire 35 came through new staff orientation 8 were from PP

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

Staff Professional Development

Responsible Party

Chuck McClaugherty
Director of Center for Envi. Sci.
Brumbaugh Ctr Envi Sci

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 :

UMUGS is a monthly event that features various departments on campus. Physical Plant and the Office of sustainability sponsored a UMUGS event at one of these monthly meeting in which the sustainability initiates of the University were highlighted and staff participation was acknowledged and encouraged.

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

90

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

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:

Tiffany Gravlee, an Alliance community member wrote the above description. Entered into STARS by Leah Graham

"---" *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:

The University of Mount Union has a supportive relationship with numerous agencies throughout the greater Alliance area. Through the Regula Center for Public Service, many sustainability partnerships between the university and the local community are maintained. Some of the partnerships include: Trash to Treasure Sale (proceeds of sale benefit United Way), a community-wide Thanksgiving Dinner, MLK Day of Service, and the Dowling Mentoring Program.
The Scope of this relationship is to focus on providing student and staff volunteers to cooperate with local service organizations that address social, economic and environmental needs of the community.
The Duration of this support is ongoing through the established Regula Center and both repeating, continuous, and one-time programs are offered.
The Commitment of the institution is the support of the Center with a paid director and stipends for selected students called Regula Scholars who develop and implement the activities. In addition the Center raised funds from the campus community to support some projects and proceed from the Tash to Treasure sale are forwarded to the United Way.
The Governance is joint between the Regula Center with input from the student Regula Scholars, the director, the community agencies

and when appropriate, the audiences being served with all parties involved in planning and implementation of projects.

The Regula Center constantly strives to provide resources for students, faculty and campus organizations looking to become more engaged in the Alliance community. Through working with more than 80 partners in our area, we are able to create mutually beneficial collaborations on a regular basis.

Many current public officials have cited community involvement as a stepping stone to where they are today while a vast number of other professions also look for service backgrounds when hiring new employees. This paired with Mount Union's mission to provide students with an education that prepares them for "fulfilling lives, meaningful work and responsible citizenship" has led the Regula Center to give students ongoing opportunities.

CONTACT

Email:

regulacenter@mountunion.edu

Phone: (330) 823-5993

Some of the Center's programs during the past three years include:

Trick or Treat for Canned Goods

Community-wide Thanksgiving Dinner

Martin Luther King Jr. Day of Service

Regula Breakfasts

Up Close and Personal

Dowling Mentor Program

Sophomore Service Honorary

Regula Scholars

The Center is always recruiting volunteers for a wide range of other events in the community and can provide information and resources to anyone interested.

Other community service options on campus include:

Alternative Spring Break Service Trips with Alpha Phi Omega, Dr. Kramer and the Department of Education

Alpha Phi Omega Service Fraternity – Contact Kate Carnell for more information

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):

The Arts in Stark Alliance Vision 20/20 is a collaborative effort with the community which engages local artists, developers, and local recyclers, and which is involved with creating a transportation corridor which would encourage walking and biking between the University and the older downtown area.

The SCOPE of this collaboration is to address the economic decline that has occurred in downtown Alliance and reverse the trend by series of activities with a focus on the arts.

The DURATION is multiyear (10 year implementation) having begun in 2012. This collaboration would help to support local artists, support the local small businesses in the downtown area, and encourage the use of alternative transportation. It will also draw tourism to the city, involve K-12 and college students, support other sustainability initiatives, notably the farmers' market, downtown beautification,

and recycling efforts

The COMMITMENT was made clear when the University of Mount Union was the first local entity to step forward with financial and personnel support for the program.

GOVERNANCE is by a planning team that includes among its 11 members three UMU faculty members, two staff members; the remainder includes local business and government leaders

More detailed information is available in this pdf:

https://www.artsinstark.com/media/1/8/2020-Vision-Alliance.pdf

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:

The University of Mount Union has a transformative partnership with the City of Alliance Green Commission, and its non-profit arm, Green Alliance. These groups have developed detailed, transformative Sustainability Plans for both the City and the University which outline the path that the City and University will need to take in order to be ultimately sustainable, providing economic, environmental and social health. The groups work together to involve stakeholders in the efforts, and to empower spin-off projects and groups for particular elements of the plans, as is appropriate. All Green Commission meetings are open to the public, and are advertised and reported in the local paper, The Alliance Review.

Mount Union President Richard F. Giese and Alliance, Ohio Mayor Toni Middleton signed a statement of cooperation in 2008 to formalize their work together on sustainability issues.

http://raider.mountunion.edu/sust/Allaince%20MUC%20Sustainability.htm

The two entities share research on sustainable operations; they support one another in "identifying and securing funding sources for sustainability initiatives including supporting letters, in-kind services, cooperative efforts and possible joint applications;" each task force is represented on the other task force; the University provides use of facilities at no cost, for the Mayor's Green Task Force meetings, as well as use of computers (by Mount Union staff or students) for the city carbon inventory and related research items; the groups cooperate on education, with the City offering opportunities for student internships, class research projects or other educational activities such as jointly sponsored field trips, seminars, and other educational programs; as well as public outreach through joint press releases and other public relations activities.

Members of the Mount Union faculty, staff and administration have been serving on Green Alliance: the Mayor's Green Task Force since 2007 and also continue to serve on the City of Alliance Green/Sustainability Commission, institutionalized with an initial Sustainability Plan in November of 2011. In turn, the community is represented by two community member positions on the University of Mount Union President's Sustainability Task Force (formalized in the fall of 2010 as the University's Sustainability Management Advisory Committee). The University's eight guiding goals for its Sustainability Advisory Committee include explicitly cooperating with the Alliance Mayor's Green Task Force and other community organizations on matters of mutual interest, and promoting matters of Sustainability to the larger community. The partnership has resulted in shared research and action on sustainable operations including sustainable land management,

energy efficiency and green building, purchasing, fleet management and transportation issues, water and waste management, farmers markets, community gardens , education of both students and the community, and related items, as well as the securing of funding sources for these endeavors.

http://www.greenallianceohio.org/index.html

University faculty and staff serve on the City of Alliance Green Commission and its subcommittees. This Commission developed the city's Sustainability Plan, and is tasked with reviewing it regularly and advising the City of Alliance in its implementation.

The University of Mount Union Director of Facilities serves together with the Mayor, and members of the commission on the green energy subcommittee, investigating ways to increase energy efficiency both on campus and in the community, and sharing success stories. This subcommittee is also actively investigating compressed natural gas filling stations and fleets, electrical charging stations, and methane recapture at the city water treatment facility. The City has initiated a compressed natural gas filling station pilot program. The University has installed a large thin-film solar array, in addition to a more traditional solar panel area. This subcommittee also developed a brochure of green building resources for distribution on the city website, and at their building department.

The transportation subcommittee is working together with the city and county parks departments and city engineering office to develop biking and hiking paths through the city. They have also been involved with developing the concept of bike racks, designed by local artists, and made of donated recycled materials from a local recycling business. The Arts in Stark Vision 20/20 group is currently continuing this effort. The City has successfully pursued grants to implement sections of the Iron Horse bike path, to connect it from north to south through the city, providing a regional bike path connection, as well as a local connector from the University and residential areas to the arts district, farmers market area, and parks beyond.

Green Alliance, together with representatives from the Mount Union Nature Center, have provided assistance to members of the community to create six community gardens in areas of town which have been identified as a "food desert." One of the gardens is located at the High School and helps provide fresh food for the summer lunch program; another was directly associated with a family shelter. Others were developed within neighborhoods due to interest within those areas.

From initial meetings of the Mayors Green Task Force, a group of individual community members, including members of the Mount Union faculty and staff, created a non-profit farmers market, which continues to provide an outlet for the area's smaller farmers, and fresh food for individuals within the food desert area (providing WIC access).

The City and University Sustainability/Green groups have also worked together to involve and educate the community at various levels. Mount Union participated in the inaugural Sustainable Alliance Festival held September 24, 2010 through October 3, 2010. Throughout the week, residents from the Alliance area and surrounding communities were invited to attend various events including bike and bus tours, family-friendly games, numerous learning experiences, food, music, and all things sustainable. Mount Union involvement included the showing of the movie WALL-E in the Mount Union Theatre, a tree planting on campus, a lecture entitled, "Saving the Future: The National Ash Seed Collection," as well as Family Nature Games at the Nature Center, a live viewing of "Dirt! The Movie," and a faculty panel regarding how to include sustainability across the curriculum. Additionally, Mount Union President Richard F. Giese joined Alliance Mayor Toni Middleton and a panel of experts as a speaker at the Alliance Leadership Seminar on Sustainability Planning. An art show and rainbarrel auction involved student artists at the University as well as the local high school, middle school and elementary school. Mount Union also hosted the Stark County Green Energy Ohio Solar Tour at their new LEED Silver certified Welcome Center.

In 2011, Mount Union again participated in the Sustainability Festival, September 3 through October 25, 2011. Among many other events, activities included: a viewing of "Carbon Nation," "The Story of Stuff," and "Bag It," at the University theater; a four-session "Sustainable Living" educational series was presented by the University of Mount Union Huston Brumbaugh Nature Center; a faculty panel discussion was held on "Sustainability in the University Classroom" which was open to the public and covered areas of Sports business, Economics, Religion, and Sociology; and also a freshman sociology class presented posters on Sustainability to the public.

Mount Union again participated in the Solar Tour.

http://www.greenallianceohio.org/pdf/2011_Sust_Alliance_Fest_Sched.pdf

In 2012, Mount Union hosted Green Alliance presentations on a variety of topics relevant to sustainability: "Sustainable Living and Sustainable Food: Aquaponics"; a panel of experts on hydraulic fracturing - "Facts and Impacts of Hydraulic Fracturing"; and historic preservation and sustainability - "The Greenest Building is the One Already Built: Historic Preservation in Alliance."

In the spring of 2013, Environmental Science students at the University of Mount Union gave a presentation to the public on the many factors related to the use of compressed natural gas as an alternative transportation fuel, and how it affects our community and lives. The University of Mount Union's Huston Brumbaugh Nature center also collaborated on a program with various other agencies in the area to encourage the community to learn more about their parks and outdoor resources.

http://www.greenallianceohio.org/SPRING%20IS%20COMING.pdf

http://www.greenallianceohio.org/index.html

In 2013/2014, members of the University of Mount Union Sustainability Advisory Committee, together with the Green Commission, the Superintendent of the City Schools, and other interested parties, met together to identify major projects to pursue in the coming year. The artistic bike rack project, the development of hiking and biking maps for use by citizens, and involvement of City School students in envisioning better uses for empty city lots emerged as three priorities for the coming year. These projects are on-going.

Finally, the Green Commission, with leadership by its Mount Union members, recently recommended that the Mayor sign the Resilient Communities for America Agreement, encouraging the efforts of the Green Commission towards further attention to resilience and adaptation.

In conclusion, the University of Mount Union has a transformative relationship with the City of Alliance as it seeks to develop itself and its community in a sustainable manner. The scope of University and City work is broad and transformative as they seek to become a sustainable and resilient community together. They have been formally working at this goal together since 2008, and have both institutionalized their initial grass-roots efforts so that they will endure. They have also formalized their commitment to support their efforts together. They continue to seek out ways to engage their community stakeholders through advertised public presentations and meetings, as well as through invitations to be involved with sustainability projects and celebrations.

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

The University of Mount Union is a member of the Stark County Education Network for Environmental Sustainability. Mission: To build a coalition of higher education institutions, organizations, businesses, community members, and city administrations to facilitate the sharing of information, combination of strengths, and to take advantage of opportunities in effort to raise community awareness and advance sustainable development and a healthy environment.

The University of Mount Union also has partnerships with communities in El Salvador through ASAPROSAR and Guatemala through the yearly course: Social Responsibility and Personal Well-being.

PSY 350 Social Responsibility and Personal Well-Being. This is an experientially-based course that looks at what it means to operate in a socially

responsible manner in today's world. It is assumed that service and other forms of helping behavior can be a significant component of social responsibility and so

the class discusses service extensively and provides both local and international opportunities for service. One of these service components involves a week-long

Spring Break service project in a third world country. In addition to service, the course examines such concepts as sustainability (environmental, economic and

social), responsible consumer behavior, economic fairness and social justice. By examining these issues and participating in the service projects, it is hoped that

students emerge committed to living in a more socially responsible way. Prerequisite: PSY 110 or SOC 100. 4 Semester Hours. (Typically offered spring semester.)

The website URL where information about sustainability partnerships is available:

http://www.starkscenes.org/

Inter-Campus Collaboration

Responsible Party

Leah Graham
Sustainability and Campus Outreach Manager
Office of 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:
Data entered and collected by Leah Graham

"---" *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:

AASHE Conferences:

AASHE Conference 2013
Len Cooper Presentation"An Innovative Way to Adapt to a Changing Education Medium: Using Interactive Multimedia-based Information Graphics in the Sustainability Curriculum"

Beyond the Workshops: Examples of sustainability integration across the curriculum
Conference: AASHE 2011
Category: Curriculum
Authors: Chuck McClaugherty
Type: Poster

STARS as a tool for planning
Conference: AASHE 2011
Category: Coordination and PlanningCoordination and PlanningPlanning, Admin, and Engagement
Authors: Chuck McClaugherty
Type: Poster

Incorporating Sustainability into the Curriculum at a Small University

Conference: AASHE 2010

Category: Curriculum

Authors: Charles McClaugherty Stephen Kramer

Type: Field Report

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:

LOCAL:

SCENES: STARK COUNTY EDUCATION NETWORK FOR ENVIRONMENTAL SUSTAINABILITY

MEMBER

http://www.starkscenes.org/

Mission: To build a coalition of higher education institutions, organizations, businesses, community members, and city administrations to facilitate the sharing of information, combination of strengths, and to take advantage of opportunities in effort to raise community awareness and advance sustainable development and a healthy environment. Vision: Collaborations across the community will work together toward building a sustainable Stark County, one that embodies the principles of sustainable development including: Balancing and integrating the social, economic and environmental components of their community. Meeting the needs of existing and future generations. Respecting the needs of other communities in the wider region or internationally to make their own communities sustainable.

ACE - Academy of Collaborative Education. A consortium of five institutions of higher leaning in Stark County that are working with the Stark County Park District to collaobarate on interdiciplinary teaching with a sustainability theme.

REGIONAL:

Ohio Sustainability Schools CASE listserv

participant/member

Environmental Education Council of Ohio- Member/participant

NATIONAL:

CURC College and University Recycling Coalition

Member

About CURC What is the College and University Recycling Coalition?

A membership-based non- profit organization facilitating the exchange of technical knowledge and best practices on recycling and waste reduction programs among institutions of higher learning. Originally formed in 1992, CURC became a technical council of the National Recycling Coalition in 1995 before branching off as an independent organization in 2009. Mission Statement To advance recycling and sustainable materials management at colleges and universities.

INTERNATIONAL:

AASHE-Member

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

We use the GRNSCH and CURC listserves to for advice and help give advice. We network with Ohio Sustainability professionals off of the Ohio CASE listserv. We are a SCENES member and work with other higher education institution members in SCENES.

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

http://www.starkscenes.org/

Continuing Education

Responsible Party

Chuck McClaugherty
Director of Center for Envi. Sci.
Brumbaugh Ctr Envi Sci

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.

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

Does the institution offer continuing education courses that address sustainability?:

Yes

Number of continuing education courses offered that address sustainability:

6

Total number of continuing education courses offered:

30

A copy of the list and brief descriptions of the continuing education courses that address sustainability:

A list and brief descriptions of the continuing education courses that address sustainability:

1. LINC Luncheons

Lunch, information, networking, conversations

A monthly series of educational programs for the local community that link faculty and community members

Sustainablity LINCs

http://www.mountunion.edu/linc-luncheon-series

Dr. Mark McConnel "Marketing a improvement Inspiring Social Responsibility (Jan 2013)

2. Huston Brumbaugh Nature Center Programs Adult educatin Programs offered at teh Nature Center

Composting

Rain Barrels

Beekeeping and pollintions

3. Student Presentations to Commmunity Groups by Case Studies Class

Bio fuels for the future - Spring 2014

Potential for Compressed Natural Gas Vehicles Spring 2013

Does the institution have at least one sustainability-themed certificate program through its continuing education or extension department?:

No

A brief description of the certificate program:

not applicable

Year the certificate program was created:

2,012

The website URL where information about sustainability in continuing education courses is available :

Community Service

Responsible Party

Abby Honaker
Assistant Director, Regula Center for Public Service and Civic Engagement
Regula Center for Public Service and Civic Engagement

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.

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

Number of students engaged in community service:

1,473

Total number of students :

2,200

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:

33,298

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:

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

Yes

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

Contribution to community is an explicit requirement for promotion and tenure for faculty members. Additonally the institution promotes United Way and provides opportunist for brad participation in a Martin Luther King Jr Day of Service

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

http://www.mountunion.edu/regula-center

Community Stakeholder Engagement

Responsible Party

Leah Graham
Sustainability and Campus Outreach Manager
Office of 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*.

Submission Note:

Info From:
Susan Denning Director of Institutional Effectiveness and Accreditation, Lecturer, Sociology; Joni Poorbaugh, Assistant Director of Marketing

Entered by Leah Graham

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

Has the institution adopted a framework for community stakeholder engagement in governance, strategy and operations?:

Yes

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

The University of Mount Union uses and aligns the efforts of three key planning processes: the Strategic Plan, the Campus Master Plan and the Five-Year Operating Plan, which are informed at every level by input from faculty, staff, students and other stakeholders. The Imagine Mount Union Steering Committee oversees the planning of continuous improvements within the institution.

The AQIP Steering Committee was established to guide and monitor the activities and responsibilities of the AQIP accrediting system for the institutional accreditation process through the Higher Learning Commission. The committee is composed of six faculty members, six staff members, the president of Student Senate and a liaison identified by the president.

For prospective students, the University gathers data about needs through ACT/SAT data, individual prospective student visit survey data, the Entering Freshman Survey, Office of Admission program offerings and satisfaction surveys of the summer new student orientation programs.

For current students, the University gathers data about needs through feedback from campus committees, feedback from residence hall activities, career development surveys, student organization advising, exit interviews for students withdrawing from the institution, My First Year in College Survey, the CORE alcohol/drug survey and the Student Satisfaction Survey.

Survey data provides the offices of Alumni Relations and University Activities and Advancement with the levels of satisfaction held by the parents of new and current students.

The Office of Alumni Relations and University Activities employs results of stakeholder data collected during the strategic planning process to guide the Executive Board of the Alumni Council in selecting and evaluating progress for annual action items. This group of 12 alumni leads efforts to actively engage and connect alumni in the life of the University in ways that are meaningful for alumni while supporting key objectives of the Strategic Plan.

Mount Union addresses changing needs of key stakeholder groups through the strategic planning process and updates information regularly by collecting stakeholder information. Data gathered are analyzed in planning sessions and utilized by the offices on campus with direct responsibility for relationship building with the stakeholders.

Mount Union builds and maintains relationships through formal and informal interactions, striving to provide accurate information while both listening and responding to stakeholders' needs. The University relies on faculty and staff to respond constructively and helpfully in thousands of interactions daily with key stakeholders.

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

The internal and external environment analysis conducted during the strategic planning process revealed areas of greatest leverage for the University, using a rigorous feasibility process that includes the likelihood of involvement by new student and stakeholder groups. Information is gleaned from national surveys of student groups entering college, regular analysis of regional demographics and the impact on future enrollments, watching trends in the marketplace and regular augmentation of new student orientation programming.

Social media outlets have become an integral part of marketing efforts and are used to engage and converse with stakeholders, particularly students. The Office of Marketing has created a number of communication plans that outline the means and frequency of the institution's communication with each recognized stakeholder group. For example, parents of current students, as represented by the respondent pool for parent data collection, want periodic information from Mount Union on two topics: academic support and career development services.

List of identified stakeholders:
• Students and prospective students

- Families/Parents of students
- Faculty
- Staff
- Trustees and advisory groups
- Alumni
- Community members

List of identified community stakeholders:

List of identified stakeholders:
- Students and prospective students
- Families/Parents of students
- Faculty
- Staff
- Trustees and advisory groups
- Alumni
- Community members

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

• Student retention rates and graduation rates (check with Ron Crowl for specific numbers)

• Alumni participation in the Mount Union Fund (check with Advancement)

• Meeting recruitment goals – The University of Mount Union is looking at positive numbers for both the entering freshman class and returning students for the 2014-2015 academic year. According to Amy Tomko, vice president for Enrollment Services, the entering freshman class is projected at between 692 and 702, a considerable increase from last year's entering class of 642. Goals for the year include the budget number of 625 and the admission target of at least 675 students.

• Nature Center – July 1, 2013- May 31, 2014
• From July 1, 2013 to May 31, 2014, the sum total of the Nature Center's educational programs and activities attendance is 4,711 people over a total of 200 programs/events. This includes all public programs, school programs, and any other event where at least one staff was present and actively facilitating a lesson, program, lecture, etc.

Nature Center Volunteer programs
Number of Volunteers – 115
Number of Volunteer hours – 1,805

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

Participation in Public Policy

Responsible Party

Leah Graham
Sustainability and Campus Outreach Manager
Office of 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:

Data from Laura Good and Lori Kumler. Entered by Leah Graham

"---" *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:

The University of Mount Union has the most opportunity to advocate for public policy on sustainability at a local level. Mount Union has partnered with the city of Alliance on several occasions to promote sustainability. Currently the University is partnering with the City to improve the Union Ave pedestrian sidewalks from the campus to the downtown area. Last year, the University collaborated with the City on the Glamorgan Castle Lake Improvement project, led by the University's Physical Plant Director, Blaine Lewis. The Castle Lakes serve as part of the city's storm water management system and were in desperate need of dredging. The lakes now not only function better, but add to the beauty of the Glamorgan Castle.

In 2007, the Mayor's Green Task Force was established, but has since split into two separate entities, the Green Commission, which functions as a commission of the City of Alliance, and assists with the City's Sustainability Plan; and Green Alliance, a non-profit 501(c)(3) entity which shares the mission of the original task force, and primarily serves to educate and empower the community of Alliance through the Sustainable Alliance Festival, educational programs, and fundraising to support the implementation of sustainability projects in the city of Alliance. The University has had membership on the Task Force since its inception and continues to have membership on the Green Commission.

Another effort the institution has worked closely with the city on is the closure of city streets throughout the campus and converting them to pedestrian walkways. Early this fall, the new pedestrian walkways will be in place on what was previously Miller Avenue and College Street. This project is being completed using local materials and ground up asphalt is being pulverized and used as fill material to eliminate landfill waste.

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

President Giese signed the Presidents Climate Commitment in December of 2007 and has maintained membership in the organization up until the 2013-14 academic year when the membership was not renewed due to budget cuts. President Giese signed a petition for gun safety on campus in December 2012.

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

None – the University of Mount Union does not make political donations.

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

http://www.mountunion.edu/sustainability

Trademark Licensing

Responsible Party

Patrick Heddleston
Vice President for Business Affairs and Treasurer
Business Office

Criteria

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

Submission Note:

Data from Patrick Heddleston, Vice President for Business Affairs and Treasurer
entered by Leah Graham

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

Is the institution a member of the Worker Rights Consortium?:

No

Is the institution a member of the Fair Labor Association? :

No

Has the institution expressed an intention to participate in the WRC's Designated Suppliers Program? :

No

The website URL where information about the institution's participation in the WRC, FLA, and/or DSP is available:

Hospital Network

Responsible Party

Chuck McClaugherty
Director of Center for Envi. Sci.
Brumbaugh Ctr Envi Sci

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

Chuck McClaugherty
Director of Center for Envi. Sci.
Brumbaugh Ctr Envi Sci

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:

Data entered by Leah Graham, data received from Ron Crowl, Associate Vice President for Business Affairs, Chief Planning Officer

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

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:

We use the Clean Air-Cool Planet's Campus Carbon Calculator.

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?:

Yes

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

Prepared by institutional research office and evaluated by chair of Sustainability Management Advisory Committee (SMAC) and staff and then reviewed by Sustainability Management Advisory Committee (internal)

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	5,587 *Metric Tons of CO2 Equivalent*	5,215 *Metric Tons of CO2 Equivalent*
Scope 1 GHG emissions from other sources	244 *Metric Tons of CO2 Equivalent*	142 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from purchased electricity	9,928 *Metric Tons of CO2 Equivalent*	9,764 *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	0 *Metric Tons of CO2 Equivalent*	0 *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	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

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

n/a

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

n/a

A brief description of the composting and carbon storage program:

n/a

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

n/a

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	1,663	1,627
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,225	2,140
Full-time equivalent of employees	429	413
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, 2012	June 30, 2013
Baseline Year	July 1, 2005	June 30, 2006

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

Baseline was chosen as the year before we created a sustainability task force

Gross floor area of building space, performance year:

1,167,855 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	23,652 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	8,830 *Square Feet*

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	937 *Metric Tons of CO2 Equivalent*
Commuting	1,293 *Metric Tons of CO2 Equivalent*
Purchased goods and services	0 *Metric Tons of CO2 Equivalent*
Capital goods	0 *Metric Tons of CO2 Equivalent*
Fuel- and energy-related activities not included in Scope 1 or Scope 2	0 *Metric Tons of CO2 Equivalent*
Waste generated in operations	1,511 *Metric Tons of CO2 Equivalent*
Other categories (please specify below)	0 *Metric Tons of CO2 Equivalent*

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

n/a

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

http://www.mountunion.edu/b-american-college-and-university-presidents-climate-commitment

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

rs.acupcc.org/ip/498/?id=498

Outdoor Air Quality

Responsible Party

Blaine Lewis
Director of Physical Plant
Physical Plant

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.

"---" *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?:

No

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

n/a

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

No

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

n/a

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

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

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

n/a

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

Blaine Lewis
Director of Physical Plant
Physical Physical

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.

"---" 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 existing buildings?:

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

BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system	No
Other non-GBC rating systems (e.g. BOMA BESt, Green Globes)	No

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

Gartner Welcome Center LEED Silver

Total floor area of eligible building space (operations and maintenance):

1,235,474 *Square Feet*

Floor area of building space that is certified at each level under a 4-tier rating system for existing buildings 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)	10,190 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	0 *Square Feet*
Highest Achievable Level (e.g. LEED Platinum)	0 *Square Feet*

Floor area of building space that is certified at each level under a 3-tier rating system for existing buildings 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 existing buildings 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 that is certified at any level under other green building rating systems for existing buildings:

0 *Square Feet*

Floor area of building space that is maintained in accordance with formally adopted sustainable building operations and maintenance guidelines or policies, but NOT certified:

0 *Square Feet*

A copy of the sustainable building operations and maintenance guidelines or policies:

The date the guidelines or policies were formally adopted:

A brief description of the sustainable building operations and maintenance program and/or a list or sample of buildings covered:

N/A

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

N/A

The website URL where information about the institution's certified buildings and/or sustainable operations and maintenance guidelines or policies is available:

Building Design and Construction

Responsible Party

Blaine Lewis
Director of Physical Plant
Physical Plant

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.

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

Indoor Air Quality

Blaine Lewis
Director of Physical Plant
Physical Plant

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 Baity

AVI Resident Director

AVI

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).

Submission Note:

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

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

6

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:

AVI at Mount Union does not have a Customized Local/Sutainable program. AVI does take the opportunity to purchase local and sustainable products that make sense for Mount Union based on quality and price.

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)?:

Yes

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:

6

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:

OP-06 Food and Beverage Purchasing. Annualized food purchases of $986,000 to support the foodservice program at Mount Union. Based on the 250 mile radius for local, all dairy products are local. Local produce accounts for 1.5% of local and remaining seafood, dairy and grocery account for the remaining 4.5%.

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

OP-06 Food and Beverage Purchasing. Annualized food purchases of $986,000 to support the foodservice program at Mount Union. Based on the 250 mile radius for local, all dairy products are local. Local produce accounts for 1.5% of local and remaining seafood, dairy and grocery account for the remaining 4.5%.

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

Unknown.
AVI at Mount Union does not have a Customized Local/Sutainable program. AVI does take the opportunity to purchase local and sustainable products that make sense for Mount Union based on quality and price.

Total annual food and beverage expenditures:

986,000 *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	No	---
Dining operations and catering services operated by a contractor	Yes	No
Franchises	---	---
Convenience stores	---	---
Vending services	---	---
Concessions	No	---

Has the institution achieved the following?:

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

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:

Low Impact Dining

Responsible Party

Steve Baity
AVI Resident Director
AVI

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.

Submission Note:

Data provided by AVI Steve Baity, Resident Director.
Entered by Leah Graham

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

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

100

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

At this time the percentage of Animal products has not been calculated based on the annual spend. We are assuming all food purchases are comprised of conventionally produced animal products until we know otherwise.

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"):

unknown

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:

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

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

Energy

Building Energy Consumption

Responsible Party

Blaine Lewis
Director of Physical Plant
Physical Physical

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	225,783 *MMBtu*	206,680 *MMBtu*

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	120,730 *MMBtu*	115,219 *MMBtu*
District steam/hot water	0 *MMBtu*	0 *MMBtu*

Gross floor area of building space::

	Performance Year	Baseline Year

Gross floor area	1,167,855 *Gross Square Feet*	999,990 *Gross Square Feet*

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	0 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	

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

	Degree Days
Heating degree days	0
Cooling degree days	0

Source-site ratios::

	Source-Site Ratio (1.0 - 5.0; see help icon above)
Grid-purchased electricity	50
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	Jan. 1, 2013	July 1, 2013
Baseline Year	Jan. 1, 2005	July 1, 2005

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

STARS version 1.0 used as baseline.

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

Johnson Controls Metasys

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

Converting Site Lighting Fixtures

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

All new construction in classrooms and stairwells. Residence Hall restroom and laundry rooms.

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

N/A

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

Gartner Welcome Center Geo-Thermal System

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

None

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

None

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

Enernoc

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

Replacement purchases of all Energy Star rated appliances.

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

None

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

None

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

None

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

Clean and Renewable Energy

Responsible Party

Chuck McClaugherty
Director of Center for Envi. Sci.
Brumbaugh Ctr Envi Sci

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	208 *MMBtu*
Option 2: Non-electric renewable energy generated on-site	0 *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)	0 *MMBtu*

Total energy consumption, performance year:

263,508 *MMBtu*

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

Rooftop photo voltaic arrays on MACC (field house) and student center

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

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

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

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

Grounds

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

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Blaine Lewis
Director of Physical Plant
Physical Physical

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).

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

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

	Area
Total campus area	123 *Acres*
Footprint of the institution's buildings	28 *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	0 *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 :

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

Native plants to Northeastern Ohio. We do not irrigate laws and only limited beds. We use mulching mower for lawns and fall leaf clean up. Increase campus forestry annual.

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

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

Recycle program information.

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:

Locally purchased mulch, flowers, shrubs and trees

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

Our long range plan is to remove impervious surfaces on campus. Use bio-rention basins on all new improvements.

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

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)?:
Yes

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

Biodiversity

Responsible Party

Chuck McClaugherty
Director of Center for Envi. Sci.
Brumbaugh Ctr Envi Sci

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.

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

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:
Yes

A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:

Our Huston-Brumbaugh Nature Center owns land that protects a set of primary headwater streams and old growth forest

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with habitats on institution-owned or –managed land?:
Yes

Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:
Yes

The methodology(-ies) used to identify endangered and vulnerable species and/or environmentally sensitive areas and any ongoing assessment and monitoring mechanisms:

Th site has been regularly studied by student in biology, geology and environmental sceince classes pver the past 25 years.

A brief description of identified species, habitats and/or environmentally sensitive areas:

Headwater stream, upland wetlands, old growth forest

A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:

Thu Huston Brumbaugh Nature Center has a land use plan that protects these area and also the deed has a restriction that requires the land be preserved as "wildlife preserve"

The website URL where information about the institution's biodiversity policies and programs(s) is available:

http://www.mountunion.edu/nature-center

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

Tina Stuchell
Director of IT
Information Technology

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.

Submission Note:

Info provided by IT, entered by Leah Graham

"---" *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:

GREEN-SUSTAINABILITY PURCHASING POLICY.pdf

The electronics purchasing policy, directive, or guidelines :

In addition to the University policy added above, the Office of Information Technology also has the following policy: In accordance with EPEAT - Electronic Product Environmental Assessment Tool, the University of Mount Union purchases EPEAT products and encourages the purchasing of those devices that qualify. All technology purchases are passed through the Office of Information

Technology and must adhere to the University's purchasing policies and procedures.

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

The purchasing policy is available for the campus community on our intranet, or portal. We require purchases to be passed through the Office of Information Technology, and our Network Systems staff works directly with our purchasing officer to make sure the purchases are made according to our published guidelines.

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	203,303 *US/Canadian $*

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:
307,638 *US/Canadian $*

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

Cleaning Products Purchasing

Responsible Party

Leah Graham
Sustainability and Campus Outreach Manager
Office of 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

---

Submission Note:

Data received from Shawn Bagley, Purchasing Agent, entered by Leah Graham

"---" *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:

GREEN-SUSTAINABILITY PURCHASING POLICY.pdf

The green cleaning product purchasing policy, directive, or guidelines:

UNIVERSITY OF MOUNT UNION
GREEN-SUSTAINABILITY PURCHASING POLICY
PURPOSE
Responding to the growing need for environmental stewardship and the University's commitment for the implementation of sustainable practices, Mount Union has adopted this Green-Sustainability Purchasing Policy. Green-Sustainability Purchasing is defined as taking into consideration the impact of products on the environment and human health when making purchasing decisions, giving preference to more environmentally friendly and energy efficient products when quality and cost are equal or superior. Green purchasing guidelines are a formal set of goals that direct the University's implementation of green-sustainability purchasing.
PURCHASING GUIDELINES
Product specifications and requisitions for products must conform to the following guidelines:
1) To the extent such information is known, requisition originators shall identify in the purchase requisition products available with recycled content or qualified ENERGY STAR products and vendors from whom such products are available.
2) The Purchasing Department and/or Delegate has the authority to specify a minimum recycled content or approved ENERGY STAR qualified product in bid specifications.
3) Specifications and requisitions shall not require the exclusive use of products made from virgin materials, nor specifically exclude the use of recycled-content or ENERGY STAR qualified products.
4) Performance standards must be reasonable and related to function and purpose, and shall not be designed to exclude the purchase of recycle-content products or products that are ENERGY STAR qualified.
The current list of ENERGY STAR qualified products is available on-line at

www.energystar.gov

.
In addition, other considerations involved in requisition specifications include the ability
of a product and it's packaging to be reused, reconditioned or recycled through the University's existing recycling collection program.
PURCHASING POLICIES AND GOALS
• To maintain a consistent "cradle to grave" supply chain and purchasing process which considers economic, ethical, social and environmental impacts for all contracts and purchases.
• To integrate green-sustainability purchasing concepts and products into architectural designs, final construction documents and into the final construction or renovation of Mount Union buildings.
• To utilize environmentally responsible biodegradable solvents and cleaning supplies whenever practicable as long as quality and performance is not compromised. Products shall be "Green Seal" certified or "Ecologo" labeled.
• To purchase computers (desktop and laptop) that are Electronic Product Environmental Assessment Tool (EPEAT) rated silver or gold when possible.
• To conduct research and procure alternative energy when practicable, from certified alternative energy suppliers.
• To evaluate the purchase of fleet vehicles that utilize alternative fuel and/or increase the average fuel efficiency of the overall fleet.
• To ensure that proper MSDS (Material Safety Data Sheets) are identified in all purchasing specifications and kept on record as required

by OSHA.

• To work with suppliers in the area in the areas of reduction and reuse of packaging materials.

• To make suppliers aware of Mount Union's Green Purchasing Policy sending a clear message that Mount Union will favor those suppliers whose products meet the environmental objectives of the University.

• More specifically, Mount Union will consider utilizing to the fullest extent possible, environmentally friendly or green products that have the following attributes or qualities:

o Durable as opposed to single use or disposable items.

o Made of recycled materials, maximizing post-consumer content.

o Non-toxic or minimally toxic, preferably biodegradable.

o Highly energy efficient in production and use.

o Recyclable, but if not, may be disposed of safely.

o Made from raw materials obtained in an environmentally sound, sustainable manner.

o Manufactured in an environmentally sound, sustainable manner by companies with good environmental track records.

o Cause minimal or no environmental damage during normal use or maintenance.

o Shipped with minimal packaging (consistent with care of product).

o Produced locally or regionally to minimize the environmental cost of shipping and the reduction of emissions during transportation.

Hence forth, Mount Union will give preference to environmentally superior products, where quality, function and cost are equal or superior. Whenever practicable and possible, products and packaging materials will contain a prescribed minimum post-consumer recycled content and will be minimized and/or substituted with more environmentally appropriate alternatives. All products will be chosen based on efficient use of energy, natural resources and potential for safe, non-hazardous disposal.

Whenever practicable means that the recycle products can perform the function intended at least as well as products from only virgin material, and the cost of the recycle product reasonably approximates the cost of the product produced only from virgin materials. Mount Union will work with give special preference to vendors who are socially and environmentally responsible in adhering to the above principals and guidelines.

END.

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

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

We operate on such a decentralized purchasing structure, so it is difficult to make sure we are following the Green Purchasing guidelines for most orders. For the everyday purchases, we trust that a manager, would try their best to shop green while keeping other factors like cost in mind.

If we do a large request for a quote through multiple vendors, UMU's Purchasing Agent has more control of keeping the green purchasing policy in mind. In these instances, if it is applicable, UMU's Purchasing Agent will include contract requirements related to the Green Purchasing Policy. For example, when we shopped for new copiers, we took into account electrical usage and how the vendor would recycle and dispose of our old copiers. Also, many of our vendor contracts are shopped through group purchasing organizations, and these will oftentimes include language that helps meet our Green Purchasing Policy. For individual users, UMU's Purchasing Agent tries to remind them to review all policies and procedures out on the portal and to make sure they are aware they are out there.

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

No

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:

Total expenditures on cleaning and janitorial products:

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:

Office Paper Purchasing

Responsible Party

Leah Graham
Sustainability and Campus Outreach Manager
Office of 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.

Submission Note:
Data received from Shawn Bagley, Purchasing Agent, entered by Leah Graham

"---" *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:
GREEN-SUSTAINABILITY PURCHASING POLICY_1.pdf

The paper purchasing policy, directive or guidelines:

Included in Green Purchasing Policy

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

Verify that vendor and supplier are certified by Sustainable Forestry Initiative

Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:

No

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	---
30-49 percent	---
50-69 percent	---
70-89 percent (or FSC Mix label)	---
90-100 percent (or FSC Recycled label)	---

Total expenditures on office paper :

24,000 *US/Canadian $*

The website URL where information about the paper purchasing policy, directive, or guidelines is available:

http://portal.mountunion.edu/CampusOffice/Business%20Office/polices_procedures/Documents/GREEN-SUSTAINABILITY%20PURCHASING%20POLICY.pdf

Inclusive and Local Purchasing

Responsible Party

Leah Graham
Sustainability and Campus Outreach Manager
Office of Sustainability

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.

Submission Note:
Data received from Shawn Bagley, Purchasing Agent, entered by Leah Graham

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

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

Yes

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

SUPPLIER DIVERSITY PROGRAM (1).pdf

The policy, guidelines or directive governing inclusive and local purchasing:

http://portal.mountunion.edu/CampusOffice/Business%20Office/polices_procedures/Documents/SUPPLI

University of Mount Union

Supplier Diversity Program

1.0 Purpose

1.1 The purpose of this policy is to enhance the successful business relationships between Minority, Woman and Physically-Challenged Owned Business Enterprises (M/W/DBE's), and the University of Mount Union.

1.2 Mount Union is committed to actively seeking goods and services from minority, women, and physically-challenged owned businesses. We strive to increase the visibility of the Supplier Diversity Program within the University supply base.

2.0 Minority/Women-Owned Business Classifications Definitions

2.1 Minority Business Enterprise – An enterprise that is at least 51% owned, operated, or controlled by a minority or a group of minority members, or, in the case of a publicly owned business, at least 51% of the stock is owned by a minority or a group of minority members. Minority Group Members – African Americans, Hispanic Americans, Native Americans, Asian/Pacific Americans and Asian/Indian Americans.

2.2 Physically-Challenged – An enterprise that, regardless of ethnic background, is at least 51% owned, operated, or controlled by an individual who has a physical or mental impairment that substantially limits one or more major life activities; there is a record of such impairment; or is regarded as having such an impairment.

2.3 Women-Owned Business Enterprise (WBE) – An enterprise that, regardless of ethnic background, is at least 51% owned, operated, or controlled by a woman, or a group of women, or, in the case of a publicly-owned business, at least 51% of the stock is owned by a woman or group of women.

2.4 Certification Requirements – Validation of a supplier's diverse status is preferred for participation in the Mount Union Supplier Diversity Program. Certification documents from the following qualified agencies are acceptable:

■■National Minority Supplier Development Council (NMSDC)

■■National Assoc. of Women Business Owners (NAWBO)

■■Women's Business Enterprise Council (WBENC)

■■City, State, or Federal Certification Agencies

3.0 Policy

3.1 It is the Policy of Mount Union, through it's Supplier Diversity Program, to increase the business opportunities for Minority, Women and Physically-Challenged Business Enterprises (M/W/DBE's). The University's commitment is to maximize M/W/DBE participation through the development of mutually beneficial business relationships with such firms. The effort is University-wide and includes traditional procurement and contracted services as well as subcontracting and

joint venture activities.

3.2 It is the responsibility of all University departments, along with the Purchasing Department, to seek out these diverse businesses and take the steps necessary to assure that these businesses receive a fair opportunity in the economic prospects available.

3.3 The program is intended to build an awareness of the University's Supplier Diversity efforts and to provide opportunities for Minority, Women and Physically-Challenged Business Enterprises. While the University does not practice set asides, it makes every effort to provide opportunities and assistance to M/W/DBE suppliers to do business with the Universtiy.

3.4 This program is developed, not as a response to outside regulatory agencies or mandatory requirements, but as an effort to recognize and support programs which can enhance the minority communities.

4.0 Function/Evaluation/Assessment

4.1 In support of this initiative Mount Union will:

■■Increase departmental awareness of the University supplier diversity objectives and opportunities.

■■Educate potential diversity suppliers about how to conduct business with the University.

■■Provide reasonable business opportunity to minorityowned, women-owned, and physically-challenged business enterprises (M/W/DBE) to participate as suppliers, contractors and subcontractors for the University.

■■Educate the University Community so that all departments will become fully aware of this policy and participate in increasing purchases from M/W/DBE's

■■Monitor and record all expenditures with M/W/DBE and report results on annual basis.

The Purchasing Department directs and supports the University's ongoing commitment to encourage business opportunities and diversity among it's suppliers.

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:

No

The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:

The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:

Life Cycle Cost Analysis

Responsible Party

Leah Graham
Sustainability and Campus Outreach Manager
Office of Sustainability

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.

Submission Note:

Data received from Shawn Bagley, entered by Leah Graham

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

Does the the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:

No

Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:

No

A brief description of the LCCA policy(ies) and practice(s):

N/A

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

Guidelines for Business Partners

Responsible Party

Leah Graham
Sustainability and Campus Outreach Manager
Office of Sustainability

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.

Submission Note:

Data from Shawn Bagley, Purchasing Agent, entered by Leah Graham

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

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:

None

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:
All

A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

Our contracts with major business partners include provision (sample excerpts provided below) that require our Partners to pay fair wages and meet the same employment standards as are provided to all University employees and to not discriminate in hiring and personnel practices.

PREVAILING LAW: The Proposer shall comply with all federal, state and local laws now in effect or hereafter promulgated, as may apply to this proposal and the services provided thereunder. In the event of any conflicts or ambiguities between these instructions and state or federal laws, regulations or rules, the state or federal laws shall apply. These instructions and specifications shall take precedence over any vendor contracts. The resulting contract shall be written under the laws of the State of Ohio.

Vendor contract excerpts are listed below, which go into more detail about the University of Mount Union's business partner's employee work standard agreements, guidelines and policies.

CAMPUS DINING FOOD VENDOR CONTRACT (EXCERPTS)

ARTICLE 8 PERSONNEL

8.1 CONTRACTOR shall employ all hourly and management personnel for the performance of its services hereunder. Subject to review with the College, CONTRACTOR shall maintain an adequate staff of employees to direct, manage and operate the Operations of the College. Any modification to the number of staff initially assigned by CONTRACTOR to the performance of services hereunder shall be subject to the prior approval of the Director of Auxiliary Services of the College.

8.5 CONTRACTOR shall not discriminate against any employee or applicant for employment because of race, creed, color, sex, or national origin, and CONTRACTOR shall make a diligent and continuing effort to provide equal employment, without discrimination. Such action shall include all recruitment, job assignments, promotions, demotions, transfers, layoffs, terminations, rates of pay, and selection for training. Continuing efforts by CONTRACTOR hereunder shall also include the employment of handicap persons, whenever possible. All employment advertisements of CONTRACTOR shall comply with
Federal and State laws and shall state that all applicants shall be afforded equal employment opportunities.

8.6 CONTRACTOR shall assume full responsibility for the payment and reporting of all compensation, fringe benefits, federal, state, and local income taxes, payroll taxes, Workers' Compensation premiums, unemployment compensation premiums, and qualified plan contributions (i.e. 401(K) contributions) for its employees who provide services hereunder.

8. 7 All work study employees employed by CONTRACTOR shall be paid, at a minimum, the prevailing Federal minimum wage. The Office of Financial Services of the College reserves the right to limit the number of hours each work study student may work, the nature of the work to be performed by each

8.8 Notwithstanding Section 8.14, for the first year of the term hereof, CONTRACTOR shall retain all existing dining service personnel, and shall pay them, at a minimum, at their existing rate of pay. CONTRACTOR shall also provide all existing personnel with comparable benefits, including, without limitation, sick leave, vacation leave, holidays, medical insurance, life insurance, and pension/401 (k). Any changes in compensation and/or benefits for employees of CONTRACTOR assigned to the College, shall be subject to review and approval by the College.

8. 9 CONTRACTOR shall, at its cost, service and maintain Workers' Compensation insurance for its employees providing services hereunder for the term of this Agreement.

8.10 CONTRACTOR shall schedule and conduct an on-going training program for its employees, which program shall train its employees to provide the services hereunder with the highest degree of courtesy, efficiency, and cleanliness. All training programs of CONTRACTOR shall be subject to the prior review and approval of the College.

8.11 CONTRACTOR, at its own expense, shall outfit all of its employees hereunder in uniforms acceptable to the College. CONTRACTOR acknowledges that catering uniforms shall be different from campus food service personnel uniforms, but agrees that all uniforms shall be regularly laundered and replaced. CONTRACTOR shall provide name tags for all "point of sale" employees and management personnel.

8.12 CONTRACTOR shall maintain a drug free work place program which shall comply with all state and federal regulations.

8.13 All employees of CONTRACTOR shall comply with College registration and parking regulations and shall be subject to penalties for violations thereof. Employees of CONTRACTOR who park on the College campus shall secure a parking decal and shall appropriately display said decal. Any fine which remains unpaid by an employee of CONTRACTOR for more than thirty (30) days, shall be paid by CONTRACTOR and shall not be included as an operating expense of CONTRACTOR hereunder.

8.14 Schedule 8.14 sets forth the principal functions and qualifications of the management personnel and other designated employees of CONTRACTOR.

SAMPLE REQUEST FOR PROPOSAL (HOUSEKEEPING EXCERPTS)

INSURANCE
The contractor shall at its sole cost and expense procure and maintain in full force and effect during the term of the contract:
1. Workman's Compensation and employer liability insurance covering all of contractors' employees who are engaged in any work under this contract.
2. Public Liability and property damage insurance (construed as including contractor's protective and broad contracted insurance) as shall protect the contractor and any subcontractor performing work covered by the contract from claims and damages for personal injury, including death, as well as from operations under the contract, whether such operations be by the contractor or any subcontractor, or by anyone directly or indirectly employed by either of them. The limits shall be $1,000,000 each incident, $1,000,000 aggregate and $500,000 property damage or $1,000,000 combined single limit.
3. Automobile bodily injury and property damage liability insurance when the services to be performed require the use of motor vehicles. Such insurance shall be secured from companies licensed to do business in the State of Ohio. The limits shall be $250,000 each accident, $500,000 aggregate bodily injury and $100,000 property damage.
4. Contractor shall furnish customer certificates evidencing this insurance coverage before work is commenced under the contract. All certificates of insurance shall provide that the insurance company will give customer 30 days written notice prior to cancellation or any change in the stated coverage of such insurance.

A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:

The website URL where information about the institution's guidelines for its business partners is available:

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

Blaine Lewis
Director of Physical Plant
Physical Physical

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 :

52

Number of vehicles in the institution's fleet that are::

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	0
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 website URL where information about the institution's support for alternative fuel and power technology is available:

Student Commute Modal Split

Responsible Party

Leah Graham
Sustainability and Campus Outreach Manager
Office of 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.

Submission Note:

Data entered by Leah Graham, data provided by Ron Crowl, Associate Vice President for Business Affairs, Chief Planning Officer

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

Total percentage of students that use more sustainable commuting options:

76

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)	22
Walk, bicycle, or use other non-motorized means	76
Vanpool or carpool	1
Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	1

A brief description of the method(s) used to gather data about student commuting:

Estimated based on number of students who live on campus, 76%.

The website URL where information about sustainable transportation for students is available:

Employee Commute Modal Split

Responsible Party

Leah Graham
Sustainability and Campus Outreach Manager
Office of 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:

Data entered by Leah Graham, data received by Ron Crowl Associate Vice President for Business Affairs, Chief Planning Officer

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

Total percentage of the institution's employees that use more sustainable commuting options:

1

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)	95
Walk, bicycle, or use other non-motorized means	3
Vanpool or carpool	2
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:

estimated based on parking permits and direct observation of parking areas

The website URL where information about sustainable transportation for employees is available:

Support for Sustainable Transportation

Responsible Party

Chuck McClaugherty
Director of Center for Envi. Sci.
Brumbaugh Ctr Envi Sci

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

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

Waste

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

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Leah Graham
Sustainability and Campus Outreach Manager
Office of 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:

Leah entered in information about RecycleMania, Trash to Treasure, and Food Waste audits, performance year audit.

RECYCLING AND TRASH PERFORMANCE YEAR CALCULATION
The performance year audit for trash and recycling was calculated tallying the number of hauls from our trash and recycling vendor for the entire year. Using RecycleMania's Volume to Weight Conversion chart the capacity for RECYCLING and the capacity for TRASH was calculated for the entire campus (single stream, corrugated cardboard, compacted trash, and loose campus trash). 80% of the total capacity number was used to report the TOTAL TONS of recycling and trash for the performance year July 2012 through June 2013.

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	139.49 *Tons*	25 *Tons*

Materials composted	1 *Tons*	1 *Tons*
Materials reused, donated or re-sold	10 *Tons*	0 *Tons*
Materials disposed in a solid waste landfill or incinerator	272.18 *Tons*	510 *Tons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	1,558	1,337
Number of residential employees	8	6
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,170	2,082
Full-time equivalent of employees	435	406
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, 2012	June 30, 2013
Baseline Year	July 1, 2006	June 30, 2007

A brief description of when and why the waste generation baseline was adopted:

Started Stars & GGER in 2006

A brief description of any (non-food) waste audits employed by the institution:

We have not conducted any non-food waste audits.

A brief description of any institutional procurement policies designed to prevent waste:

We do not have any procurement policies designed to prevent waste.

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

Yes, we currently do an exchange program within the department for office supplies.

A brief description of the institution's efforts to make materials available online by default rather than printing them:

Yes, we currently promote not to unless you need to.

A brief description of any limits on paper and ink consumption employed by the institution:

Students are charged for printing.
Desktop printers are no longer supported.

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

MOVE OUT: Trash to Treasure Sale
2014 marks the 6th year Mount Union has conducted "Trash to Treasure", a move-out donation and sale that benefits the United Way of Greater Stark County. On average every year, about $1,000 is donated from items students donate to the sale during move out time.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

Mount Union is a participant in RecycleMania, an international waste minimization and recycling competition and Game Day Challenge Football, a national waste and recycling competition. 2014 marks the 7th consecutive year Mount Union has been a participant in RecycleMania and has participated in Game Day Challenge for at least 2 years.

"RecycleMania is a friendly competition and benchmarking tool for college and university recycling programs to promote waste reduction activities to their campus communities. Over an 8-week period each spring, colleges across the United States and Canada report the amount of recycling and trash collected each week and are in turn ranked in various categories based on who recycles the most on a per capita basis, as well as which schools have the best recycling rate as a percentage of total waste and which schools generate the least amount of combined trash and recycling. With each week's updated ranking, participating schools follow their performance against other colleges and use the results to rally their campus to reduce and recycle

more."-recyclemaniacs.org

"The GameDay Recycling Challenge is a friendly competition for colleges and universities to promote waste reduction at their football games. During the challenge, colleges and universities implement waste reduction programs during home football games. Schools track

and report waste reductions and disposal data that is used to rank the schools.The competition is run by a partnership of the College and University Recycling Coalition (CURC), RecycleMania, Keep America Beautiful (KAB) and EPA's WasteWise

program."-gamedaychallenge.org

A brief description of any food waste audits employed by the institution:

In 2013-14 Mount Union conducted food waste audits of post-consumer food waste on Oct. 23, 2013, and a trayless post-consumer food waste audit in April 11, 2014.

University of Mount Union conducted a Food Waste Analysis. The EV 350Q Spring 2012 class conducted: A Case Study on Food Waste and Composting Options at the University of Mount Union. Part of the study included a week long waste audit of post-consumer food waste in our campus dining hall.

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:

AVI is our current food service provider. We do not have any programs or practices to track or reduce pre-consumer food waste in the kitchen, prep and spoilage.

A brief description of programs and/or practices to track and reduce post-consumer food waste:

We currently do not have a formal program or practice in place to track and reduce post-consumer food waste.

We conduct food waste audits of post-consumer food waste and do various outreach events tabling in front of the cafeteria. This year we have plans to share the results of trayless vs. non trayless post-consumer food waste results from past audits.

We informally decide on days to track food waste through a yearly audit below.

In 2013-14 Mount Union conducted food waste audits of post-consumer food waste on Oct. 23, 2013, and a trayless post-consumer food waste audit in April 11, 2014.

University of Mount Union conducted a Food Waste Analysis. The EV 350Q Spring 2012 class conducted: A Case Study on Food Waste and Composting Options at the University of Mount Union. Part of the study included a week long waste audit of post-consumer food waste in our campus dining hall.

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 campus dining offers reusable to-go containers made available to students at $5 for the year. When they return their to-go container they receive their $5 back.

We do not offer composting on our campus. Other dining services use to-go containers that are not compostable.

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):

The campus dining offers reusable to-go containers made available to students at $5 for the year. When they return their to-go container they receive their $5 back.

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:

There are no discounts for customers who bring their own reusable containers at this time.

A brief description of other dining services waste minimization programs and initiatives:

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

http://www.mountunion.edu/sustainability

Waste Diversion

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*.

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

Materials diverted from the solid waste landfill or incinerator:

149.49 *Tons*

Materials disposed in a solid waste landfill or incinerator :

272.18 *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:

The University of Mount Union conducts several outreach efforts that encourage the reduction of waste, reusing materials, and minimizing waste. These programs include: Game Day Challenge Football, Trayless Dining Hall Food Waste Audits, RecycleMania (Residence Hall RecycleMania Competition), and Trash to Treasure Move-out Sale.

MOVE OUT: Trash to Treasure Sale
2014 marks the 6th year Mount Union has conducted "Trash to Treasure", a move-out donation and sale that benefits the United Way of Greater Stark County. On average every year, about $1,000 is donated from items students donate to the sale during move out time.

GAME DAY CHALLENGE
Mount Union is a participant in RecycleMania, an international waste minimization and recycling competition and Game Day Challenge Football, a national waste and recycling competition. 2014 marks the 7th consecutive year Mount Union has been a participant in RecycleMania and has participated in Game Day Challenge for at least 2 years.

RECYCLEMANIA
"RecycleMania is a friendly competition and benchmarking tool for college and university recycling programs to promote waste reduction activities to their campus communities. Over an 8-week period each spring, colleges across the United States and Canada report the amount of recycling and trash collected each week and are in turn ranked in various categories based on who recycles the most on a

per capita basis, as well as which schools have the best recycling rate as a percentage of total waste and which schools generate the least amount of combined trash and recycling. With each week's updated ranking, participating schools follow their performance against other colleges and use the results to rally their campus to reduce and recycle

more."-recyclemaniacs.org

"The GameDay Recycling Challenge is a friendly competition for colleges and universities to promote waste reduction at their football games. During the challenge, colleges and universities implement waste reduction programs during home football games. Schools track and report waste reductions and disposal data that is used to rank the schools.The competition is run by a partnership of the College and University Recycling Coalition (CURC), RecycleMania, Keep America Beautiful (KAB) and EPA's WasteWise

program."-gamedaychallenge.org

In 2013-14 Mount Union conducted food waste audits of post-consumer food waste on Oct. 23, 2013, and a trayless post-consumer food waste audit in April 11, 2014.

University of Mount Union conducted a Food Waste Analysis. The EV 350Q Spring 2012 class conducted: A Case Study on Food Waste and Composting Options at the University of Mount Union. Part of the study included a week long waste audit of post-consumer food waste in our campus dining hall.

A brief description of any food donation programs employed by the institution:

The Regula Center for Public Service holds food drives thoughout the year. Other departments on campus hold periodic food drives that are donated to local charities, organizations including the Alliance Food Pantry. The Regula Center for Public Service also coordinates a Community-wide Thanksgiving Dinner with donations from the University of Mount Union staff, faculty and students, and local area businesses.The 2013-14 Community Thanksgiving Dinner served over 500 meals.

A brief description of any pre-consumer food waste composting program employed by the institution:

We do not have a food waste compost program.

A brief description of any post-consumer food waste composting program employed by the institution:

We do not have a food waste compost program.

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	No
Food composting	No
Cooking oil	No
Plant materials composting	No
Animal bedding composting	No
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	No
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:

Construction and Demolition Waste Diversion

Responsible Party

Blaine Lewis
Director of Physical Plant
Physical Physical

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

Blaine Lewis
Director of Physical Plant
Physical Physical

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.

"---" *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:

The University of Mount Union makes every attempt to reduce hazardous, universal, and non-regulated chemical wast through a joint effort by the Physical Plant and the Natural Sciences Department. Purchases of only needed chemicals for specific laboratory testing are limited and tracked by the institution's chemcial hygiene office. Hazardous chemicals are closely monitored by the Maintenance Supervisor in the Phyiscal Plant.

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

The chemical hygiene officer and physical plant coordinates a once a year disposal of all harardous and chemical wast materials. An outside contractor licensed to handle this type of waste is hired to pick up and properly dispose of all materials.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

We currently have not had any hazardous material incidents in the past three years.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

We use an on-line chemical inventory of Bracy Hall on our "S" drive that is shared by faculty in Chemistry. We know where chemicals in the building are located, and in what quantities.

The Biology Lab Manager is also an editor on this site, and can share a link to all Biology Faculty.

In addition, there are also printed copies of the inventory in the Bracy mail room and with each department head. Faculty may check inventory before making an unnecessary purchase if colleagues have items that may be shared.

We do not make a link available to the whole campus, for security reasons. We contract with a waste disposal company at the end of each school year. They recycle any usable chemicals that we have marked for disposal. We, however, do not recycle within the community, nor do we accept chemicals from other institutions. They become expensive to dispose of as waste, if not useful in our facility.

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):

The University of Mount Union makes every attempt to reduce hazardous, universal, and non-regulated chemical wast through a joint effort by the Physical Plant and the Natural Sciences Department. Purchases of only needed chemicals for specific laboratory testing are limited and tracked by the institution's chemcial hygiene office. Hazardous chemicals are closely monitored by the Maintenance Supervisor in the Phyiscal Plant.

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:

The University of Mount Union makes every attempt to reduce hazardous, universal, and non-regulated chemical wast through a joint effort by the Physical Plant and the Natural Sciences Department. Purchases of only needed chemicals for specific laboratory testing are limited and tracked by the institution's chemcial hygiene office. Hazardous chemicals are closely monitored by the Maintenance Supervisor in the Phyiscal Plant.

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

Blaine Lewis
Director of Physical Plant
Physical Physical

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.

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

Level of water risk for the institution's main campus:

Low

Total water use::

	Performance Year	Baseline Year
Total water use	34,218,750 *Gallons*	25,227,000 *Gallons*

Potable water use::

	Performance Year	Baseline Year
Potable water use	34,218,750 *Gallons*	25,227,000 *Gallons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year

Number of residential students	1,558	1,337
Number of residential employees	8	6
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,170	2,082
Full-time equivalent of employees	435	406
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	**Baseline Year**
Gross floor area	1,167,855 *Square Feet*	999,990 *Square Feet*

Area of vegetated grounds::

	Performance Year	**Baseline Year**
Vegetated grounds	123 *Acres*	112 *Acres*

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, 2005	Dec. 31, 2005

A brief description of when and why the water use baseline was adopted:

Started to use STARS 2005

Water recycled/reused on campus, performance year:

0 *Gallons*

Recycled/reused water withdrawn from off-campus sources, performance year:

0 *Gallons*

A brief description of any water recovery and reuse systems employed by the institution:

n/a

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

n/a

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

Yes, we use hig efficiency plumbing fixtures and fittings. We retrofit when we do a renovation projects or when parts need to be replaced.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

During renovation projects or as appliances and equipment need to be replaced.

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

n/a

A brief description of any weather-informed irrigation technologies employed by the institution:

n/a

A brief description of other water conservation and efficiency strategies employed by the institution:

n/a

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

Rainwater Management

Responsible Party

Blaine Lewis
Director of Physical Plant
Physical Physical

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:

n/a

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:

n/a

A brief description of any rainwater harvesting employed by the institution:

n/a

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:

Bio-swales and Bio-detention basins

A brief description of any living or vegetated roofs on campus:

n/a

A brief description of any porous (i.e. permeable) paving employed by the institution:

Gardner Welcome Center ADA Parking Lot

A brief description of any downspout disconnection employed by the institution:

n/a

A brief description of any rain gardens on campus:

n/a

A brief description of any stormwater retention and/or detention ponds employed by the institution:

2 campus lakes of approximately 1 arce each.

A brief description of any bioswales on campus (vegetated, compost or stone):

On-going campus operation initiatives include the construction of Bio-Rettention swales, underground detention systems and above ground detention ponds. Permeable pavement systems are an additional part of out storm water management plan.

A brief description of any other rainwater management technologies or strategies employed by the institution:

The University of Mount Union has storm water management initiative in place for both new developement projects and all on-going campus operations. New development project initiatives focus on the use of comprehensive storm water pollution control plans. Componenets of the plan inlcude he use of silt fencing, inlet protection using wire mesh and geotextile fabric, and sidement traps. All stock pile soils are seeded to reuce erosion

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

Wastewater Management

Responsible Party

Chuck McClaugherty
Director of Center for Envi. Sci.
Brumbaugh Ctr Envi Sci

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.

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

Chuck McClaugherty
Director of Center for Envi. Sci.
Brumbaugh Ctr Envi Sci

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.

"---" *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 Sustainability Management Advisory Committee coordinates sustainability efforts on the entire campus. Meeting 6-8 times per year the committee has expanded its commitment to the student education and involvement. improved building efficiency, marketing of sustainability. The committee reports to the President and the faculty

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:

In May 2010, the University of Mount Union Board of Trustees voted unanimously to adopt a Sustainability Plan that incorporated a Climate Action Plan. The Plan, developed by the Sustainability Task Force, includes all aspects of overall campus sustainability and meets the requirements set forth by the American College and University President's Climate Commitment (ACUPCC). The Plan considers not only Mount Union's energy consumption, but Mount Union in its entirety, as well as the Alliance community.

In order to facilitate execution of the Sustainability Plan, University President Dr. Richard F. Giese created a Sustainability Management Advisory Committee (SMAC) in Fall 2010. The purpose of this committee is to assist the President and President's Council in executive level strategic sustainability decisions. The SMAC also works on the implementation of the short, medium, and long-term goals of the Sustainability Plan, reviews and offers comment on the sustainable aspects of campus projects and programs, collects and publicizes data on the University's progress with the plan, and recommends directions and priorities for sustainability on campus.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Cooper, Len J Faculty
Frazier, John L Dean of Students
Gardner, Melissa F Director of Marketing
Giese, Richard F President (ex officio)
Graham, Leah J Sustainability Manager
Gravlee, Tiffany Community
Heddleston, Patrick D VP for Finance
Johnstin, Theresa A AVI Food Serrvices
Kavulla, Margherita Information Technology
Kelly, Sarah A Student
Kramer, Stephen Faculty
Kumler, Laura M Faculty
Laret, Lindsey M Student Affairs
Lewis, Blaine Director, Physical Plant
McClaugherty, Charles Faculty
Muga, Helen E Faculty
Peterson, Rod Auxilliary Services
Phillips, Jesse W Student
Poorbaugh, Joni M Marketing
Rhodes, James R Asst Director Physical Plant
Snyder, Diana Physical Plant coordinator
Stephan Baity AV IFoodsystems
Stuchell, Tina M Director, IT
Tidman, Paul Faculty

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

http://www.mountunion.edu/sustainability-management-advisory-committee

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:

Our sustainability efforts are spearheaded by four people
Leah Graham (half time) is the manager of outreach and sustainability
Jim Rhodes is the assistant director of physics plant and his portfolio explicitly includes the sustainability efforts of physical plant included

Chuck McClaugherty is the director of the Brumbaugh center for environmental science

Steve Kramer is a possessor of psychology (emeritus) and oversees the Green Raiders and the Curricular aspects of our program

Full-time equivalent (FTE) of people employed in the sustainability office(s):

1

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

http://www.mountunion.edu/sustainability-management-advisory-committee

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Leah Graham, Sustainability and Campus Outreach Manager

A brief description of each sustainability officer position:

The Sustainability and Campus Outreach manager will work to achieve two general goals at the University:

1. Support and expand the Campus commitment to sustainability.

2. Support the educational programs of the Brumbaugh Center for Environmental Science with emphasis on UMU courses, co-curricular programs, and recruitment, retention and placement of UMU students

Specific duties

1. Train and coordinate sustainability assistants (students) in cooperation with Dr. Kramer.

2. Provide administrative support to the Sustainability Management Advisory Committee.

3. Operate the AASHE STARS assessment including data collection, verification and entry.

4. Work with Student Affairs to develop sustainability activities for students and student organizations.

5. Co-Direct District 13 Science Fair.

6. Other duties that promote sustainability and environmental education on campus and in the community.

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

Sustainability Planning

Responsible Party

Chuck McClaugherty
Director of Center for Envi. Sci.
Brumbaugh Ctr Envi Sci

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	Yes
Campus Engagement	Yes	Yes
Public Engagement	Yes	Yes
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	Yes	Yes
Energy	Yes	Yes
Grounds	Yes	Yes
Purchasing	Yes	Yes
Transportation	Yes	Yes
Waste	Yes	Yes
Water	Yes	Yes
Diversity and Affordability	Yes	Yes
Health, Wellbeing and Work	Yes	No
Investment	Yes	Yes

Other	Yes	Yes

A brief description of the plan(s) to advance sustainability in Curriculum:

Information below can be found in: Campus Sustainability Plan; Campus Strategic Plan

The University of Mount Union addresses sustainability in curriculum with an overarching goal of increasing all stakeholders' (students, staff, faculty, alumni, board of trustees, and surrounding community) awareness of sustainability; increase motivation and willingness to act in a sustainable manner; encourage behavioral change in students and employees.

Mount Union is committed to expanding and improving our formal educational programs and courses that address sustainability. By offering courses and a curriculum that is relevant to sustainability issues we will help equip students to lead society to a sustainable future. This is clearly aligned with our University's mission, "to prepare students for meaningful work, fulfilling lives, and responsible citizenship." As stated in the Campus Sustainability Plan, Mount Union will continue to encourage faculty to identify where they are already incorporating sustainability in their courses; incorporate sustainability into our faculty and staff training and development programs; seek to better identify courses that include sustainability.

As stated in our Campus Strategic Plan, "Mount Union is committed to strengthening and revising the general education curriculum, increase opportunities for research and scholarly accomplishment, and increase opportunities for experiential learning. Parallel to challenging academic endeavors will be a deliberate effort to expose 100 percent of our students to experiential learning initiatives. Through involvement in thriving study abroad, internship and service-learning programs, our students will develop an overall appreciation for our global society and its demands and challenges. And, in a day where nearly ever career field calls for civic and global engagement, they will simultaneously broaden their proficiencies in their respective professions."

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

EXCERPT FROM CAMPUS SUSTAINABILITY PLAN
2013-2015
• Develop course or courses or certificate in sustainability
• Design and implement service learning options
• Seek support for a lecture series on sustainability
• Increase motivation for sustainable behaviors
• Review entire plan based on assessment data
2015-2020
• Develop or expand sustainability immersion experiences for students
• Develop a model "green" living unit.
• Develop courses for General Education that include Sustainability
• Have a sustainability curriculum that other schools would like to emulate

EXCERPT FROM CAMPUS STRATEGIC PLAN
Learning Goals
While all learning goals contribute to skills students will gain in sustainability courses; two learning goals outlined in the Campus Strategic Plan that particularly relate to sustainability are III. Preparation for Meaningful work and IV Preparation for Fulfilling Lives.

To fulfill the mission of the uni¬versity, learning goals provide direction for all components of the undergraduate student experience. The general edu¬cation curriculum, major, and other curricular and extracur¬ricular experiences all contrib¬ute to assist the undergradu¬ate students with fulfilling learning goals in the following five categories:

I. Core Abilities

A. Demonstrate ability to acquire and assess information.

B. Demonstrate research skills (both quantitative and qualitative).

C. Develop ability to think critically.

D. Develop ability to think creatively.

E. Develop communication skills.

II. Foundational Knowledge and Integration

A. Acquire knowledge in humanities, arts and sciences.

B. Demonstrate the use of concepts and methods in humanities, arts, and sciences.

C. Develop the ability to view the world from multiple disciplinary perspectives.

D. Integrate knowledge and techniques across multiple disciplines.

III. Preparation for Meaningful Work

A. Acquire discipline specific knowledge and skills needed at a professional level.

B. Demonstrate use of discipline specific knowledge and skills.

C. Integrate discipline specific knowledge and abilities with multiple disciplinary perspectives.

D. Develop ability to collaborate with others to solve problems.

IV. Preparation for Fulfilling Lives

A. Acquire the tools for self-development in order to assess and improve physical, social, emotional, intellectual, and spiritual growth and wellness.

B. Find and cultivate intellectual pursuits.

C. Find and cultivate pursuits for personal enrichment.

V. Preparation for Responsible Citizenship

A. Develop knowledge and appreciation of the individual's culture and other cultures in a global context.

B. Understand and employ ethics within diverse cultural, social, professional, environmental and personal settings.

C. Demonstrate civic engagement by active involvement in and beyond the classroom.

Accountable parties, offices or departments for the Curriculum plan(s):

Sustainability Management Advisory Committee Education working group; curriculum development department; Office of the President

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

Information below can be found in: Campus Sustainability Plan; Campus Strategic Plan

The University of Mount Union values students and students' experiences. As stated in the Campus Strategic Plan, Mount Union is committed to increasing opportunities for research and scholarly accomplishment. As stated in the Campus Sustainability Plan, Mount Union has a goal to continue to involve students in monitoring our campus by collecting data, analyzing it, and sharing it with the campus and beyond.

The measurable objectives, strategies and timeframes included in the Research plan(s):

EXCERPT FROM CAMPUS SUSTAINABILITY PLAN
2015-2020
• Develop or expand sustainability immersion experiences for students

EXCERPT FROM CAMPUS STRATEGIC PLAN

Learning Goals

While all learning goals contribute to skills students will gain in sustainability courses; two learning goals outlined in the Campus Strategic Plan that particularly relate to sustainability are III. Preparation for Meaningful work and IV Preparation for Fulfilling Lives.

To fulfill the mission of the university, learning goals provide direction for all components of the undergraduate student experience. The general edu¬cation curriculum, major, and other curricular and extracur¬ricular experiences all contrib¬ute to assist the undergradu¬ate students with fulfilling learning goals in the following five categories:

I. Core Abilities

A. Demonstrate ability to acquire and assess information.

B. Demonstrate research skills (both quantitative and qualitative).

C. Develop ability to think critically.

D. Develop ability to think creatively.

E. Develop communication skills.

II. Foundational Knowledge and Integration

A. Acquire knowledge in humanities, arts and sciences.

B. Demonstrate the use of concepts and methods in humanities, arts, and sciences.

C. Develop the ability to view the world from multiple disciplinary perspectives.

D. Integrate knowledge and techniques across multiple disciplines.

III. Preparation for Meaningful Work

A. Acquire discipline specific knowledge and skills needed at a professional level.

B. Demonstrate use of discipline specific knowledge and skills.

C. Integrate discipline specific knowledge and abilities with multiple disciplinary perspectives.

D. Develop ability to collaborate with others to solve problems.

IV. Preparation for Fulfilling Lives

A. Acquire the tools for self-development in order to assess and improve physical, social, emotional, intellectual, and spiritual growth and wellness.

B. Find and cultivate intellectual pursuits.

C. Find and cultivate pursuits for personal enrichment.

V. Preparation for Responsible Citizenship

A. Develop knowledge and appreciation of the individual's culture and other cultures in a global context.

B. Understand and employ ethics within diverse cultural, social, professional, environmental and personal settings.

C. Demonstrate civic engagement by active involvement in and beyond the classroom.

Accountable parties, offices or departments for the Research plan(s):

Sustainability Management Advisory Committee Education working group; faculty

A brief description of the plan(s) to advance Campus Engagement around sustainability:

As outlined in our Campus Sustainability Plan,

Mount Union is committed to engaging all stakeholders' students, staff, faculty, alumni, board of trustees, and surrounding community) awareness of sustainability, to increasing motivation and willingness to act in a sustainable manner, to encourage behavioral change in students and employees, to build sustainability into the social fabric of the campus including housing, student activities, and the business

office.

As stated in our Campus Strategic Plan, "Educating the whole person – mind, body and spirit – has long been central to the essence of the Mount Union culture, and our "community" feel has been a steadfast quality and historical hallmark.

At Mount Union, we are committed to creating a campus environment that moves our students along in their journeys toward independence, immersing them in a supportive and encouraging, yet challenging haven that is aesthetically pleasing, stimulating, inviting and safe. Exceptional opportunities for leadership development, social responsibility and spiritual growth will guide them as they seek and solidify a sense of self in preparation for their roles in our global society. From housing and gathering spaces to cultural and wellness experiences, Mount Union's transformational campus life is designed to elevate our students from adolescence to autonomy."

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

FROM THE CAMPUS SUSTAINABILITY PLAN
2013-2015
• Work with Integrated Core (General Education Program)
• Increase incorporation of sustainability into student media
• Develop course or courses or certificate in sustainability
• Design and implement service learning options
• Seek support for a lecture series on sustainability
• Increase motivation for sustainable behaviors
• Review entire plan based on assessment data
2015-2020
• Develop or expand sustainability immersion experiences for students
• Develop a model "green" living unit.
• Develop courses for General Education that include Sustainability
• Have a sustainability curriculum that other schools would like to emulate

Accountable parties, offices or departments for the Campus Engagement plan(s):

Sustainability Management Advisory Committee Planning, Administration and Engagement working group; Sustainability Manager; Sustainability Coordinator

A brief description of the plan(s) to advance Public Engagement around sustainability:

As outlined in our Campus Sustainability Plan,

Mount Union is committed to engaging all stakeholders' students, staff, faculty, alumni, board of trustees, and surrounding community) awareness of sustainability, to increasing motivation and willingness to act in a sustainable manner, to encourage behavioral change in students and employees, to build sustainability into the social fabric of the campus including housing, student activities, and the business office.

As stated in our Campus Sustainability Plan, the "University of Mount Union has a strong tradition of positive involvement with our community. We work in many ways to give back to our community through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species and volunteering at a food back, students have made tangible contributions that address

sustainability challenge through community service. In addition, community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs."

The University of Mount Union has a close relationship with the City of Alliance and recognizes that collaborations allow for benefits of campus and community. The Sustainability Management Advisory Committee, charged with carrying out the Campus Sustainability Plan is made up of members from across campus and the community including: staff, faculty, students, and Alliance community member. SMAC members are appointed by President Giese.

The University of Mount Union also has a Nature Center which offers environmental and sustainability education programming for free to members of the campus and community. As outlined in the John T. Brumbaugh Center for Environmental Science 2010-2019 Plan, The John T. Huston – Dr. John D. Brumbaugh Nature Center provides and supports opportunities for enjoying and learning about our natural and cultural heritage.

We direct our mission towards three principal audiences: University of Mount Union students and faculty, school and youth groups, and the general public. We want to provide facilities and programs that will encourage our visitors to appreciate their environment. We are committed to quality in preference to quantity and to diversity in preference to standardization.

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

EXCERPT FROM CAMPUS SUSTAINABILITY PLAN

2011 and beyond

1. The Office of Marketing will complete an annual review of the Sustainability Marketing Communication Plan to determine success, make adjustments, and set a course for the next year. As a result of emerging technology and campus advancements, a number of opportunities for the future will be presenting themselves providing additional vehicles for the promotion of sustainable efforts and activities on campus. These avenues include digital display in the Hoover-Price Campus Center, mobile applications for smart phone devices, and the potential development of a weekly internal newsletter for faculty and staff.

2. Additional tactics likely to be addressed in revised plans is the promotion of a number of national recognitions garnered by Mount Union. Mount Union received Tree Campus USA designation, a STARS rating from AASHE, and inclusion in the Princeton Review Green Guide.

2011 and beyond

1. Maintain and expand the programs above that will continue strong community relations.

2. Continue participating in the planning and implementation of the Sustainable Alliance Festival.

3. Continue organizing and sponsoring the end of the year Trash to Treasure sale.

4. Continue participation in the H.W. Hoover Foundation sustainability consortium.

5. Continue promoting Fuel-Less Fridays.

6. Continue to keep sustainability education at the forefront of our efforts.

Accountable parties, offices or departments for the Public Engagement plan(s):

Office of Marketing; Regula Center for Public Service; Sustainability Management Advisory Committee Administration, Planning and Engagement working group; John T. Huston-Brumbaugh Center for Environmental Science

A brief description of the plan(s) to advance sustainability in Air and Climate:

As stated in our Campus Sustainability Plan, "University of Mount Union has committed to climate neutrality. We define climate neutrality as our institution having no net emissions of greenhouse gasses. The following is excerpted from our ACUPCC commitment: "Within two years of signing this document (for University of Mount Union the due date was May 15, 2010), develop an institutional action plan for becoming climate neutral, which will include:

1. A target date for achieving climate neutrality as soon as possible.

2. Interim targets for goals and actions that will lead to climate neutrality.

3. Actions to make climate neutrality and sustainability a part of the curriculum and other educational experiences for all students.

4. Actions to expand research or other efforts necessary to achieve climate neutrality.

5. Mechanisms for tracking progress on goals and actions."

University of Mount Union will reduce its energy consumption through conservation and efficiency, and by switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. At Mount Union, energy consumption is the largest sources of greenhouse gas emissions that contribute to climate change. In addition to accelerating 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/gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower floods habitat and disrupts fish migration.

Implementing conservation measures and switching to renewable sources of energy can help Mount Union save money and protect us from potential utility rate volatility. Renewable energy may be generated locally or regionally and allow us to support local economic development. Furthermore, we can help shape markets by creating demand for cleaner, renewable sources of energy."

As outlined in our Campus Strategic Plan, in order to ensure sustainable management of our resources, "and further elevate the student educational experience, Mount Union pledges to direct attention to strategic fund-raising goals, cultivate meaningful partnerships with alumni and friends and develop a deeper appreciation for our faculty and staff. Stewarding the physical campus will be at the forefront of these efforts as well, with a focus on the acquisition of new properties and building initiatives that confirm our commitment to sustain¬ability leadership.

As future campus plans are implemented, Mount Union's commitment to serving as a leader in the higher educa¬tion sustainability movement will not diminish. Guided by a progressive and challeng¬ing Sustainability Plan, we will continue to build with LEED standards as the norm while providing education and awareness on sustainable practices; incorporating "green" principles into our operations, administration and financial structure; and carrying out the definitive actions of the accompanying Climate Action Plan."

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

EXCERPT FROM CAMPUS SUSTAINABILITY PLAN
Target Dates
We propose to reach climate neutrality based on our Scope 1 and 2 emissions NO LATER THAN COMMENCMENT DAY IN MAY 2046, which is the bicentennial year of our institution's founding. For purposes of the ACUPCC, climate neutrality is defined as having no net greenhouse gas (GHG) emissions, to be achieved by minimizing GHG emissions as much as possible, and using carbon offsets or other measures to mitigate the remaining emissions.

INTERIM TARGETS:
2010-2015-Focus on conservation
We will continue to find ways to CONSERVE energy. We will improve our monitoring capabilities and expand our educational efforts to increase energy efficiency and minimize waste. This will be our top priority for the five year period 2010-2015. Pending further study we anticipate that conservation measures could reduce our energy consumption and GHG output by 10-20%. Conservation is the least expensive step and should actually reduce net university expenses. During this time we will continue retrofits to existing buildings, design

new construction and renovations according to best practices (LEED or similar), expand our metering of individual buildings, and support expansion of sustainability education in our curriculum.

2010-2030

We will begin studying possibilities to improve the EFFICIENCY of energy consumption focusing primarily on buildings (HVAC, lighting, improved building envelopes). We propose that a revolving capital improvement fund be established that will provide for investments in buildings, HVAC equipment, and controls that will improve efficiency. The saving realized from initial investments would then be reinvested on future energy saving improvements, with those savings again reinvested. This procedure would continue indefinitely so long as the investments have a definable return period. This will be an ongoing process that could reduce our energy consumption by 30-40% of current levels over 30 years. This process would include both retrofits of existing buildings, construction of new buildings, and changes in all areas of our operations.

We will immediately being investigating the possibilities of ONSITE PRODUCTION or energy collection, such as solar voltaic, solar thermal, geothermal heat pump, and small wind. The potential of these will depend on both economic and technological development. The potential for reducing GHG emissions could range from 1 to 10% or more depending on costs and efficiencies.

We will immediately being investigation of the possibility of acquiring OFFSITE ALTERNATIVE RENEWABLE ENERGY, possibly through consortia or agreements with other institutions. Our intent is to encourage the development of regional alternative energy sources such as wind, or possibly biomass, that may not be feasible on-site or locally but that would stimulate the economy in our state and region and provide great energy independence. Current Ohio law mandates that by 2025, at least 25% of all electricity sold in the state come from alternative energy resources. At least half of the standard, or 12.5% of electricity sold, must be generated by renewable sources such as wind, solar, hydropower, geothermal, or biomass. At least half of this renewable energy must be generated in-state. This law should allow us to more easily purchase renewable energy as well as to have a market for any renewable energy that we produce on campus.

We will investigate and implement measures to reduce the carbon output from commuting and transportation. We will also continue to improve our waste management and recycling practices. These will reduce our greenhouse gas emissions that come from landfill gases. These will be described more in later sections.

The costs of some of these initiatives may be quite large and will be undertaken only after a thorough examination of the short and long-term costs and benefits. An initial capital investment into efficiency related items could achieve significant savings that could go back into a revolving fund to initiate additional efficiency measures or on-site energy production.

2031-2046

During this period we will continue to monitor conservation and efficiency, but we will also need to begin considering ways to fulfill our commitment to net zero emissions. We will investigate and utilize OFFSETS and CREDITS only as a last resort to fulfill our commitment. We anticipate that the market for these items or some appropriate replacement will be well established and adequately monitored and regulated so that we can make prudent decisions as to how to offset our emissions that we are unable to eliminate through other means.

2015-2020

1. Increase efficiency in existing and new buildings and activities.

a. Retrofit and replace HVAC in existing buildings as recommended by the energy audit.

b. Design new buildings to meet or exceed LEED Gold level certification for energy efficiency, and meet or exceed current or most energy-efficient energy code requirements for envelope, mechanical, and lighting.

Goal By Principal means

25% 2015 Primarily conservation and efficiency

50% 2025 Above plus renewable and onsite generation

80% 2035 Above plus some credits and local offsets if needed

Accountable parties, offices or departments for the Air and Climate plan(s):

A brief description of the plan(s) to advance sustainability in Buildings:

As stated in our Campus Sustainability Plan, "University of Mount Union desires to maintain and renovate existing buildings and construct new buildings that reflect the best available sustainability practices so as to create healthy environments for users of the buildings and reduce operating costs. At University of Mount Union, buildings are by far the largest users of energy and the largest source of greenhouse gas emissions on campus. Buildings also use significant amounts of potable water. University of Mount Union will therefore 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."

As stated in our Campus Master Plan, "Building projects should be designed to LEED Silver standards, at minimum; new buildings should be sited and massed to take advantage of solar orientations for smart energy use, daylight harvesting and the comfort of building users; an east-west building orientation is the most effective for energy efficiency. However, due to existing campus conditions, east-west orientations are not always possible; buildings should be planned for flexibility of use; building materials, interior and exterior, should be procured regionally, be environmentally friendly and recyclable when possible. Materials should be durable and require minimal maintenance; new and renovated buildings should be designed with efficient and effective thermal envelopes, including walls, roofs, windows and doors; new and renovated buildings should be designed with smart and energy-efficient mechanical, electrical and technological systems; geo-thermal systems, efficient boiler and chiller systems, radiant heating and cooling systems, integrated controls systems, low-flow fixtures and grey water capturing should be considered for mechanical and plumbing systems; energy-efficient light fixtures and devices (occupancy sensors) should be considered for electrical systems; programs, protocols and products that lessen energy consumption in computers, audio-visual equipment and information technology should also be studied; buildings should be teaching tools for environmental stewardship."

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

EXCERPT FROM CAMPUS SUSTAINABILITY PLAN

Actions

2011-2015

1. Based on what we learn from the initial metering experience we will expand individual building monitoring of building energy usage. Complete the metering of all dormitories and student residences (18 currently completed, 4 in process).

2. Make meter information available on our website, comparing dorms and residences.

3. Make current solar energy input information available on the website (as of 12/19/2011, .

4. Review and reconsider temperature standards for working space (currently 72°F (+/- 2°) year round).

5. Develop a green cleaning policy in conformance with Green Seal certification.

6. Improve the Building Coordinator role on campus to encourage sustainable practices.

7. Implement or expand programs in residential housing to promote sustainable living practices. These could be high-efficiency lighting give-a-ways, floor competitions, vending misers on vending machines, and installing front-load washers in all laundry facilities.

8. Install individual room sensors and controllers in residence halls and other buildings as appropriate.

9. Continue to upgrade roofs, windows, and walls in existing buildings.

10. Investigate installation of waterless urinals in high-use areas.

2015 and beyond

1. Meter all sports facilities and future facilities.

2. Make meter information available on the website, comparing all buildings and facilities energy used per square foot. We would also like to include comparisons to other institutions of similar size and scope.

Accountable parties, offices or departments for the Buildings plan(s):

Physical Plant

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

As stated in our Campus Sustainability Plan, "University of Mount Union wants to provide, through its food service contractor, a high quality of healthy food in ways that minimize waste, support local purchasing, and include organic and fair trade certified products. We want to minimize waste in the energy required for food storage and preparation and minimize waste of food and production of solid waste."

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Actions
2011-2015
1. Evaluate the use of pulpers in composting dining hall food waste. Pulpers could provide raw materials for a composting program near campus or at the Huston-Brumbaugh Nature Center.
2. Consider blackouts of selected parts of the dining commons.
3. Improve monitoring of dish machine use to maximize efficiency.
4. Revisit continuous dining to make it both student friendly and energy and labor efficient.
5. Revisit tray less dining.
6. Continue monitoring the biodiesel project at the Huston-Brumbaugh Nature Center.

2015 and beyond
1. Implement zero waste meals. All waste should be biodegradable and none should be going to the land fill.
2. Increase the amount of locally produced food we offer.
3. Review and increase the purchase of fair-trade and organic foods.

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Office of Auxilliary services

A brief description of the plan(s) to advance sustainability in Energy:

As stated in our Campus Sustainability Plan, "We will immediately being investigating the possibilities of ONSITE PRODUCTION or energy collection, such as solar voltaic, solar thermal, geothermal heat pump, and small wind. The potential of these will depend on both economic and technological development. The potential for reducing GHG emissions could range from 1 to 10% or more depending on costs and efficiencies.

We will immediately being investigation of the possibility of acquiring OFFSITE ALTERNATIVE RENEWABLE ENERGY, possibly through consortia or agreements with other institutions. Our intent is to encourage the development of regional alternative energy sources such as wind, or possibly biomass, that may not be feasible on-site or locally but that would stimulate the economy in our state and region

and provide great energy independence. Current Ohio law mandates that by 2025, at least 25% of all electricity sold in the state come from alternative energy resources. At least half of the standard, or 12.5% of electricity sold, must be generated by renewable sources such as wind, solar, hydropower, geothermal, or biomass. At least half of this renewable energy must be generated in-state. This law should allow us to more easily purchase renewable energy as well as to have a market for any renewable energy that we produce on campus."

The measurable objectives, strategies and timeframes included in the Energy plan(s):

2031-2046
During this period we will continue to monitor conservation and efficiency, but we will also need to begin considering ways to fulfill our commitment to net zero emissions. We will investigate and utilize OFFSETS and CREDITS only as a last resort to fulfill our commitment. We anticipate that the market for these items or some appropriate replacement will be well established and adequately monitored and regulated so that we can make prudent decisions as to how to offset our emissions that we are unable to eliminate through other means.

Accountable parties, offices or departments for the Energy plan(s):

Physical Plant; Sustainability Management Advisory Committee

A brief description of the plan(s) to advance sustainability in Grounds:

As stated in our Campus Sustainability Plan, "University of Mount Union is proud of its beautiful and welcoming campus. We propose to continue to maintain our campus in a regionally appropriate manner that will use water wisely and minimize the use of harmful landscape chemicals."
As stated in our Campus Master Plan, landscape project recommendations include: "new parking lots should be designed to efficiently handle storm water, -preferably through bio-filtration and bio-swales; native and drought-resistant planting (xeriscaping) should be utilized in new landscape elements, streetscapes, gardens and lawns; local materials should be procured for the thresholds, gates and campus edges, a landscape project should always be associated with a building project, enhancing the interactions and connection of a building, the immediate campus and the environment; landscape projects should be teaching tools for environmental stewardship."

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

From our Campus Sustainability Plan
2011-2015
1. Update our tree inventory
2. Determine areas that could be shifted into lower maintenance plantings with native plants.
3. Review our grounds-related chemical use to determine ways to further reduce it.
4. Evaluate use of deicing compounds.
2015-2020
1. Look at ways to use landscaping to improve building heating and cooling and minimize the need for mowing and the use of chemicals and fertilizers, all as part of a campus mater planning process.
2. Investigate the possibility of utilizing water from our university ponds for any needed irrigation.
3. Create educational gardens on campus, including agricultural, native plants, and rain gardens.

4. Initiate a composting program that will utilize waste materials from our grounds and dining service for use on campus beds.

Accountable parties, offices or departments for the Grounds plan(s):

Physical Plant

A brief description of the plan(s) to advance sustainability in Purchasing:

As stated in our Campus Sustainability Plan, "Mount Union desires to use our purchasing power to help build a sustainable economy, especially focused on our own state and region. Our institution purchases millions of dollars of goods and services every year. Each purchasing decision represents an opportunity for us to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability." As stated in our Campus Strategic Plan, Mount Union has identified incorporating "green" principles into our operations, administration, and financial structure, as a way to be a leader in sustainability.

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

FROM THE CAMPUS STRATEGIC PLAN: The Strategic Plan includes an entire section on ensuring the sustainable management of resources. Within that section we identify key goals to make the University of Mount Union a leader in the higher education sustainability movement. Several themes are identified in the plan, such as:
\Incorporating "green" principles into our operations, administration, and financial structure

Accountable parties, offices or departments for the Purchasing plan(s):

SMAC and Business Office (Purchasing)

A brief description of the plan(s) to advance sustainability in Transportation:

As stated in our Campus Sustainability Plan, "Mount Union recognizes that transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems, including heart and respiratory diseases and cancer. Because of our relatively small size and compact campus, our fleet emissions are relatively small. We can reap benefits from implementing sustainable changes to our transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large paved surfaces, which can help campuses better manage storm water. Also, we can realize cost savings that help support local economies by reducing our dependency on petroleum-based fuels for transportation. The institution is looking into purchasing new hybrid and alternative fuel vehicles for the fleet. Vehicles are generally not kept in the fleet for more than 5 years, which means that we are always running the most up-to-date vehicles available. Additionally, the institution has a full-time mechanical staff that maintains current vehicles to peak efficiency."

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

EXCERPT FROM CAMPUS SUSTAINABILITY PLAN
Actions
2011-2015

1. Strive to improve the use of local public transportation by working with SARTA to offer reduced price passes to students, staff, and faculty and establish a Mount Union SARTA stop.

2. Remove most parking from campus interior and utilize it for buildings or open space.

3. Try to reduce student transportation energy use and associated emissions by establishing a "ride share" system.

4. Attempt to reduce fleet emissions further by purchasing additional hybrid or other high efficiency, low emissions vehicles.

5. Study the potential for a loaner high efficiency, low emissions car program.

6. Encourage increased use of bicycles by providing bike racks at many buildings and considering a "common" bike program, perhaps by purchasing unclaimed bikes from the Alliance Police Department. We will also work with the City of Alliance to develop a network of bike lanes through the city, including the campus.

7. Try to improve faculty and staff transportation efficiency by providing desirable, dedicated carpool parking spaces.

8. Investigate the need for and cost of parking spaces dedicated to electric only vehicles, including charging stations.

9. Evaluate parking assignment with a view towards minimizing short-range driving.

10. Continue to work with the Alliance Mayor's Green Commission in support of "Fuel-less Fridays"

11. Get more detailed records on the nature of our air travel and calculate the emission associated with that more accurately.

12. Study alternatives for air travel offsets.

13. Analyze the budgetary implications of offsets and establish a policy for offsets related to air travel.

2015-2020
1. Implement a fully developed bike plan in conjunction with the City of Alliance.

2. Provide electric vehicle parking spaces with recharge stations.

3. Continue to replace existing campus automobiles with hybrid or electric, or the currently best available technology. Replacement of vans and trucks will depend on the available of technology. But in any case, we will consider fuel efficiency and level of emissions in selecting replacement vehicles.

4. Provide campus shuttles to the Huston-Brumbaugh Nature Center for special events.

5. Work with SARTA and the City of Alliance to develop routes to desirable locations in North Canton (airport, Strip, Belden, etc.).

2020 and beyond
1. Discourage one-passenger commuting further by implementing parking fees and offering carpool incentives.

2. Provide incentives for train or bus travel rather than air travel.

3. Require the purchase of offsets for air travel.

Accountable parties, offices or departments for the Transportation plan(s):

Sustainability Management Advisory Committee; Physical Plant; City of Alliance

A brief description of the plan(s) to advance sustainability in Waste:

As stated in our Campus Sustainability Plan, "Mount Union intends to move towards 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 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. In addition, waste reduction campaigns can engage the entire campus community in contributing to our sustainability goals."

The measurable objectives, strategies and timeframes included in the Waste plan(s):

EXCERPT FROM CAMPUS SUSTAINABILITY PLAN

Actions

2011-2015

1. Continue to participate in RecycleMania or other campus-wide waste awareness and reduction activities.

2. Expand our print monitoring and paper reduction activities to faculty and staff offices.

3. Increase our marketing and awareness campaigns for campus-wide recycling.

4. Add more recycling bins and improve the accessibility of the existing bins, particularly in residence halls.

5. Pursue composting.

6. Review our purchasing policy to see if there are ways to specify purchases that are more easily recycled and to purchase recycled materials whenever possible.

7. Maintain a current waste report on the website and engage in some waste reduction competitions.

8. Plan some zero waste events for the campus.

9. Achieve a 35% diversion rate for solid waste based on our 2008 levels.

2015-2020

1. Implement a plan for moving to zero waste across campus.

2. Achieve a 50% diversion rate for solid waste.

3. Adopt a policy of diverting at least 75% of non-hazardous construction waste from landfills or incinerators.

4. Expand our e-waste program to cover the recycling and reuse of donated items, such as office machines and student computers, that are not covered under our current policy.

2020 and beyond

1. We will monitor our success at zero waste and develop new plans as technologies change with the intention of achieving overall zero waste by our target year of 2046.

Accountable parties, offices or departments for the Waste plan(s):

Sustainability Management Advisory Committee; Physical Plant; Sustainability Manager; Sustainability Coordinator

A brief description of the plan(s) to advance sustainability in Water:

As stated in our Campus Sustainability Plan, "University of Mount Union desires to maintain and renovate existing buildings and construct new buildings that reflect the best available sustainability practices so as to create healthy environments for users of the buildings and reduce operating costs. At University of Mount Union, buildings are by far the largest users of energy and the largest source of greenhouse gas emissions on campus. Buildings also use significant amounts of potable water. University of Mount Union will therefore 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."

As stated in our Campus Master Plan, "new parking lots should be designed to efficiently handle storm water, -preferably through bio-filtration and bio-swales; native and drought-resistant planting (xeriscaping) should be utilized in new landscape elements, streetscapes, gardens and lawns; local materials should be procured for the thresholds, gates and campus edges; a landscape project should always be associated with a building project, enhancing the interactions and connection of a building, the immediate campus and the environment; landscape projects should be teaching tools for environmental stewardship; new and renovated buildings should be designed with smart and energy-efficient mechanical, electrical and technological systems, geo-thermal systems, efficient boiler and chiller systems, radiant heating and cooling systems, integrated controls systems; low-flow fixtures and grey water capturing should be considered for mechanical and plumbing systems; energy-efficient light fixtures and devices (occupancy sensors) should be considered for electrical systems."

The measurable objectives, strategies and timeframes included in the Water plan(s):

EXCERPT FROM CAMPUS SUSTAINABILITY PLAN
2015 and beyond
1. Meter all sports facilities and future facilities.
2. Make meter information available on the website, comparing all buildings and facilities energy used per square foot. We would also like to include comparisons to other institutions of similar size and scope.

Accountable parties, offices or departments for the Water plan(s):

Physical Plant; Environmental Science; Sustainability Management Advisory Committee

A brief description of the plan(s) to advance Diversity and Affordability:

As stated in our Campus Strategic Plan, "our students' abilities to thrive in the global nature of our 21st century world will be dependent on our power as an institution to expose them to diverse cultures, ideas and opportunities. In essence, we must evolve as a uniquely-diverse and culturally-supportive community to ensure the enrichment of the educational experience, promotion of personal growth and encouragement of critical thinking. At Mount Union, diversity is broadly conceptualized to include international and national differences as well as group distinctions (ethnicity, class, sexual orientation, ability and political and religious affiliations) and individual characteristics (learning styles and personalities). Such diversity and inclusion ultimately foster an educational climate characterized by variety of thought and evoke poignant discussions that highlight an array of viewpoints, assumptions, values and perceptions. In sum, diversity is an essential component of academic excellence that leads to a richer understanding of the issues that shape our world and an intrinsic appreciation of the value of all people. In order to enhance the diversity of our campus community, key objectives include, foster an inclusive campus environment; increase the number of U.S. minority and international students; increase U.S. minority retention and graduation rates; increase the number of full-time U.S. minority, female and international faculty; increase student exposure to intercultural experiences; create new intercultural opportunities for faculty and staff."

As stated in our Campus Sustainability Plan, "Mount Union desires to advance diversity, access, and affordability both on campus and in society at large. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental justice, society must work to address discrimination and promote equality. Higher education opens doors to opportunities that can help create a more equitable world. 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. In addition, a diverse student body, faculty, and staff provides rich resources for learning and collaboration."

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

EXCERPT FROM CAMPUS STRATEGIC PLAN
The institution will increase the number of U.S. minority and international students un¬til they represent a minimum of 15 percent of the student body and heighten U.S. minor¬ity retention and graduation rates so that they mirror overall institutional averages. Additionally,

we will grow the number of full-time U.S. minor¬ity, female and international faculty to mirror that of our student body.

Mount Union's pledge to enhance the diverse nature of our environment is coupled with an institutional promise to provide opportunities for students and faculty to explore the world far beyond our cam¬pus borders. At a minimum, we vow to expose 25 percent of our graduating class to an intercultural experience such as traditional study abroad, short-term cultural immersion experiences led by faculty, internships or service-learning projects throughout the world or in diverse settings within the United States or study at an historically Black college or university.

EXCERPT FROM CAMPUS SUSTAINABILITY PLAN
Actions
2011-2015
1. Maintain and expand our successful programs

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

Diversity Initiatives Steering Committee, Business Office, Resource Allocation Board, Admissions Office, Human Resources, Assistant to the President for Diversity

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

As stated in our Campus Strategic Plan, "Educating the whole person – mind, body and spirit – has long been central to the essence of the Mount Union culture, and our "community" feel has been a steadfast quality and historical hallmark. At Mount Union, we are committed to creating a campus environment that moves our students along in their journeys toward independence, immersing them in a supportive and encouraging, yet challenging haven that is aesthetically pleasing, stimulating, inviting and safe. Exceptional opportunities for leadership development, social responsibility and spiritual growth will guide them as they seek and solidify a sense of self in preparation for their roles in our global society. From housing and gathering spaces to cultural and wellness experiences, Mount Union's transformational campus life is designed to elevate our students from adolescence to autonomy."

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Excerpt from Campus Strategic Plan
IV. Preparation for Fulfilling Lives
A. Acquire the tools for self-development in order to assess and improve physical, social, emotional, intellectual, and spiritual growth and wellness.
B. Find and cultivate intellectual pursuits.
C. Find and cultivate pursuits for personal enrichment.

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

Human Resources; Health Center; Student Affairs; Center for Student Success

A brief description of the plan(s) to advance sustainability in Investment:

As stated in our Campus Sustainability Plan, "University of Mount Union can 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 community engagement. Furthermore, institutions can support the development of sustainable products and services by investing in these industries. Likewise, they 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. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices. Mount Union has developed a healthy endowment over the last few decades that contributes importantly to the success of our institution. Our Board of Trustees works together with our administration to set guidelines for investments and the investments are managed by professional investment managers. Currently our specific investments are now public knowledge. Mount Union is affiliated with the United Methodist Church. Their guidelines list some specific social issues that should be avoided and make a more general admonition to choose investments that conform to these social principles:

1. An ecologically just world and a better quality of life for all creation

2. Social justice and the sacred worth of all persons

3. Sound fiscal policies that protect the economic life of all individuals

4. Political and governmental responsibility for protection of basic rights

5. The unity of the world community"

The measurable objectives, strategies and timeframes included in the Investment plan(s):

EXCERPT FROM CAMPUS SUSTAINABILITY PLAN
Actions
2011-2015
1. The investment committee of the board of trustees recently reviewed several candidates for endowment consulting. One of the criteria was knowledge in socially responsible investing. We have decided to maintain the relationship with our current firm and will be studying how to implement sustainability principles into the investments at Mount Union.
2. Once the trustees have advised as to how sustainable investing fits into the overall portfolio of investments, establish a socially responsible advisory committee to oversee investments. This advisory committee would include trustees, faculty, students, and staff (up to9). Their duties could include:
a. Monitoring voter proxies
b. Monitoring performance
c. Shareholder advocacy

Accountable parties, offices or departments for the Investment plan(s):

Business Office; Office of the President; Board of Trustees

A brief description of the plan(s) to advance sustainability in other areas:

INCREASE UTILIZATION OF CAMPUS NATURE CENTER:
From Our AQIP (Accreditation) Portfolio of Action Projects
As part of our reaccreditation process with the higher learning commission, the University has adopted An Action Project as part of our overall AQIP (Academic Quality Improvement Program) to increase the utilization of the Huston-Brumbaugh Nature Center by campus constituents. This serve a variety of sustainability related objective including education This action project is an opportunity to further develop a culture and infrastructure for selecting specific relationship building processes and setting performance targets, as w ell as an

opportunity to use performance data to drive and also monitor improvements (Category Nine Building Collaborative Relationships). The project, which will include surveying stakeholders will also provide an opportunity to improve our process for collecting, analyzing and using performance data regarding stakeholder relationships (Category Three Understanding Students and Other Stakeholders). Ultimately we know that creating improvements in the utilization of the resources offered by the NC can bring our students into an enjoyable educational relationship with nature and our cultural heritage (Category One Helping Students Learn).

The measurable objectives, strategies and timeframes included in the other plan(s):

EXCERPT FROM AQIP Action Plan
Fall-Spring 2014-2015 Implement first round of improvements and measure targeted changes in utilization
Fall-Spring 2015-2016 Evaluate first round improvements and make modifications, then measure targeted changes in utilization;
Implement second round changes and measure targeted changes in utilization
Fall 2016 Evaluate project outcomes

Accountable parties, offices or departments for the other plan(s):

The Office of Marketing

The institution's definition of sustainability:

FROM OUR CAMPUS SUSTAINABILITY PLAN
Our working definition of sustainability is derived from the most common definition, the 1987 report of the UN Commission on Environment and Development, Our Common Future, which defined "sustainable development" (sustainability) as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs." Embedded in that definition are two important elements:
1.A long-term view (generations)
2.A systemic or ecological sense of life
Thus, sustainability is about the interdependence of living organisms and communities (both human and nonhuman) over the long haul. Instead of seeing environmental, social, and economic needs as a collection of discrete characteristics or problems, sustainability looks at them as interdependent and connected. Each has an impact on and consequences for the others. Because this plan is necessarily long-term in nature, it focuses on principles rather than specifics. Just as a college frequently adds, deletes, and modifies courses in its curriculum in response to changes in knowledge and student and societal needs, we recognize the need for flexibility to respond to inevitable but unpredictable changes in economics and technology

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:

One of the six guiding principles in our Strategic Plan is to "manage resources sustainably"
Throughout the strategic planning process, it became clear that the six strategic initiatives that have guided Mount Union's efforts throughout the past five years are still very much relevant for the future. Thus, Advancing Excellence (the campus strategic plan) stems

from these guiding principles:

Develop a curriculum for the future

Foster an engaging campus community

Manage strategic enrollment growth

Ensure the sustainable management of resources

Enhance the diversity of the campus community

Broaden the visibility and reputation of the institution

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

http://www.mountunion.edu/content/u/634642119171731E17.pdf

Governance

Responsible Party

Chuck McClaugherty
Director of Center for Envi. Sci.
Brumbaugh Ctr Envi Sci

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:

Student representatives are appointed from among those who volunteer through the Dean of Students office. They are on most major faculty committees, most search committess

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:

Student Senate consists of representatives from all student organizations and their officers are elected.The officers have appointments to some committees and the executive board of the Student Senate makes other appointments and recommendations

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	Yes
Existing or prospective physical resources	---
Budgeting, staffing and financial planning	---
Communications processes and transparency practices	---
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

Students are involved on our accreditation (AQIP) committees and have an active voting role.
Students serve on faculty committees that establish policies and priorities including Academic Policies, Diversity, Sustainability, Campus Life, Cross Curricular.
Students were involved in the development of our new Center for Teaching and Learning

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:

From Pat Draves and Jim Perone
Mechanisms
Full-time faculty members may stand for election to the university's major committees, subcommittees, and elected task forces. Full-time faculty members may also volunteer to serve on other task forces and working groups. Adjunct faculty members may be consulted by department chairs who submit proposals to the appropriate committees; however, the current faculty governance structure does not include provisions for the active participation of adjunct faculty members.

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?:
Yes

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

From Pat Draves and Jim Perone

Governing Body

Full-time faculty serve not only on the university's standing committees, but also as representatives to the Board of Trustees, and on the university's faculty advisory boards, the Executive Faculty Advisory Board and the Resource Allocation Advisory Board. Faculty representatives to the Board of Trustees represent faculty concerns and achievements to the Board and report to the faculty at large on Board activity and actions. Members of the Executive Faculty Advisory Board and the Resource Allocation Advisory Board discuss campus-wide issues with the administration and offer advice. Faculty are elected to the standing committees and as representatives to the Board of Trustees. Advisory boards such as the Resource Allocation Advisory Board and the Executive Faculty Advisory Boards also consist of elected faculty members.

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	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 staff role in regard to each area indicated, including examples from the previous three years:

Staff members participated on a group called Imagine Mount Union, which met regularly to craft then monitor the University's strategic Plan. Also staff participate as regular member of the Academic Quality Improvement Program Steering Committee.

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:

We operate with a full faculty where many decisions are made Most committess are open to all faculty (exception is personnel)

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:

The faculty elects 3 representatives to the Board of Trustees

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 are represented on the BOT and were key in drafting the mission statement.
Faculty and BOT recently developed a faculty committee, the Resource Allocation Board, that addresses most or the items listed above.
In addition there is a new committee of the faculty, the Executive Faculty Advisory Board, that communicates with the administration and the Board on matters including those listed above.

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

Richard Jackson
Assistant Dean of Students, Director of Diversity and Inclusion
Office of Diversity and Inclusion

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

Submission Note:

data provided by Richard Jackson, Assistant Dean of Students, Director of Diversity and Inclusion, entered by Leah Graham

"---" *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	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

3 person office Director of Diversity and Inclusion, Assistant Director of Diversity and Inclusion, and Director of Student Accessibility. Office main objective is to educate the campus on diversity and advise the seven diversity student organization. Also celebrate cultural holidays and create a diversity conference on Mount Union's campus, Not Another Statistic Conference.

The full-time equivalent of people employed in the diversity and equity office:

3

The website URL where information about the diversity and equity committee, office and/or officer is available:

http://www.mountunion.edu/multicultural-student-affairs

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

Not Another Statistic Conference
May Days (Lead by DISC)
webinars

The website URL where information about the cultural competence trainings is available:

http://www.mountunion.edu/nasc

Assessing Diversity and Equity

Responsible Party

Richard Jackson
Assistant Dean of Students, Director of Diversity and Inclusion
Office of Diversity and Inclusion

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

---

Submission Note:

data provided by Richard Jackson, Assistant Dean of Students, Director of Diversity and Inclusion, entered by Leah Graham

"---" *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) :

Series of questions presented to students

Has the institution assessed student diversity and educational equity?:

No

A brief description of the student diversity and educational equity assessment(s):

N/A

Has the institution assessed employee diversity and employment equity?:

No

A brief description of the employee diversity and employment equity assessment(s):

The University has not performed an official assessment on employee diversity. The University does review diversity with every search. Ads are placed with diversity in mind, each candidate's application is acknowledged and each candidate is asked to complete an EEO card and return the EEO card to the University. The University tracks the diversity pool within each search to ascertain if a diverse group on candidates is represented, once the assessment has been made candidates are invited to campus.
Diversity is assessed in terms of international, American minorities, including gender, sexual preference and socio-economic status.

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):

N/A

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

Support for Underrepresented Groups

Responsible Party

Richard Jackson
Assistant Dean of Students, Director of Diversity and Inclusion
Office of Diversity and Inclusion

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.

Submission Note:

Data provided by Richard Jackson, Assistant Dean of Students, Director of Diversity and Inclusion, entered by Leah Graham

"---" *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:

Center of Academic Success
Counseling Services

The website URL where more information about the support programs for underrepresented groups is available:

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:

Diversity Initiative Steering Committee (DISC), which is a faculty lead committee
Conduct Office
Dean of Students

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

No

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

No

Support for Future Faculty Diversity

Responsible Party

Chuck McClaugherty
Director of Center for Envi. Sci.
Brumbaugh Ctr Envi Sci

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:

1. We have an internal program (Diveristy Internship)which identifies through a competitive process students who high exponential for an academic career and we offer them financial support for securing a graduate degree while they work for the University.
2. We actively recruit faculty members to increase our diversity
3. We have a Diversity Plan that has a target level for diversity among all parts of campus including faculty with a goal to be at at leas diverse as the population of our region.

The website URL where more information about the faculty diversity program(s) is available :

http://www.mountunion.edu/kelsey-scanlon

Affordability and Access

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

Submission Note:

Answers compiled from Pat Heddleston, Vice President for Business Affairs and Treasurer; Amy Tomko, Vice President for Enrollment Services; Bill Cunion, Associate Academic Dean for Curriculum and Student Academic Issues, Associate Professor, Political Science; Abby Honaker, Assistant Director, Regula Center for Public Service and Civic Engagement; Jessie Douglas, Director of Exceptional Beginnings/First Year Programs; Rebecca Doak, Executive Director, Center for Student Success and Career Development, Lecturer, Economics, Accounting & Business Administration; and Debbie Fink Student Affairs Executive Assistant

Entered by Leah Graham

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:

Mount Union believes that no student should fail to apply for admission to the University purely for financial reasons. About 79.8% of our undergraduate students receive some financial assistance based on demonstrated need. The University also allocates institutional funds to be offered to students as merit-based awards. In 2013-2014, Mount Union undergraduate students received financial aid in excess of $56,175,594. More than $ 26,138,562 of that total was awarded in the form of institutional grants or scholarships.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

Student Affairs has an entire office (The Center for Student Success) that provides a wide variety of services to students in academic need, and they do (through Admissions) create a profile for each student that helps to predict academic success. (They can tell you more about the approaches to help "fragile freshmen.") But to my knowledge, there are no programs specifically designed to target non-traditional or low-income students.

The Center established a 'Success Coach' program for minority and at risk students. Center staff meet with select students on a bi weekly basis and facilitate time management, study strategies, and accountability issues. We also assist them with finding their major, resume construction, and job search skills and strategies. The students complete a learning style assessment and tips for academic success. We(the student and coach) keep a handbook to track improvement and meeting notes.

Career Development also facilitates career and job search processes for non-traditional students and alumni. We participate in job fairs (My Workster) just for seasoned alumni.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

With funds from the Bremer Foundation, Mount Union began the Great Expectations Program in 1995. This program involves identifying a cohort of middle school students from Youngstown OH to participate in Early Intervention Programming continuing to the end of their high school career. The focus is to prepare students from low income backgrounds for higher education. Programming, which continues through the generous support of the Marion G. Resch Foundation, includes a summer enrichment camp, regular visits with the students in the hs setting, and weekend sessions focusing on academic enrichment, cultural experiences, critical thinking, personal development, ACT prep, career exploration, college preparation and community service. The Great Expectations Program is currently with our fifth cohort of students.

The Dowling Mentor Program
The program is nearly 30 years old and was founding in honor of Robert Dowling who was a teacher in Alliance. We focus on mentoring students in grades 7-12 at Alliance High School. The students are chosen by the principal and guidance counselors and spend one on one time with a Mount Union student and participate in monthly group outings.

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

We have recently partnered with Alliance City School District and are in the inaugural year of the Investment Alliance scholarship program. Beginning with the May 2014 graduating class of Alliance High School, the top fifteen ranked students will be offered full tuition to Mount Union. This community collaboration is intended to prevent brain drain and offer our brightest local students the opportunity to attend Mount Union without concern about financial constraint.

We also continue our long-standing commitment to the Minority Achievement Award Competition which supports our diversity and access initiatives. Annually, students compete for scholarships ranging from $ 3,000 to $ 14,000 per year. The traditional program involves a campus-based interview and essay but our approach is flexible enough to permit phone based interviewing when a visit to campus is cost prohibitive.

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

Admission and Student Financial Services has programs in place to guide parents through the admission and financial aid experience including one called "College Knowledge," which is only for parents. While our programs are not solely for parents of low-income students, it is critical that we design these programs with those parents in mind, as well as with first generation families in mind.

We also proactively drive our parents of admitted students to scheduled appointments with financial aid staff to review financial aid awards and we do so by reaching out, literally, to every parent of an admitted student. We present this as a normal step in the college-going process with the intent of eliminating barriers because families without a college-going history are often hesitant or embarrassed to ask questions. We also offer extended office hours and established Saturday hours during peek seasons in order to accommodate parents whose work situations do not allow for conversation during our traditional business hours. Most importantly, we have a robust and proactive system in place to conduct after-hours telephone appointments in order to alleviate travel costs and accommodating working parents from all walks of life.

Preview for Parents
We don't have programs specifically for parents of low-income students. However, we do offer a family program at Preview, and at that we introduce them to many resources on campus. We do this throughout the weekend, but also specifically during the University 101 sessions designed to introduce them to various offices on campus.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

Our admission efforts include the funding of targeted groups of students from designated urban high school settings in an effort to increase access and diversity. We visit high schools in urban centers as standard practice within our admission travel season. We participate in a variety of college access fairs and events that are specifically designed to increase college going rates among low income and underrepresented students. We allocate a specific portion of our budget to fund groups for college-exposure visits. We also have an admission representative position on our staff which is titled "Coordinator of Multicultural Recruitment" in order to build access efforts as well.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

There is no fee to apply for admission to Mount Union. Additionally, our deposit is not due until May 1 but should a student deposit prior to that time, it is fully refundable until May 1. This is important as it leaves time for students to see financial aid packages from other institutions with the most flexibility and without cost to them.

Mount Union also participates with four Stark County partner schools in offering dual credit coursework to students still in high school. We currently offer pre calc, Calc I, Colonial American History and Western Civ. These students are able to earn Mount Union credits while in high school and those credits can be used here or at any institution which accepts college transfer credit.

A brief description of other financial aid policies or programs to make the institution accessible and affordable to 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:

In addition to need-based financial aid, there are two programs in place to assist students with financial obstacles and help to promote academic success. First, students have the opportunity to obtain interest-free book loans to aid with purchase of textbooks and other class materials. The loans are expected to be repaid prior to the end of the semester in which those monies are allocated—however, if students are unable to repay within such time schedule, then the loan balance is added to their student account. Secondly, on an individual basis, students have the potential to obtain emergency personal loans to help deal with crises and unexpected needs in their lives. As with book loans, emergency loans are repayable or can be added to student account.

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:

Institutional scholarships for part time students are limited to the Mount Union dollars provided through the Yellow Ribbon Program to veterans or veteran dependents.

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:

None

A brief description of other policies and programs to support non-traditional students:

At the University of Mount Union, we endeavor to work with students individually to help address challenges and needs. Due to the lack of "critical mass" of non-traditional students, we do not have specific offices or programs designated to serve that population. However, such individual needs and provisions are handled through the Office of Student Affairs.

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:

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

Pamela Newbold
Director of Human Resources
Human Resources

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.

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

Number of employees:

481

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

481

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Yes

Number of employees of contractors working on campus:

100

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

60

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

This past year the institution under went a compensation review for all hourly staff. We brought in a consultant to compare our support "office" type hourly positions against the appropriate labor force. In addition, each position was slotted into a salary pay grade. This pay grade will be reviewed every other year, with a comprehensive review every 5 years.
The Institution also reviewed the physical plant staff and increased wages to be competitive with the surrounding community.
Administrative staff compensation is reviewed against national CUPA data.
Faculty compensation is reviewed against national AAUP data.

All open positions are evaluated against competitive peer and aspirant institutions; as well as the local labor market.
Annual wage increases, when provided are comparable to the CPI.
All faculty and staff are compensated above both the federal and state minimum wage.
Contractors are covered by applicable Union contracts.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

481

Number of employees of contractors that receive sustainable compensation:

60

A brief description of the standard(s) against which compensation was assessed:

For our support staff we recently underwent a complete assessment with an outside consultant and compared our positions through professional compensation surveys of northeastern Ohio employers. Our faculty and administrative staff are evaluated against CUPA data.

Administrative pay:

As part of the process to determine the pay for any new administrative staff member the following process is used:
• The position is brought before the entire President Council to determine if the position will be replaced.
• Once the position is approved, the HR department will utilize the data-on-demand tool of the College and University Association Salary survey, published annually. (CUPA)
o Data-on-demand is a tool to request data on a list of specific institutions as related to a specific administrative (even faculty) position.
■ For instance, Mount Union has a list of approximately 20 peer and aspirant institutions, I log-in to the secure CUPA salary survey website, indicate the position I would like to have assessed against our list of peer and aspirant institutions, I indicate that I would like to have data related to the minimum dollar amount paid to the incumbent in the position, the medium and the highest salary paid. I also request longevity in the position.
• This information is analyzed against the wage of the current incumbent and others at the institution in similar positions, to ascertain the appropriate starting wage. (there are times that the new hire is paid at or higher than the former incumbent.)
• The practice of Mount Union is to pay at or above the 60th percentile of similar positions at our peer and aspirant institutions.

Evaluation of pay in times of institutional raises:

• Each VP is given a spreadsheet of the wages of their entire staff.
• HR performs a data-on-demand assessment of each position within the VP's area to determine if any substantial wage movement has happened in the area over the past 12 months in the positions they are responsible to oversee.
• Wages are then adjusted to either match the 60th percentile of the CUPA wage information or the VP has to provide performance related examples of why the person should not receive a larger then annual cost of living wage increase.

Contractors are paid in accordance with applicable bargained for labor agreements.
PREVAILING LAW: The Proposer shall comply with all federal, state and local laws now in effect or hereafter promulgated, as may apply to this proposal and the services provided thereunder. In the event of any conflicts or ambiguities between these instructions and state or federal laws, regulations or rules, the state or federal laws shall apply. These instructions and specifications shall take precedence over any vendor contracts. The resulting contract shall be written under the laws of the State of Ohio.
Vendor contract excerpts are listed below, which go into more detail about the University of Mount Union's business partner's employee work standard agreements, guidelines and policies.
Campus Dining Food Vendor Contract Excerpts
ARTICLE 8 PERSONNEL
8.1 CONTRACTOR shall employ all hourly and management personnel for the performance of its services hereunder. Subject to review with the College, CONTRACTOR shall maintain an adequate staff of employees to direct, manage and operate the Operations of the

College. Any modification to the number of staff initially assigned by CONTRACTOR to the performance of services hereunder shall be subject to the prior approval of the Director of Auxiliary Services of the College.

8.5 CONTRACTOR shall not discriminate against any employee or applicant for employment because of race, creed, color, sex, or national origin, and CONTRACTOR shall make a diligent and continuing effort to provide equal employment, without discrimination. Such action shall include all recruitment, job assignments, promotions, demotions, transfers, layoffs, terminations, rates of pay, and selection for training. Continuing efforts by CONTRACTOR hereunder shall also include the employment of handicap persons, whenever possible. All employment advertisements of CONTRACTOR shall comply with
Federal and State laws and shall state that all applicants shall be afforded equal employment opportunities.

8.6 CONTRACTOR shall assume full responsibility for the payment and reporting of all compensation, fringe benefits, federal, state, and local income taxes, payroll taxes, Workers' Compensation premiums, unemployment compensation premiums, and qualified plan contributions (i.e. 401(K) contributions) for its employees who provide services hereunder.

8. 7 All work study employees employed by CONTRACTOR shall be paid, at a minimum, the prevailing Federal minimum wage. The Office of Financial Services of the College reserves the right to limit the number of hours each work study student may work, the nature of the work to be performed by each

8.8 Notwithstanding Section 8.14, for the first year of the term hereof, CONTRACTOR shall retain all existing dining service personnel, and shall pay them, at a minimum, at their existing rate of pay. CONTRACTOR shall also provide all existing personnel with comparable benefits, including, without limitation, sick leave, vacation leave, holidays, medical insurance, life insurance, and pension/401 (k). Any changes in compensation and/or benefits for employees of CONTRACTOR assigned to the College, shall be subject to review and approval by the College.

8. 9 CONTRACTOR shall, at its cost, service and maintain Workers' Compensation insurance for its employees providing services hereunder for the term of this Agreement.

8.10 CONTRACTOR shall schedule and conduct an on-going training program for its employees, which program shall train its employees to provide the services hereunder with the highest degree of courtesy, efficiency, and cleanliness. All training programs of CONTRACTOR shall be subject to the prior review and approval of the College.

8.11 CONTRACTOR, at its own expense, shall outfit all of its employees hereunder in uniforms acceptable to the College. CONTRACTOR acknowledges that catering uniforms shall be different from campus food service personnel uniforms, but agrees that all uniforms shall be regularly laundered and replaced. CONTRACTOR shall provide name tags for all "point of sale" employees and management personnel.

8.12 CONTRACTOR shall maintain a drug free work place program which shall comply with all state and federal regulations.

8.13 All employees of CONTRACTOR shall comply with College registration and parking regulations and shall be subject to penalties for violations thereof. Employees of CONTRACTOR who park on the College campus shall secure a parking decal and shall appropriately display said decal. Any fine which remains unpaid by an employee of CONTRACTOR for more than thirty (30) days, shall be paid by CONTRACTOR and shall not be included as an operating expense of CONTRACTOR hereunder.

8.14 Schedule 8.14 sets forth the principal functions and qualifications of the management personnel and other designated employees of CONTRACTOR.

REQUEST FOR PROPOSAL HOUSEKEEPING EXCERPTS

INSURANCE
The contractor shall at its sole cost and expense procure and maintain in full force and effect during the term of the contract:
1. Workman's Compensation and employer liability insurance covering all of contractors' employees who are engaged in any work under

this contract.

2. Public Liability and property damage insurance (construed as including contractor's protective and broad contracted insurance) as shall protect the contractor and any subcontractor performing work covered by the contract from claims and damages for personal injury, including death, as well as from operations under the contract, whether such operations be by the contractor or any subcontractor, or by anyone directly or indirectly employed by either of them. The limits shall be $1,000,000 each incident, $1,000,000 aggregate and $500,000 property damage or $1,000,000 combined single limit.

3. Automobile bodily injury and property damage liability insurance when the services to be performed require the use of motor vehicles. Such insurance shall be secured from companies licensed to do business in the State of Ohio. The limits shall be $250,000 each accident, $500,000 aggregate bodily injury and $100,000 property damage.

4. Contractor shall furnish customer certificates evidencing this insurance coverage before work is commenced under the contract. All certificates of insurance shall provide that the insurance company will give customer 30 days written notice prior to cancellation or any change in the stated coverage of such insurance.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

Newly hired housekeeper rate $9.10 per hour.

The staff member receives tuition benefit for themselves and dependents.

After 1 year of service the institution provides 10% of base pay into a TIAA-CREF 403(b) retirment account . (There is not an employee match required)

Comprehensive medical, dental and vision plans are offered. the institution pays approximately 65% of the premium for medical and 80% of the premium for the dental and vision plans.

The institution provides life insurance up to 1 times their base salary, free to the staff member.

Vacation, the staff member start earning 80 hours of vacation upon their hire. They can earn up to 160 hours after 10 years of service.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

$8.20 per hour.

If the part time employee works 1,000 hours in the calendar year, they are eligible for 10% TIAA-CREF retirement contribution.

If the staff member works 960 hours in the vacation year, they earn up to 40 hours vacation to be used during the next vacation year.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

Not applicable

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

New Adjunct faculty are paid $800 per credit hour.

Returning faculty after their 9th semester are paid $833 per credit hour

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

Students are always paid at the higher of the State or federal minimum wage.
Currently the Ohio minimum wage is higher than the federal minimum wage, so students are paid at the State of Ohio minimum wage.

The local legal minimum hourly wage for regular employees:

7.95 *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://portal.mountunion.edu/CampusOffice/HumanResources/Pages/Retirement.aspx

Assessing Employee Satisfaction

Responsible Party

Pamela Newbold
Director of Human Resources
Human Resources

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.

Submission Note:

Date entered by Leah Graham, provided by Pam Newbold, Director of Human Resources and Staff Development

"---" *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?:

No

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

Mount Union has committed to pursuing an employee satisfaction survey in the 2014-15 academic year.

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 year the employee satisfaction and engagement evaluation was last administered:

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

Wellness Program

Responsible Party

Pamela Newbold
Director of Human Resources
Human Resources

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

Submission Note:

Data provided by Pam Newbold, Director of Human Resources and Staff Development, entered by Leah Graham

"---" *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):

Mount Union has two full-time, and three intern counselors dedicated to student well-being.
Faculty and staff are invited to participate in the Healthy Campus Challenge, it is not mandatory.

The website URL where information about the institution's wellness program(s) is available:

http://portal.mountunion.edu/CampusOffice/HumanResources/Pages/BenefitsChallenge.aspx

Workplace Health and Safety

Responsible Party

Pamela Newbold
Director of Human Resources
Human Resources

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.

Submission Note:

data provided by Pam Newbold, Director of Human Resources and Staff Development, entered by Leah Graham

"---" *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	9	13
Full-time equivalent of employees	381	381

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, 2012	June 30, 2013

A brief description of when and why the workplace health and safety baseline was adopted:

Health and safety of our faculty and staff has always been a priority to the institution.
We are self-funded for workers compensation so we offer many worksite tools and programs to assist the faculty and staff in safely performing the functions of their jobs.
In addition, we offer the healthy campus initiative to assist faculty and staff in their physical well-being.

A brief description of the institution's workplace health and safety initiatives:

healthy Campus initiative
Blood borne pathogen annual training
healthy lifting techniques
MSDS sheets
safely handling of chemicals

The website URL where information about the institution's workplace health and safety initiatives is available:

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

Responsible Party

Patrick Heddleston
Vice President for Business Affairs and Treasurer
Business Office

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.

Submission Note:

Data from Patrick Heddleston, Vice President for Business Affairs and Treasurer
entered by Leah Graham

"---" *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?:
No

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:

N/A

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

N/A

Examples of CIR actions during the previous three years:

N/A

The website URL where information about the CIR is available:

Sustainable Investment

Responsible Party

Patrick Heddleston
Vice President for Business Affairs and Treasurer
Business Office

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

---

Submission Note:

Data from Patrick Heddleston, Vice President for Business Affairs and Treasurer
entered by Leah Graham

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

Total value of the investment pool:

108,766,736 *US/Canadian $*

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	3,262,980 *US/Canadian $*
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	1,087,667 *US/Canadian $*
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	0 *US/Canadian $*
Community development financial institutions (CDFIs) or the equivalent	0 *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	0 *US/Canadian $*

A brief description of the companies, funds, and/or institutions referenced above:

Through our various investment managers and funds in both equity and fixed income asset classes, we have exposures to sectors and companies in the categories listed above.

Does the institution have a publicly available sustainable investment policy?:

No

A copy of the sustainable investment policy:

The sustainable investment policy:

Does the institution use its sustainable investment policy to select and guide investment managers?:

No

A brief description of how the policy is applied, including recent examples:

Does the institution's sustainable investment policy include negative screens?:

No

A brief description of the negative screens and how they have been implemented:

Approximate percentage of the endowment that the negative screens apply to:

0

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?:

No

A brief description of the investor networks and/or collaborations:

Mount Union does participate annually in the NACUBO/Commonfund Endowment Study.

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

Investment Disclosure

Responsible Party

Patrick Heddleston
Vice President for Business Affairs and Treasurer
Business Office

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.

Submission Note:

Data from Patrick Heddleston, Vice President for Business Affairs and Treasurer
entered by Leah Graham

"---" *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:

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

Chuck McClaugherty
Director of Center for Envi. Sci.
Brumbaugh Ctr Envi Sci

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:

The changes were initiated in 2012 and completed in summer 2014. Traffic through campus has been all but eliminated (some service and emergency vehicles still in use)

Title or keywords related to the innovative policy, practice, program, or outcome:

Conversion of campus from automobile to pedestrian orientation

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

The University of Mount Union has taken a powerful step to convert our campus from one dominated by automobiles to one that is pedestrian and bicycle friendly

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

1. Elimination of all automobile traffic (and in some cases roads) on Hartshorn Street, Miller Avenue and College Avenue.
2. Construrtion of wide pedestrian and bicycle friendly walkways in place of these streets.
3. Reduce automobile driving by changing the parking policies and locations, moving residential student parking to the perimeter of campus so that students will be unlikely to make frequent short trips around campus and will increase walking or biking
4. Increase wellness of students and employees by increasing walking and biking

All of these are directly observable

A letter of affirmation from an individual with relevant expertise:

2014starsSTG.pdf

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	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	Yes

Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---
Transportation	Yes
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	Yes
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.mountunion.edu/university-to-make-changes-to-traffic-patterns

Innovation 2

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.

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

Innovation 3

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, 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.

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

Innovation 4

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, 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.

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