



# University of Mount Union ***STARS REPORT***

**Date Submitted:** Sept. 29, 2017

**Rating:** Silver

**Score:** 50.31

**Online Report:** [University of Mount Union](#)

**STARS Version:** 2.1

# Wait, Wait! Don't Print Me!

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If these features don't meet your on-screen reading needs, please consider printing only the sections you need, printing double-sided, and using recycled-content paper or paper that has already been printed on one side.

# About STARS

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

STARS is designed to:

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

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

## About AASHE

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

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# Summary of Results

**Score** 50.31

**Rating:** Silver

## Institutional Characteristics

**b** Institutional Characteristics **0.00 / 0.00**

## Academics

**b** Curriculum **27.95 / 40.00**

**b** Research **7.41 / 16.00**

## Engagement

**b** Campus Engagement **16.00 / 21.00**

**b** Public Engagement **12.65 / 20.00**

## Operations

**b** Air & Climate **3.25 / 11.00**

**b** Buildings **1.25 / 8.00**

**b** Energy **3.28 / 10.00**

**b** Food & Dining **1.00 / 8.00**

**b** Grounds **2.00 / 4.00**

**b** Purchasing **3.37 / 6.00**

**b** Transportation **2.64 / 7.00**

**b** Waste **3.07 / 10.00**

**b** Water **0.73 / 6.00**

## Planning & Administration

**b** Coordination & Planning **7.75 / 8.00**

**b** Diversity & Affordability **4.27 / 10.00**

**b** Investment & Finance **0.33 / 7.00**

**b** Wellbeing & Work **3.16 / 7.00**

## Innovation & Leadership

**b** Exemplary Practice **0.00 / 0.00**

**b** Innovation **0.00 / 0.00**

*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

**Points Claimed** 0.00

**Points Available** 0.00

Institutional characteristics include data related to an institution's boundary (defining the campus for purposes of reporting), its operational characteristics (the context in which it operates) and its demographics and academics (programs, students, staff, and faculty). This information provides valuable context for understanding and interpreting STARS data. Thus, all information documented in the sections below will be displayed in the institution's public STARS report.

Credit	Points
Institutional Boundary	0.00 / Total adjusted for non-applicable credits Close
Operational Characteristics	0.00 / Total adjusted for non-applicable credits Close
Academics and Demographics	0.00 / Total adjusted for non-applicable credits Close

## Institutional Boundary

---

<b>Score</b>	<b>Responsible Party</b>
0.00 /	
Total adjusted for non-applicable credits	<b>Jamie Greiner</b> Sustainability and Campus Outreach Manager Nature Center
<a href="#">Close</a>	

---

### Criteria

Each institution is expected to include its entire main campus when collecting data. Institutions may choose to include any other land holdings, facilities, farms, and satellite campuses, as long as the selected boundary is the same for each credit. If an institution finds it necessary to exclude a particular unit from its submission, the reason for excluding it must be provided in the appropriate reporting field, below.

---

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

### Institution type: Associate (i.e., short-cycle), Baccalaureate, Doctoral/Research, or Master's:

Baccalaureate

### Institutional control (Public, Private for-profit, or Private non-profit):

Private non-profit

### A brief description of the institution's main campus and other aspects of the institutional boundary used to complete this report:

With more than \$100 million invested in campus over the past decade, Mount Union is home to modern facilities, most of which are new or newly renovated, including a natural sciences building, health and medical sciences facility, performing arts center, recreation center, welcome center and apartment-style housing options. Primarily residential in nature, Mount Union's picturesque 123-acre campus is located in Alliance, OH (population 23,000), within 80 miles of both Cleveland and Pittsburgh. An additional 162-acre nature center is located six miles away.

### Which of the following features are present on campus and which are included within the institutional boundary?:

	Present?	Included?
Agricultural school	No	---
Medical school	No	---

Other professional school with labs and clinics (e.g. dental, nursing, pharmacy, public health, veterinary)	No	---
Satellite campus	No	---
Farm larger than 5 acres or 2 hectares	No	---
Agricultural experiment station larger than 5 acres or 2 hectares	No	---
Hospital	No	---

**The rationale for excluding any features that are present from the institutional boundary:**

---

**Additional documentation to support the submission :**

---

**Data source(s) and notes about the submission:**

Mount Union webpage.



## Operational Characteristics

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Score	Responsible Party
0.00 /	<b>Ron Crowl</b>
Total adjusted for non-applicable credits	Associate Vice President for Planning and Program Implementation, Chief Planning Officer Business Office
<a href="#">Close</a>	

---

### Criteria

Operational characteristics are variables that provide information about the context in which the institution operates. Report the most recent data available within the three years prior to the anticipated date of submission.

---

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

#### Endowment size:

138,411,000 US/Canadian \$

#### Total campus area (i.e. the total amount of land within the institutional boundary):

123 Acres

#### Locale:

Large town

#### IECC climate zone:

5 - Cool

#### Gross floor area of building space:

1,329,415 Gross 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, e.g. data centers, food production space, convenience stores:

8,830 Square Feet

#### Additional documentation to support the submission :

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

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**Data source(s) and notes about the submission:**

2016 GHG Report - Data from Ron Cowl.

## Academics and Demographics

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**Score**

0.00 /

Total adjusted for non-applicable credits

[Close](#)

**Responsible Party**

**Jamie Greiner**

Sustainability and Campus Outreach Manager  
Nature Center

---

### Criteria

This section includes variables that provide information about the institution's academic programs, students, faculty and staff. Report the most recent data available within the three years prior to the anticipated date of submission. Some population figures are used to calculate "weighted campus user", a measurement of an institution's population that is adjusted to accommodate how intensively certain community members use the campus.

---

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

**Number of academic divisions (e.g. colleges, schools):**

1

**Number of academic departments (or the equivalent):**

25

**Number of students enrolled for credit:**

2,531

**Total number of employees (staff + faculty):**

541

**Full-time equivalent student enrollment (undergraduate and graduate):**

2,254

**Full-time equivalent of employees (staff + faculty):**

437

**Full-time equivalent of students enrolled exclusively in distance education:**

16

**Number of students resident on-site:**

1,444

**Number of employees resident on-site:**

9

**Number of other individuals resident on-site, e.g. family members of employees, individuals lodging on-site (by average occupancy rate), and/or staffed hospital beds (if applicable):**

0

**Weighted campus users, performance year:**

2,369.50

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Used 2016 GHG Report (Ron Cowl) and information from Sara Sherer on non-residents and ARM's and ARD's. Mandy Capel provided 16 for MAEL in 2016.

Information received via e-mails and entered by Jamie Greiner

# Academics

## Curriculum

**Points Claimed** 27.95

**Points Available** 40.00

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

<b>Credit</b>	<b>Points</b>
Academic Courses	9.62 / 14.00
Learning Outcomes	3.33 / 8.00
Undergraduate Program	3.00 / 3.00
Graduate Program	0.00 / 3.00
Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	4.00 / 4.00
Incentives for Developing Courses	2.00 / 2.00
Campus as a Living Laboratory	4.00 / 4.00

## Academic Courses

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### Score

9.62 / 14.00

### Responsible Party

**Jamie Greiner**

Sustainability and Campus Outreach Manager  
Nature Center

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## Criteria

Institution has conducted an inventory during the previous three years to identify its sustainability course offerings for current and prospective students. Sustainability course offerings include:

- Courses that have been identified as “sustainability courses” and “courses that include sustainability” using the definitions provided in *G. Standards and Terms*.
- Courses that have been formally designated as sustainability course offerings in the institution’s standard course listings or catalog.

For each course, the inventory provides:

- The title, department (or equivalent), and level of the course (e.g., undergraduate or graduate).
- A brief description of the course.
- An indication of whether the course is a “sustainability course” or a “course that includes sustainability” (or equivalent terminology).

A course may be a sustainability course or it may include sustainability; no course should be identified as both. Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. This credit does not include continuing education and extension courses, which are covered by the *Continuing Education* credit in Public Engagement.

For guidance on conducting a course inventory and distinguishing between sustainability courses and courses that include sustainability, see *F. Measurement*, *G. Standards and Terms*, and the Credit Example, below. 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.

## Part 1

Institution offers sustainability course content as measured by the percentage of courses offered that are sustainability course offerings.

The total number of courses offered and the number of sustainability course offerings must be counted in the same manner; see *F. Measurement*.

## Part 2

Institution offers sustainability course content as measured by the percentage of academic departments (or the equivalent) with sustainability course offerings.

---

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

### Figures required to calculate the percentage of courses offered by the institution that are sustainability course offerings:

	Undergraduate	Graduate
Total number of courses offered by the institution	822	74
Number of sustainability courses offered	18	0
Number of courses offered that include sustainability	84	0

### Percentage of courses that are sustainability course offerings:

11.38

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

25

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

19

### Percentage of academic departments with sustainability course offerings:

76

### A copy of the institution's inventory of its sustainability course offerings and descriptions:

[University of Mount Union - Inventory of Sustainability Courses\\_2.docx](#)

### Do the figures reported above cover one, two, or three academic years?:

One

### A brief description of the methodology used to determine the total number of courses offered and to identify sustainability course offerings, including the definitions used and the process for reviewing

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

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**and/or validating 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. The following were excluded from the count of total courses offered: travel, internships, clinical practicums, honor thesis/project, independent studies, special topics, and capstones. We undoubtedly missed some course that include sustainability.

**How were courses with multiple offerings or sections counted for the figures reported above?:**

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):**

---

**Are the following course types included in the inventory? :**

	Yes (included) or No (not included)
Internships	No
Practicums	No
Independent study	No
Special topics	No
Thesis / dissertation	No
Clinical	No
Physical education	No
Performance arts	Yes

**The website URL where information about the programs or initiatives is available:**

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

**Additional documentation to support the submission:**

[University of Mount Union 2017-18 Undergraduate Course Catalogue.pdf](#)

**Data source(s) and notes about the submission:**

E-mails sent to all Department Chairs. Information entered by Jamie Greiner

## Learning Outcomes

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**Score**

3.33 / 8.00

**Responsible Party**

**Jamie Greiner**

Sustainability and Campus Outreach Manager  
Nature Center

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### 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 (e.g., covering all graduates from a degree program)
- Course level (if successful completion of the course is required to complete a degree program)

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 the: *Continuing Education* credit in Public Engagement. Programs that include co-curricular aspects may count as long as there is an academic component of 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 *G. Standards and Terms*. While they do not necessarily have to use the term "sustainability", learning outcomes must collectively address sustainability as an integrated concept having social, economic, and environmental dimensions for a program's graduates to count. Mission, vision and values statements are not sufficient unless the above criteria are met.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may count graduates from sustainability-focused programs (i.e., majors, minors, concentrations and the equivalent as reported for the *Undergraduate Program* and *Graduate Program* credits) and other degree programs that do not have specified sustainability learning outcomes, but require the successful completion of one or more sustainability courses (i.e., courses in which the primary and explicit focus is on sustainability as reported for the *Academic Courses* credit).

---

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

**Total number of graduates from degree programs (i.e. majors, minors, concentrations, certificates, and other academic designations):**

480

**Number of students that graduate from programs that have adopted at least one sustainability learning outcome:**

200

**Percentage of students who graduate from programs that have adopted at least one sustainability learning outcome:**

41.67

**Do the figures reported above cover one, two, or three academic years?:**

One

**Does the institution specify sustainability learning outcomes at the institution level (e.g. covering all students)?:**

Yes

**Does the institution specify sustainability learning outcomes at the division level (e.g. covering particular schools or colleges within the institution)?:**

No

**A list or brief description of the institution level or division level sustainability learning outcomes:**

Undergraduate Learning Goals

I. Core Abilities

- A. Demonstrate an 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 the humanities, arts, and sciences.
- B. Demonstrate the use of concepts and methods in the 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.

**Does the institution specify sustainability learning outcomes at the program level (i.e. majors, minors, concentrations, degrees, diplomas, certificates, and other academic designations)?:**

Yes

**A list or brief description of the program level sustainability learning outcomes (or a list of sustainability-focused programs):**

Selected sustainability related learning outcomes by program (also includes course learning outcomes):

**ART**

- 1) Analyze the visual characteristics of the natural and build environment and be able to explain the social, cultural, psychological, and environmental dimensions that influence the making of visual arts.
- 2) 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
- 3) 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.
- 4) 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.
- 5) 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.
- 6) Advocate for the arts and actively participate in cultural aspects of society.

**BIOLOGY**

- 1) Provide students with an understanding of life as a process.
- 2) Build an appreciation of our biological relationship to the living world.

**CHEMISTRY**

- 1) Become well grounded in laws and theories of chemistry
- 2) Apply the laws and theories of chemistry to environmental problems
- 3) Recognize and apply the scientific method
- 4) Identify consequences of environmental policy and actions in a social context

**ENGINEERING (Civil and Mechanical)**

- 1) 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
- 2) An ability to function on multidisciplinary teams
- 3) An understanding of professional and ethical responsibility
- 4) An ability to understand the impact of engineering solutions in a global, economic, environmental, and societal context

**ENVIRONMENTAL SCIENCE**

- 1) Develop a sense of community responsibility by becoming aware of scientific issues in the larger social context.
- 2) Students will demonstrate interpretative skills including the ability to analyze data statistically, assess reliability, interpret results and draw reasonable conclusions.
- 3) Students will become well grounded in laws and theories of chemistry by demonstrating and applying the scientific method, developing a synthetic strategy toward a target molecule and effective use of chemical literature.

4) Students will develop standards of professional behavior that include rules of ethics and etiquette.

#### GEOLOGY

1) Understand the significant interactions between human activities and the earth's physical processes

#### HISTORY

- 1) Develop knowledge and appreciation of the individual's culture and other cultures in a global context
- 2) Understand and employ ethics within diverse cultural, social, professional, environmental, and personal settings.

#### NURSING

- 1) Apply concepts and skills of leadership, management, quality improvement and patient safety in the delivery of high-quality therapeutic nursing interventions for individuals, families, groups, communities and populations.
- 2) Demonstrate global awareness of political, regulatory, financial, social, cultural and environmental issues and policies that influence healthcare health policies and the advancement of the nursing profession.
- 3) Use critical thinking to provide holistic nursing care across the lifespan in a variety of complex healthcare settings utilizing the nursing process to promote health, prevent diseases and maintain well-being for individuals, families, groups, communities and populations.
- 4) Accept responsibility and accountability for professional nursing practice including the inherent values of ethics, altruism, autonomy, human dignity, integrity and social justice.

#### PHILOSOPHY

- 1) Develop knowledge and appreciation of the individual's culture and other cultures in a global context.
- 2) Understand and employ ethics within diverse cultural, social, professional, environmental, and personal settings.
- 3) Demonstrate civic engagement by active involvement in and beyond the classroom.

#### PUBLIC HEALTH

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

#### SOCIOLOGY

- 1) Demonstrate ability to apply the sociological perspective, resulting in a deeper understanding of the relationship between personal experiences and the social world
- 2) Demonstrate an understanding of interrelationships among the humanities, arts, physical sciences, professional studies, and social sciences so as to make informed value commitments
- 3) 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.

**Do course level sustainability learning outcomes contribute to the figure reported above (i.e. in the absence of program, division, or institution level learning outcomes)?:**

No

**A list or brief description of the course level sustainability learning outcomes and the programs for which the courses are required:**

---

**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Based on 2017 graduates and Learning Goals and Course Descriptions on UMU website and information provided by Department Chairs. Information entered by Jamie Greiner

## Undergraduate Program

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**Score**

3.00 / 3.00

**Responsible Party**

**Jamie Greiner**

Sustainability and Campus Outreach Manager  
Nature Center

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### 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).

To count, programs must concentrate on sustainability as an integrated concept, including its social, economic, and environmental dimensions.

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

---

"---" 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 (i.e. an interdisciplinary academic program that concentrates on sustainability as an integrated concept)?:**

Yes

**Name of the sustainability-focused undergraduate degree program:**

Environmental Science

**A brief description of the undergraduate degree 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:**

<http://www.mountunion.edu/environmental-science-major-stars.aashe.org>



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

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

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

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

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

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

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

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

Yes

**Name of the sustainability-focused undergraduate minor, concentration or certificate:**

Environmental Science-Minor

**A brief description of the undergraduate minor, concentration or certificate:**

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 than the major and many students choose it to complement their intended career path such as green business, or environmental communications.

**The website URL for the undergraduate minor, concentration or certificate:**

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

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

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

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

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

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**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 and website URLs of all other sustainability-focused undergraduate minors, concentrations and certificates:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Information from UMU website.

## Graduate Program

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**Score**

0.00 / 3.00

**Responsible Party**

**Jamie Greiner**

Sustainability and Campus Outreach Manager  
Nature Center

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### 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).

To count, programs must concentrate on sustainability as an integrated concept, including its social, economic, and environmental dimensions.

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

---

"---" 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 graduate students (i.e. an interdisciplinary academic program that concentrates on sustainability as an integrated concept)?:**

No

**Name of the sustainability-focused graduate-level degree program:**

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**A brief description of the graduate-level degree program:**

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**The website URL for the graduate-level degree program:**

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**Name of the sustainability-focused, graduate-level degree program (2nd program):**

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

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

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**Name of the sustainability-focused, graduate-level degree program (3rd program):**

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

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

---

**The name and website URLs of all other sustainability-focused graduate-level degree programs:**

---

**Does the institution offer one or more graduate-level sustainability-focused minors, concentrations or certificates?:**

No

**Name of the graduate-level sustainability-focused minor, concentration or certificate:**

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**A brief description of the graduate minor, concentration or certificate:**

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**The website URL for the graduate minor, concentration or certificate:**

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**Name of the graduate-level sustainability-focused minor, concentration or certificate (2nd program):**

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

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

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**Name of the graduate-level sustainability-focused minor, concentration or certificate (3rd program):**

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

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

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**The name and website URLs of all other graduate-level, sustainability-focused minors, concentrations and certificates:**

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**Additional documentation to support the submission:**

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## Immersive Experience

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**Score**

2.00 / 2.00

**Responsible Party**

**Jamie Greiner**

Sustainability and Campus Outreach Manager  
Nature Center

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### 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.

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

**Does the institution offer at least one immersive, sustainability-focused educational study program that is one week or more in length?:**

Yes

**A brief description of the sustainability-focused immersive program(s) offered by the institution, including how each program addresses the social, economic, and environmental dimensions of sustainability:**

There are three programs:

Social Responsibility and Well being is a 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 a course in Environmental Ethics.

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

**The website URL where information about the programs or initiatives is available:**

<https://www.mountunion.edu/Content/u/2017-2018-1393.pdf>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Information from Dr. Steve Kramer - 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.

Information from Paul Tidman - 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.

Information from Course Catalogue - 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.

All information entered by Jamie Greiner

## Sustainability Literacy Assessment

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**Score**

4.00 / 4.00

**Responsible Party**

**Jamie Greiner**

Sustainability and Campus Outreach Manager  
Nature Center

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### Criteria

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and challenges.

Assessments that primarily address sustainability culture (i.e. values, behaviors, beliefs, and awareness of campus sustainability initiatives) or student engagement in sustainability-related programs and activities are excluded. Cultural assessments are recognized in the *Assessing Sustainability Culture* credit in Campus Engagement.

Participation by U.S. and Canadian institutions in the National Survey of Student Engagement (NSSE) Sustainability Education Consortium does not count for this credit, but may be reported as an Exemplary Practice in Innovation & Leadership.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if at least ten questions or a third of the assessment focuses on student knowledge of sustainability topics and challenges.

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

**Does the institution conduct an assessment of the sustainability literacy of its students (i.e. an assessment focused on student knowledge of sustainability topics and challenges)?:**

Yes

**Which of the following best describes the literacy assessment? The assessment is administered to::**

The entire (or predominate) student body, directly or by representative sample

**Which of the following best describes the structure of the assessment? The assessment is administered as a::**

Pre- and post-assessment to the same cohort or to representative samples in both a pre- and post-test

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

[Sustainability survey Fall 2017 -Blank.docx](#)

**A sample of the questions included in the sustainability literacy assessment or the website URL where the assessment tool may be found:**



Please circle the 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 received 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 rode 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 from 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. If you have questions or comments or would like to become more involved in campus sustainability please email:

[sustainability@mountunion.edu](mailto:sustainability@mountunion.edu)

**A brief description of how the literacy assessment was developed and/or when it was adopted:**

The assessment was developed by the Education Sub-committee of our Sustainability Management Advisory Committee (SMAC) and then was reviewed by the committee at large.

**A brief description of how a representative sample was reached (if applicable) and how the assessment(s) were administered :**

All freshmen are required to take a First Year Seminar (FYS) 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 results were representative. The survey was first administered in Fall 2012 to all Freshman (graduation year 2016) and has continued to this day. In the Fall of 2015 this survey also began to be administered to all Seniors through their Senior Capstone class. Now the results received when these students were Freshman can be compared to their results as Seniors to gauge any shifts/changes over 4 years.

**A brief summary of results from the literacy assessment(s), including a description of any measurable changes over time:**

Students have a general idea about the meaning and breadth of sustainability but they are not yet fully committed to major lifestyle changes. The comparison of Freshman to Senior shows slightly more understanding about sustainability concepts, however, results are not statistically significant.

**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

All communication to FYS and Capstone Instructors is done by Jamie Greiner. All survey results are entered by Jamie Greiner. Information entered by Jamie Greiner.

## Incentives for Developing Courses

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**Score**

2.00 / 2.00

**Responsible Party**

**Jamie Greiner**

Sustainability and Campus Outreach Manager  
Nature Center

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### Criteria

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

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

**Does the institution have 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?:**

Yes

**A brief description of the program(s), including positive outcomes during the previous three years (e.g. descriptions of new courses or course content resulting from the program):**

The University provides professional development training and support for developing courses particularly in our Integrated Core (General Studies) Curriculum. Faculty members have been assigned to the task of providing support for those interested in developing courses.

**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 programs or initiatives is available:**

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**Additional documentation to support the submission:**

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

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**Data source(s) and notes about the submission:**

The Integrated Core curriculum provides 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).

Recently a proposal for a Sustainability Minor was submitted to the Faculty for review (currently out for full review). Other planned initiatives (approved in budget) include offering Mini-Grants to faculty to update an existing course or develop a new course to include Sustainability and offering a session in the Spring at May Days (a Faculty Development Conference) about "Sustainability Across the Curriculum".

Information from Dr. Chuck McClaugherty and Jamie Greiner. Information entered by Jamie Greiner.

## Campus as a Living Laboratory

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### Score

4.00 / 4.00

### Responsible Party

**Jamie Greiner**

Sustainability and Campus Outreach Manager  
Nature Center

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### Criteria

Institution is utilizing its infrastructure and operations for multidisciplinary student learning and applied research that contributes to understanding campus sustainability challenges or advancing sustainability on campus in at least one of the following areas:

- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination & Planning
- Diversity & Affordability
- Investment & Finance
- Public Engagement
- Wellbeing & Work
- Other (e.g., arts and culture or technology)

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 (see the Credit Example in the *STARS Technical Manual*). On-campus internships and non-credit work that take place under supervision of faculty members, sustainability staff, or sustainability committees may count as long as the work has a formal learning component (i.e., there are opportunities to document and assess what students are learning).

This credit does not include immersive education programs, co-curricular activities, or community service, which are covered by the *Immersive Experience* credit, credits in Campus Engagement, and the *Community Service* credit in Public Engagement, respectively.

Projects that utilize the local community as a living laboratory to advance sustainability may be included under “Public Engagement”. A single, multidisciplinary living lab project may simultaneously address up to three of the areas listed above.

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

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Air & Climate?:**

No

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Air & Climate:**

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**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Buildings?:**

Yes

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Buildings:**

The Green Raiders offer Sustainability Tours, which include a stop at the LEED Certified Silver Gartner Welcome Center. There they can explain the features of this building, which includes a geothermal heat pump, automatic lighting controls, low flow fixtures, and high efficiency mechanical and electrical systems to name a few. Additionally, Jim Rhodes (Assistant Director Physical Plant) does a presentation for the Environmental Science Class each year and discusses building features.

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Energy?:**

Yes

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Energy:**

We have two solar photovoltaic arrays. The data from these arrays is collected continuously (Sunny Portal) and students can use the data to study the potential for further renewable energy solutions. The Green Raiders also take the Sustainability Tour to the roof top to allow for an up close view of the thin film array on the Peterson Fieldhouse, while explaining how much energy it produces.

Green Revolving Fund projects - LED lights, fume hood upgrades, motion sensors.

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Food & Dining?:**

Yes

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Food & Dining:**

Students conduct food waste audits and have studied the effects of tray-less dining. The large volume of waste and the significant reduction in waste on tray-less days is used in outreach materials to raise student awareness about food waste and explain what they can do to limit the amount of food they waste.

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Grounds?:**

Yes

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Grounds:**

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.

As part of the Sustainability Tour the Butterfly Garden is highlighted as a pollinator habitat. A second pollinator habitat is underway, through the efforts of the Green Raiders, Environmental Club, and Nature Center. Additionally, Mount Union's efforts to make the campus grounds more pedestrian and bike friendly are explained by describing roadway eliminations, installation of bike racks, and the acquisition of a Bike Fix-it Station. Lastly, our status as a Tree Campus USA is described while different trees around campus are marked with permanent labels and added to the Campus Arboretum by students in an Environmental Science class.

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Purchasing?:**

Yes

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Purchasing:**

The Sustainability Tour describes the Universities Green Sustainability Purchasing Policy and IT's commitment to buying Energy Star and EPEAT hardware and products.

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Transportation?:**

Yes

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Transportation:**

The Sustainability Tour highlights the roadway eliminations that have occurred to make the campus more pedestrian and bike friendly. The bike racks and bike fix-it station are highlighted and the campus will soon be the future home of a County Walking/Biking Trail (Iron Horse Trail will go through campus). During Sustainability month a Transportation Challenge is sponsored to encourage walking, biking, and carpooling to and from campus. In October 2016 a Wellness Trail was implemented with most of the input on location from the Green Raiders.



**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Waste?:**

Yes

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Waste:**

We participate annually in RecycleMania and students are involved in measuring waste and waste diversion and developing strategies for waste minimization education on campus.

We participate annually in Game Day Challenge to raise awareness in the tailgate lots and stadium about recycling.

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Water?:**

Yes

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Water:**

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 (Campus Lakes).

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Coordination & Planning?:**

Yes

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Coordination & Planning:**

The Sustainability Management Advisory Committee (SMAC) and the Environmental Case Studies class recently did a review/assessment of the University's need to begin resiliency planning. Resiliency planning was recommended and will require coordination between the University, City of Alliance, and businesses in Alliance (through Chamber of Commerce).

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Diversity & Affordability?:**

Yes

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Diversity & Affordability:**

Each year the campus hosts the Not Another Statistic Diversity Conference. Sponsored by the University's Dean of Students Office, Office of Diversity and Inclusion, and Student Senate and hosted by the Mount Union Diversity Council and Student Senate, this conference is an opportunity for college students from across the state to come together and explore diversity on [stars.aashe.org](http://stars.aashe.org)

college campuses from a wide variety of perspectives.

In 2016 the Green Raiders gave a presentation on Environmental Justice.

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Investment & Finance?:**

Yes

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Investment & Finance:**

In 2016 the University set-up a Green Revolving Fund to use for energy efficiency projects on campus. The following projects have been completed: LED Lighting retrofits, Fume Hood Upgrades, and Motion Sensor installations. A form was developed by the Sustainability Management Advisory Committee (SMAC) to solicit suggestions from the entire campus community, students, staff, and faculty.

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Public Engagement?:**

Yes

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Public Engagement:**

The University has a Center for Civic Engagement. The Regula Center is home to a variety of community-based opportunities that all students to learn about and experience engaged, informed citizenship with the public.

The University also operates the Huston-Brumbaugh Nature Center that is open to both the campus and the public for educational programs, events, and hiking.

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Wellbeing & Work?:**

Yes

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Wellbeing & Work:**

In 2016 the Sustainability Management Advisory Committee (SMAC) created a Wellness Trail on campus in conjunction with the Healthy Campus Initiative to encourage people to get out of their offices and experience the campus outdoors. Additionally, through this initiative walking meetings have been encouraged.

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to other areas (e.g. arts & culture or technology)?:**

Yes

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to other areas:**

The Giese Center has an art gallery, which displays various traveling works of art throughout the year.

Annual ARTFEST at the Campus Lakes:

Sponsored by Mount Union and the Alliance Chamber of Commerce, ArtFest features original works by area artists in various media including watercolor, oil, collage, graphics, drawings, fine and functional crafts, photography, jewelry, pen and ink, sculpture, glass mosaics, printmaking and mixed media works. In addition, the category of functional craft has been added. Functional craft includes such works as jewelry, fiber, woodworking, glass, enameling, lights, mirrors, purses/bags, candles and soaps.

The most recent ArtFest featured 37 art and functional craft vendors. Live demos take place throughout the day exhibiting displays of hand-made pottery and woodturning. In addition, "A Taste of Alliance," coordinated by the Alliance Chamber of Commerce, took place simultaneously, featuring food and beverages for sale by area restaurants and caterers. Live entertainment is provided throughout the day by Mount Union and Alliance area musicians.

**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Information from Jim Rhodes, Anson Gross, Dr. Jeff Draves, Dr. Charles McClaugherty, Ron Holden, Pat Heddleston, Abby Honaker, and Kelsey Scanlon. Additional information obtained by UMU website.

Information entered by Jamie Greiner

# Research

**Points Claimed** 7.41

**Points Available** 16.00

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.

<b>Credit</b>	<b>Points</b>
Research and Scholarship	3.41 / 12.00
Support for Research	4.00 / 4.00
Open Access to Research	Not Applicable

## Research and Scholarship

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### Score

3.41 / 12.00

### Responsible Party

**Jamie Greiner**

Sustainability and Campus Outreach Manager  
Nature Center

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### Criteria

Institution has conducted an inventory during the previous three years to identify its sustainability research activities and initiatives and makes the inventory publicly available. The research inventory should be based on the definition of "sustainability research" outlined in *G. Standards and Terms* and include, at minimum, the names and department affiliations of all faculty and staff members engaged in sustainability research. Research for which partial or incomplete information is provided may not be counted toward earning points for this credit.

#### **Part 1**

Institution produces sustainability research as measured by the percentage of faculty and staff engaged in research that are engaged in sustainability research.

#### **Part 2**

Institution produces sustainability research as measured by the percentage of academic departments that conduct research that include at least one faculty member who conducts 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.

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

**Total number of the institution's faculty and/or staff that are engaged in research (headcount):**

75

**Number of the institution's faculty and/or staff that are engaged in sustainability research (headcount):**

4

**Percentage of the institution's faculty and staff researchers that are engaged in sustainability research :**

5.33

**Total number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts research:**

25

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

**conducts sustainability research:**

4

**Percentage of research-producing departments that are engaged in sustainability research:**

16

**A copy of the institution's inventory of its sustainability research that includes names and department affiliations of faculty and staff engaged in sustainability research:**

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**The institution's inventory of its sustainability research that includes names and department affiliations of faculty and staff engaged in sustainability research:**

Sustainability research at Mount Union:

Dr. Lori Kumler, Political Science and International Studies

Location, Location, Location? The geography of nature and green spaces in predominantly low income and minority neighborhoods of Alliance. Research relates to environmental justice.

Dr. Hans Tritico, Civil Engineering

Eastern Hellbender Conservation Research

Dr. Bob Ekey, Physics

Easter Hellbender Conservation Research

Dr. Theresa Davis, History

Historical Research into the Agricultural Economies of the Brumbaugh Nature Center's General Area

**A brief description of the methodology the institution followed to complete the research inventory (including the types of faculty and staff included as researchers):**

Information from Brumbaugh Scholar Mentor Applications.

**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

75 - taken from previous report. 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.

## Support for Research

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**Score**

4.00 / 4.00

**Responsible Party**

**Jamie Greiner**

Sustainability and Campus Outreach Manager  
Nature Center

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### 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.
  - Written 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/or e-learning objects focused on sustainability.
- 

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

**Does the institution have an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability? :**

Yes

**A brief description of the student research program, including the incentives provided and any positive outcomes during the previous three years:**

The Brumbaugh Scholars program supports students engaged in summer environmental research associated with the University's Brumbaugh Center for Environmental Science. The students are selected by faculty mentors and they are compensated during their research. Their results are presented at both intra-institutional and external venues.

The GIS class included projects that helped the city of Alliance map areas that were monitored and treated for mosquito control and another created an inventory of publicly accessible green spaces in the area. Another mapped the potential for wetland damage from the large Rover pipeline that is being constructed and there were others with environmental foci.

Introduction to Environmental Science students participated in developing the campus arboretum by labeling additional trees with permanent tags.

Current senior research projects are looking at how power transmission line ROW's have influenced soil properties and creating a soils map for use in managing the Nature Center ROW for native plants.

Another is looking at how the loss of ash trees from Emerald Ash Borer has influenced the Nature Center forest and how that recovery could be managed.

**Does the institution have a program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics?:**

Yes

**A brief description of the faculty research program, including the incentives provided and any positive outcomes during the previous three years:**

The Brumbaugh Scholars program mentioned above also engages faculty members to act as mentors for the students. The faculty members submit a research proposal and once it is approved, they select the students. The mentors also receive a stipend, in addition to the students.

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

Yes

**A brief description of the institution's support for interdisciplinary, transdisciplinary, and multidisciplinary research, including any positive outcomes during the previous three years:**

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.

**Does the institution have ongoing library support for sustainability research and learning?:**

Yes

**A brief description of the institution's library support for sustainability research, including any positive outcomes during the previous three years:**



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 programs or initiatives is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Information from Dr. Charles McClaugherty on Student Research.

Responsible Party

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**Criteria**

Institution has a published open access policy that ensures that versions of future scholarly articles by faculty and staff are deposited in a designated open access repository.

The policy may allow for publisher embargoes and/or provide a waiver option that allows faculty to opt-out of the open access license/program for individual articles. Open access policies and programs that are strictly voluntary (opt-in) in nature (including open access policies published by external funding agencies) do not earn points unless the institution also provides financial incentives to support faculty members with article processing and other open access publication charges.

Policies and programs 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.

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.

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

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

# Engagement

## Campus Engagement

**Points Claimed** 16.00

**Points Available** 21.00

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

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.

<b>Credit</b>	<b>Points</b>
Student Educators Program	4.00 / 4.00
Student Orientation	2.00 / 2.00
Student Life	2.00 / 2.00
Outreach Materials and Publications	2.00 / 2.00
Outreach Campaign	4.00 / 4.00
Assessing Sustainability Culture	0.00 / 1.00
Employee Educators Program	0.00 / 3.00
Employee Orientation	1.00 / 1.00
Staff Professional Development	1.00 / 2.00

## Student Educators Program

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**Score**

4.00 / 4.00

**Responsible Party**

**Jamie Greiner**

Sustainability and Campus Outreach Manager  
Nature Center

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### Criteria

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

- Selects or appoints students to serve as peer educators and formally designates the students as educators (paid and/or volunteer);
- Provides formal training to the student educators in how to conduct peer outreach; and
- Supports the program with financial resources (e.g. by providing an annual budget) and/or administrative coordination by faculty or staff.

This credit focuses on programs for degree-seeking students enrolled in a for-credit program. Continuing education students, non-credit students, and other students who are not recognized by the institution as seeking a degree, certificate, or other formal award are excluded.

This credit recognizes ongoing student educator programs that engage students as peers 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 actively participate.

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 the *Outreach Campaign* and *Student Life* credits.

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

### Number of students enrolled for credit (headcount):

2,531

### Total number of students enrolled for credit that are served (i.e. directly targeted) by a student peer-to-peer sustainability outreach and education program (avoid double-counting to the extent feasible):

2,531

### Percentage of students served by a peer-to-peer educator program:

100

### Name of the student educators program:

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

**Number of students served (i.e. directly targeted) by the program (headcount):**

2,531

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

The Green Raiders directly target ALL students through peer-to-peer outreach activities. The Green Raiders: a) conduct sessions at Freshman Orientation about Sustainable Living, b) give Sustainability Tours of campus, c) develop information for campus boards/social media/table tops/pop-ups, d) host activities for Sustainability Month, Not Another Statistic Diversity Conference, MLK Day, Earth Hour, and Earth Day, e) participate in ReycleMania, Game Day Challenge, and America Recycles Day, and f) provide educational programs for student organizations.

**A brief description of how the student educators are selected:**

The Green Raider positions are advertised as a campus employment opportunity, which allows for any student to apply. Additionally, faculty recommendations are sought and those recommended students are formally encouraged to apply for the positions. All students that complete an application are interviewed by the Sustainability Manager and 2 faculty members. Green Raiders are then selected based on both their written application and their formal interview.

**A brief description of the formal training that the student educators receive to prepare them to conduct peer outreach:**

The Green Raiders participate in a Retreat at the beginning of the school year and Weekly meetings thereafter. These meetings are also attended by the Sustainability Manager and 2 faculty members. Some meetings are used for planning upcoming events/programs, but about half are discussion based, serving as training on sustainability topics/issues.

**A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or faculty/staff coordination):**

The Green Raiders are paid through the campus work study program.

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

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

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

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

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**A brief description of the formal training that the student educators receive to prepare them to conduct peer outreach (2nd program):**

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**A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or faculty/staff coordination) (2nd program):**

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

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

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

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

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**A brief description of the formal training that the student educators receive to prepare them to conduct peer outreach (3rd program):**

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**A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or faculty/staff coordination) (3rd program):**

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**A brief description of all other student peer-to-peer sustainability outreach and education programs, including the number of students served and how student educators are selected, trained, and supported by the institution:**

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**Total number of hours student educators are engaged in peer-to-peer sustainability outreach and education activities annually (all programs):**

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**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

<http://www.mountunion.edu/Green-Raider-Program>

. Information from Jamie Greiner.

## Student Orientation

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**Score**

2.00 / 2.00

**Responsible Party**

**Jamie Greiner**

Sustainability and Campus Outreach Manager  
Nature Center

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### 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).

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.

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

### Are the following students provided an opportunity to participate in orientation activities and programming that prominently include sustainability? :

	Yes or No
First-year students	Yes
Transfer students	Yes
Entering graduate students	Yes

### Percentage of all entering (i.e. new) students (including transfers and graduate students) that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability (0-100):

100

### A brief description of how sustainability is included prominently in new student orientation (including how multiple dimensions of sustainability are addressed):

Prominent inclusion of sustainability in orientation began in 2015 and has continued each year since. The Sustainability Manager and Student Sustainability Assistants (Green Raiders) conduct 3 sessions focused on Sustainable Living during the



Orientation. These sessions focus on recycling and water use on campus. In 2016 all new students received a reusable Nalgene water bottle. In 2017 all students received reusable bags. Throughout the year, the Student Sustainability Assistants give presentations to various groups on campus about a wide variety of sustainability related topics (energy use - phantom loads, meatless Monday's, and recycling). Sustainability Tours are also offered throughout the year to allow students to learn about the green features of campus, including LEED-certified and LEED-standard buildings, a solar array, butterfly garden, Tree Campus USA designation, and others. Sustainability was also included in a STEM Resource Fair offered in the Fall of 2016. The Sustainability Manager gave 2 presentations and the Sustainability Assistants offered Sustainability Tours to perspective students and their families.

In addition to the above, sustainability is also introduced in our summer orientation series, called Preview, which includes both students and families as the intended audience. The Sustainability Manager has an independent table at the Resource Fair during each of the four Preview dates in June and July.

**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Information entered by Jamie Greiner.

## Student Life

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### Score

2.00 / 2.00

### Responsible Party

**Jamie Greiner**

Sustainability and Campus Outreach Manager  
Nature Center

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## 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.

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

## Does the institution have one or more active student groups focused on sustainability?:

Yes

## A brief description of active student groups focused on sustainability:

We have a few sustainability-related student organizations on campus. The Environmental Science Club focuses on environmental issues and is an active organization, collaboration with the Green Raiders is planned. Choosing Healthy Options in Celebration of Educational Success (CHOICES) has a mission to promote wellness, advocate responsible decision-making, raise student awareness regarding healthy lifestyles, and collaborate with other student organizations. GSA / PRIDE is a Diversity organization with the purpose of affirming, facilitating, celebrating, supporting, and creating a safe and accepting environment for people of all sexual orientations and gender identities on Mount Union's campus. Gender Equity Matters (GEM) is also a Diversity organization that acts as a coordinating and supportive body for all gender issues, activities, and functions both on campus and in the Alliance community. GEM offers the opportunity to participate in community service activities and stresses the positive effects that volunteering provides.

**The website URL where information about the student groups is available (optional):**

<http://www.mountunion.edu/Content/u/Student-Organization-Directory---fall-2017-2207.pdf>

**Does the institution have gardens, farms, community supported agriculture (CSA) or fishery programs, and/or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems?:**

Yes

**A brief description of the gardens, farms, community supported agriculture (CSA) or fishery programs, and/or urban agriculture projects:**

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 has also provided students with volunteer opportunities and follows organic practices (Meg Mundy is the Community Organizer).

In October 2016 the Sustainability Management Advisory Committee (SMAC) sponsored a program, "Cultivating Sustainability". All of the local Farmer's Market vendors were invited to set up a table and a local Organic Farm (Breezy Hill Farm) gave a presentation on Organic Farming and their experiences as Organic Farmers. This event was open to the entire campus community and the local community.

**The website URL where information about the gardens, farms or agriculture projects is available (optional):**

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**Does the institution have student-run enterprises that include sustainability as part of their mission statements or stated purposes (e.g. cafés through which students gain sustainable business skills)?:**

No

**A brief description of the student-run enterprises:**

NA

**The website URL where information about the student-run enterprises is available (optional):**

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**Does the institution have sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills?:**

Yes

**A brief description of the sustainable investment funds, green revolving funds or sustainable microfinance initiatives:**

In 2016 the University of Mount Union established a Green Revolving Fund to help fund energy efficiency projects on campus. A survey to solicit ideas for the Green Revolving Fund is sent out twice a year to all Students, Staff, and Faculty. The ideas received are reviewed and ranked by the Sustainability Committee, which includes students (Green Raiders). When the Green Revolving Fund was established a presentation was given to Student Senate to make them aware of the Fund and to get ideas for possible investments.

**The website URL where information about the sustainable investment funds, green revolving funds or sustainable microfinance initiatives is available (optional):**

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

Yes

**A brief description of the conferences, speaker series, symposia or similar events related to sustainability:**

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 Green Raiders gave a presentation in 2016 on Environmental Justice and plan to present in 2017.

**The website URL where information about the conferences, speaker series, symposia or similar events related to sustainability is available (optional):**

<http://www.mountunion.edu/nasdc>

**Does the institution have cultural arts events, installations or performances related to sustainability that have students as the intended audience?:**

No

**A brief description of the cultural arts events, installations or performances related to sustainability:**

Annual ARTFEST at the Campus Lakes:

Sponsored by Mount Union and the Alliance Chamber of Commerce, ArtFest features original works by area artists in various media including watercolor, oil, collage, graphics, drawings, fine and functional crafts, photography, jewelry, pen and ink, sculpture, glass mosaics, printmaking and mixed media works. In addition, the category of functional craft has been added. Functional craft includes such works as jewelry, fiber, woodworking, glass, enameling, lights, mirrors, purses/bags, candles and soaps.

The most recent ArtFest featured 37 art and functional craft vendors. Live demos take place throughout the day exhibiting displays of hand-made pottery and woodturning. In addition, "A Taste of Alliance," coordinated by the Alliance Chamber of Commerce, took place simultaneously, featuring food and beverages for sale by area restaurants and caterers. Live entertainment is provided throughout the day by Mount Union and Alliance area musicians.

**The website URL where information about the cultural arts events, installations or performances is available (optional):**

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**Does the institution have wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students) that follow Leave No Trace principles?:**

Yes

**A brief description of the wilderness or outdoors programs that follow Leave No Trace principles:**

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, where Leave No Trace principles are practiced.

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.

International Engineering Field Experience. This course provides the student with an interdisciplinary, multidisciplinary, and international exposure to engineering projects, specifically projects in the developing world. The course exposes 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

True North is a club for outdoor enthusiasts. Activities include rock climbing and hiking. Also incorporates Leave No Trace principles.

**The website URL where information about the wilderness or outdoors programs is available (optional):**

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**Does the institution have sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading)?:**

Yes

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

The following 2 courses are First Year Seminars/Experiences, interdisciplinary semester-long classes designed to engage first-year students in critical thinking and experiential and co-curricular learning on topics related to social and/or environmental justice:

**FYS 100-14. Non-violent Protest and Social Change**

Students will study and practice social change that is achieved through non-violent protest, and the course will culminate in an immersive week-long experience in Puerto Rico. Readings and course discussion will explore three specific case studies: India, Puerto Rico, and Cuba, and will look at the actions and beliefs of the individuals who led successful non-violent protests in these countries to enhance social and environmental justice. Students will also study social action led by college students in the United States. In the second half of the semester, students will choose a social issue that is relevant to a community they care about, research possible solutions, and design and carry out a nonviolent approach to alleviating that social issue. Students may have the opportunity to travel to Vieques, Puerto Rico in December 2017 after the fall term has ended to see first-hand the effects of a social movement, meet key players, and positively contribute to the island's continued restoration.

**FYS 100-30. Eating on Purpose**

Want to make your life better through food? How about eating to make your community stronger? To make the world more fair? Through this course, learn how your personal food choices have a ripple effect far beyond you to people and places down the street, across the country, and abroad. Get to know Alliance as we practice "eating on purpose" through visits to local stores, farms, and eateries. By the end of the semester, you'll be living on purpose, empowered to tackle social issues (hunger, climate change, and poverty, to name a few) through your everyday decisions. This course is project-based and will help you develop critical-thinking skills, leadership qualities, and practical skills such as budgeting and meal planning.

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

See the link below for the University of Mount Union Catalogue, which contains the detailed descriptions of the Clusters.

**The website URL where information about the sustainability-related themes is available (optional):**

<http://www.mountunion.edu/Content/u/2017-2018-1393.pdf>

**Does the institution have programs through which students can learn sustainable life skills?:**

Yes

**A brief description of the programs through which students can learn sustainable life skills:**

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 programs is available (optional):**

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

**Does the institution offer sustainability-focused student employment opportunities?:**

Yes

**A brief description of the sustainability-focused student employment opportunities offered by the institution:**

Each year 8 to 10 Green Raiders (Sustainability Assistants) are recruited. Recruitment efforts include upperclassmen, but also intentionally targets 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 opportunities is available:**

<http://www.mountunion.edu/Green-Raider-Program>

**Does the institution have graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions?:**

No

**A brief description of the graduation pledges:**

NA

**The website URL where information about the graduation pledges is available (optional):**

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**Does the institution have other co-curricular sustainability programs and initiatives?:**

Yes

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

The Brumbaugh Scholars Program

The Mission of the Huston-Brumbaugh Nature Center is to “provide and support opportunities for enjoying and learning about our natural and cultural heritage.”

In keeping with that mission funds are allocated to support summer research or other co-curricular opportunities (This program is not part of normal academic course work and it to serve as a complement to any major area of study) for students and faculty. The unifying elements of this research are:

1. It is to be place-based. The research or other project should relate to the natural and cultural heritage of northeastern Ohio and be explicitly related to the Huston-Brumbaugh Nature Center and its mission.
2. It is to be student-centered. The intent is to provide students with opportunities to engage in meaningful educational activities that would complement their classroom education.
3. It is to be tied to the expertise and interests of a Mount Union faculty or staff member who will serve as a project mentor. The work should allow students and project leaders to work together in ways that provide genuine experiential learning for the student while also allowing the project mentor to further their scholarly or professional interests. A Brumbaugh Mentorship is awarded to a faculty or staff member. The awardee is involved in selecting one or more Brumbaugh Summer Scholar students who work with them specifically on their project. The Brumbaugh scholars chosen by the mentor in consultation with the selection team are part of a group of Brumbaugh Summer Scholars who are selected for the summer.

The Regula Scholars Program allows students to learn from local public servants, participate in leadership training, and study ethics based case studies, in order to complement what they are learning in their courses and provide for a well-rounded education. Scholars receive stipends to fund internships, conferences, programming, and travel while they are enrolled at Mount Union, that is not related specifically to an academic course. These students are selected based on a nomination process and must complete 150 hours of service. Additionally, Regula Scholars must maintain a 3.5 GPA and spend time learning about ethical decision making, employment in the public sector and many other experiential opportunities.

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

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**Estimated percentage of students (full-time and part-time) that participate annually in sustainability-focused co-curricular education and outreach programs (0-100):**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Information entered by Jamie Greiner and derived from various resources: UMU Website, Course Catalog, and Nature Center Newsletters.



## Outreach Materials and Publications

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**Score**

2.00 / 2.00

**Responsible Party**

**Jamie Greiner**

Sustainability and Campus Outreach Manager  
Nature Center

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### Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A sustainability newsletter
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- 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
- 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 more sustainable 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/or incorporating sustainability into the residential experience
- Other sustainability outreach materials and publications not covered above

This credit is focused on ongoing outreach efforts. Materials and publications designed to promote a specific event or time-limited campaign are excluded and covered by other credits in this subcategory.

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.

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

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

Yes

**A brief description of the central sustainability website (optional):**

The website is a sub-page of the About Mount 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>

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

No

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

N/A

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

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**Does the institution have social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability?:**

Yes

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

<https://www.facebook.com/RecyclemaniaAtMountUnion>

Instagram - UMUGreenRaiders

Twitter - MUGreenRaiders

Snapchat - UMUGreenRaiders

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.

**The website URL of the primary social media platform focused on sustainability:**

<https://www.facebook.com/RecyclemaniaAtMountUnion>

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

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

Yes

**A brief description of the regular coverage of sustainability in the main student newspaper:**

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:**

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

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

No

**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 has highlighted 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>

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

Yes

**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. 10 Sustainability Signs are placed throughout campus to highlight the following features: Solar panels (Peterson Fieldhouse and HPCC), Tree Campus USA certification, Bike Fix-it Station, White Roof (Tolerton-Hood), Butterfly Garden, LED Lighting, LEED Building Certification, and Hydration Stations.

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

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

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

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

Yes

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

There are screens throughout the 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:**

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**Does the institution have signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed?:**

Yes

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

There is a sign highlighting the Butterfly Garden and importance of pollinators. Recently, another pollinator habitat was developed and will soon have a sign in place explaining the importance of bees to our food supply.

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

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

Yes

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

The Sustainability Tour includes 23 locations around campus. The locations are numbered on the campus map and descriptions of each are provided. The Green Raiders provide tours to campus (part of Freshman Orientation sessions and FYS classes) and community members if interested.

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

<http://www.mountunion.edu/Content/u/Sustainability-Tour-Layout---8x11-1842.pdf>

**Does the institution produce a guide for commuters about how to use more sustainable methods of transportation?:**

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

No

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

N/A

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

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**Does the institution produce navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)? :**

Yes

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

A transportation challenge was part of Campus Sustainability month in 2015 and 2016. As part of the challenge a map of the Local Bike Trail (The Iron Horse Trail) was sent to the entire campus community.

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

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

No

**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:**

---

**Does the institution produce other sustainability outreach materials or publications not covered above?:**

Yes

**A brief description of these materials or publications:**

Raider Weekly is a university-wide weekly e-newsletter that features sustainability tips once per month.

TP Graffiti is posted each month in Restrooms around campus and provides information about sustainability topics and highlights upcoming events/programs.

**The website URL for these materials or publications:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Information entered by Jamie Greiner. Data from UMU Website, Dynamo, and AVI Foodsystems.

## Outreach Campaign

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**Score**

4.00 / 4.00

**Responsible Party**

**Jamie Greiner**

Sustainability and Campus Outreach Manager  
Nature Center

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### 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 by 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 by 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 dorm or green office rating 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.

Measurable, positive results typically involve reductions in energy, waste or water use, cost savings and/or other benefits. To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. Increased awareness or increased membership of a mailing list or group is not sufficient in the absence of other positive results.

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

**Has the institution held at least one sustainability-related outreach campaign during the previous three years that was directed at students and yielded measurable, positive results in advancing sustainability?**

:

Yes

**Has the institution held at least one sustainability-related outreach campaign during the previous three years that was directed at employees and yielded measurable, positive results in advancing sustainability?:**

Yes

**Name of the campaign:**

**A brief description of the campaign, including how students and/or employees were engaged:**

According to

[Recyclemaniacs.org](http://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:**

University of Mount Union RecycleMania 2017 Results

The 2017 tournament featured 320 schools participating from 46 states in the United States, the District of Columbia and Canada, with an enrollment of 4.1 million students.

Participating colleges and universities are ranked in various categories according to how much recycling and food waste they divert from the landfill over two months. Between the Feb. 5 kickoff and the final recycling weigh-in on April 1, participating schools recycled or composted 69.9 million pounds of waste, preventing the release of 77,791 metric tons of carbon dioxide equivalent (MTCO<sub>2</sub>E) into the atmosphere, which is equivalent to preventing the annual emissions from 16,400 cars.

Complete results for these and other categories can be found at

<http://recyclemania.org>

, including a breakout that shows how schools performed by athletic conference, institution size, state, and other groupings. The national winners of each category are recognized with an award made from recycled materials.

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

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

**Name of the campaign (2nd campaign):**

Game Day Challenge: Football

**A brief description of the campaign, including how students and/or employees were engaged (2nd campaign):**

The GameDay Recycling Challenge is a nationwide competition among universities to reduce and recycle the waste generated at home football games. During each competition cycle, participating schools report recycling, compost and attendance data for at least one home football game. In 2016, 79 schools rallied fans to recycle and compost an impressive 2.7 million pounds of bottles, cans, paper, cardboard and food organics from football stadiums and tailgating areas while also



raising awareness and inspiring action around waste reduction. The GameDay Recycling Challenge is administered by the College and University Recycling Coalition (CURC), RecycleMania, Keep America Beautiful and the U.S. Environmental Protection Agency's WasteWise.

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

The University of Mount Union competed against 78 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).

Go to:

<http://gamedaychallenge.org/results/2016-winners/>

for complete results.

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

<http://gamedaychallenge.org/>

**A brief description of other sustainability-related outreach campaigns, including measured positive impacts:**

Earth Hour - Students have organized and coordinated Earth Hour at the University of Mount Union in 2012, 2013, 2014, 2015, and 2017. 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. In 2017 Students organized a Dancing in the Dark event and raffled LED Lighting packages - all money went to the World Wildlife Fund.

**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Information entered by Jamie Greiner. These events are organized by the Green Raiders.

## Assessing Sustainability Culture

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**Score**

0.00 / 1.00

**Responsible Party**

**Jamie Greiner**

Sustainability and Campus Outreach Manager  
Nature Center

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### Criteria

Institution conducts an assessment of campus sustainability culture. The cultural assessment focuses on sustainability values, behaviors and beliefs, and may also address awareness of campus sustainability initiatives.

An assessment that covers a single sustainability topic (e.g. a transportation survey) does not count in the absence of a more comprehensive cultural assessment.

Assessments that exclusively address sustainability literacy (i.e. knowledge of sustainability topics and challenges) or student engagement in sustainability-related programs and activities are excluded. Literacy assessments are recognized in the *Sustainability Literacy Assessment* credit in Curriculum.

Participation by U.S. and Canadian institutions in the National Survey of Student Engagement (NSSE) Sustainability Education Consortium does not count, but may be reported as an Exemplary Practice in Innovation & Leadership.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if at least ten questions or a third of the assessment focuses on sustainability values, behaviors and beliefs.

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

**Does the institution conduct an assessment of sustainability culture (i.e. the assessment focuses on sustainability values, behaviors and beliefs, and may also address awareness of campus sustainability initiatives)?:**

No

**Which of the following best describes the cultural assessment? The assessment is administered to::**

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**Which of the following best describes the structure of the cultural assessment? The assessment is administered::**

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**A brief description of how and when the cultural assessment(s) were developed and/or adopted:**

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**A copy or sample of the questions related to sustainability culture:**

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**A sample of the questions related to sustainability culture or the website URL where the assessment tool is available:**

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**A brief description of how representative samples were reached (if applicable) and how the cultural assessment is administered:**

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**A brief summary of results from the cultural assessment, including a description of any measurable changes over time:**

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**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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## Employee Educators Program

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**Score**

0.00 / 3.00

**Responsible Party**

**Jamie Greiner**

Sustainability and Campus Outreach Manager  
Nature Center

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### Criteria

Institution administers or oversees an ongoing staff/faculty peer-to-peer sustainability outreach and education program that meets the following criteria:

- Employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation to prepare them to conduct peer outreach to other employees;
- The institution supports the program with financial resources (e.g. by providing an annual budget) and/or administrative coordination by staff or faculty; and
- The peer educators represent diverse areas of campus; the outreach and education efforts of sustainability staff or a sustainability office do not count in the absence of a broader network of peer educators.

This credit recognizes ongoing programs that engage employees as peers 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 actively participate.

Ongoing green office certification programs and the equivalent may count for this credit if they include formally designated and trained peer employee educators (e.g. "green leaders").

Employee orientation activities and training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in the *Employee Orientation* and *Staff Professional Development* credits.

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

### **Total number of employees (staff + faculty, headcount):**

541

### **Number of employees served (i.e. directly targeted) by a peer-to-peer sustainability outreach and education program (avoid double-counting):**

0

### **Percentage of employees served by a peer-to-peer educator program:**

0

### **Name of the employee educators program:**

Lunch and Learn Seminar Series - Gardening for Beginners Seminar  
[stars.aashe.org](http://stars.aashe.org)

**Number of employees served (i.e. directly targeted) by the program (headcount):**

25

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

Karen Santee (Facilities Manager) at the Huston-Brumbaugh Nature Center presented a program for first time gardeners about how to start a backyard garden.

**A brief description of how the employee educators are selected:**

Karen Santee from the Nature Center was selected because she is a Master Gardener and has been in charge of the gardening program at the Nature Center for many years.

**A brief description of the formal training that the employee educators receive to prepare them to conduct peer outreach:**

All staff at the Nature Center attend continuous education programs/conferences throughout the year to stay abreast of current issues and initiatives in their areas of expertise.

**A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or paid faculty/staff coordination):**

The Lunch and Learn Seminar series is supported through the Healthy Campus initiative, which has a paid Director and student staff.

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

Lunch and Learn Seminar Series - Holiday Sustainability Seminar

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

25

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

The program engaged participants in a fun sustainability trivia exercise then walked them through the 12 "Sustainable" Days of Christmas - focused on sharing tips and suggestions for improving sustainability at the holidays (ranging from travel, food, purchases, decor, lighting, etc.).

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

Jamie Greiner (Sustainability and Campus Outreach Manager) was selected based on her knowledge and skill set.

**A brief description of the formal training that the employee educators receive to prepare them to conduct peer outreach (2nd program):**

All staff at the Nature Center attend continuous education programs/conferences throughout the year to stay abreast of current issues and initiatives in their areas of expertise.

**A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or paid faculty/staff coordination) (2nd program):**

The Lunch and Learn Seminar series is supported through the Healthy Campus initiative, which has a paid Director and student staff.

**A brief description of all other employee peer-to-peer sustainability outreach and education programs, including the number of employees served and how employee educators are selected, trained, and supported by the institution:**

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

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**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Information entered by Jamie Greiner

## Employee Orientation

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**Score**

1.00 / 1.00

**Responsible Party**

**Jamie Greiner**

Sustainability and Campus Outreach Manager  
Nature Center

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### Criteria

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

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

### **Percentage of new employees (faculty and staff) that are offered orientation and/or outreach and guidance materials that cover sustainability topics (0-100):**

100

### **A brief description of how sustainability is included in new employee orientation (including how multiple dimensions of sustainability are addressed):**

Laura Good, Assistant Director of HR, instituted a New Staff Orientation Program that includes Sustainability. New Staff Orientation is scheduled every month, if there are new employees.

### **The website URL where information about the programs or initiatives is available:**

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### **Additional documentation to support the submission:**

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### **Data source(s) and notes about the submission:**

Information from Laura Good and entered by Jamie Greiner.

## Staff Professional Development

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**Score**

1.00 / 2.00

**Responsible Party**

**Jamie Greiner**

Sustainability and Campus Outreach Manager  
Nature Center

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### Criteria

#### **Part 1**

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

#### **Part 2**

Institution's regular (full-time and part-time) staff participate in sustainability professional development and training opportunities that are either provided or supported by the institution.

For both Part 1 and Part 2 of this credit, the opportunities may be provided internally (e.g. by departments or by the sustainability office) or externally as long as they are specific to sustainability. The opportunities may include:

- Training to integrate sustainability knowledge and skills into the workplace.
- Lifelong learning and continuing education in sustainability.
- Sustainability accreditation and credential maintenance (e.g. LEED AP/GA).

This credit focuses on formal professional development and training opportunities, for example as delivered by trainers, managers, sustainability staff, and external organizations. Peer-to-peer educator programs and employee outreach campaigns are recognized in the *Employee Educators Program* and *Outreach Campaign* credits, respectively and should only be reported in this credit if such programs are formally recognized by the institution as professional development and training, for example in employee performance reviews.

For an external professional development and training opportunity to count, the institution must offer financial or other support (e.g. payment, reimbursement, or subsidy).

This credit applies to staff members only; it does not include faculty members. Faculty professional development in sustainability is recognized in the *Incentives for Developing Courses* credit in Curriculum.

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

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

Yes

**Does the institution wish to pursue Part 2 of this credit (the rate of employee participation in**



**sustainability professional development and training)?:**

No

**Estimated percentage of regular staff (full-time and part-time) that participates annually in sustainability professional development and training that is either provided or supported by the institution (0, 1-24%, 25-49%, 50-74%, 75% or more):**

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**A brief description of any internal sustainability professional development and training opportunities that the institution makes available to staff:**

A Sustainability Tour/Map of campus was developed in 2016 and guided tours are offered to all Staff and Faculty throughout the year. Additionally, Sustainability has been a featured topic in the Lunch and Learn series, which is offered to Staff and Faculty (topics have included Sustainability Trivia, Holiday Sustainability, and Sustainable Gardening). All Nature Center Programs are open to staff and advertised through the Nature Center Newsletter, which is distributed to all staff.

Sustainability Staff also has an opportunity each year to attend the AASHE Conference and/or any other training on sustainability.

**A brief description of any external professional development and training opportunities in sustainability that are supported by the institution(e.g. through payment, reimbursement, or subsidy):**

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**Estimated percentage of regular staff (full-time and part-time) for which sustainability is included in performance reviews (0, 1-24%, 25-49%, 50-74%, 75% or more) :**

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**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Information entered by Jamie Greiner.

# Public Engagement

**Points Claimed** 12.65

**Points Available** 20.00

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.

<b>Credit</b>	<b>Points</b>
Community Partnerships	3.00 / 3.00
Inter-Campus Collaboration	2.00 / 3.00
Continuing Education	3.00 / 5.00
Community Service	3.98 / 5.00
Participation in Public Policy	0.67 / 2.00
Trademark Licensing	0.00 / 2.00

## Community Partnerships

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**Score**

3.00 / 3.00

**Responsible Party**

**Jamie Greiner**

Sustainability and Campus Outreach Manager  
Nature Center

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### Criteria

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

This credit recognizes campus-community partnerships that the institution supports (materially or financially) and that address sustainability challenges in the broader community. This may be demonstrated by having an active community partnership that meets one or more of the following criteria:

- The partnership is multi-year or ongoing, rather than a short-term project or event;
- The partnership simultaneously supports all three dimensions of sustainability, i.e. social equity and wellbeing, economic prosperity, and ecological health; and/or
- The partnership is inclusive and participatory, i.e. underrepresented groups and/or vulnerable populations are engaged as equal partners in strategic planning, decision-making, implementation and review.

A partnership is considered to be “transformative”, “collaborative”, or “supportive” based on the number of criteria that are met (see *D. Scoring*).

This credit is inclusive of partnerships with local and distant communities.

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 partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by the *Community Service* credit.

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

### **Name of the institution’s formal community partnership to advance sustainability :**

The Ralph and Mary Regula Center for Public Service and Civic Engagement

### **Does the institution provide financial or material support for the partnership? :**

Yes

### **Which of the following best describes the partnership timeframe?:**

Multi-year or ongoing

**Which of the following best describes the partnership’s sustainability focus?:**

The partnership simultaneously supports social equity and wellbeing, economic prosperity, and ecological health

**Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):**

Yes

**A brief description of the institution’s formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:**

The University of Mount Union has a supportive relationship with numerous agencies throughout the greater Alliance area. Through the Ralph and Mary Regula Center for Public Service and Civic Engagement, many sustainability partnerships between the university and the local community are maintained.

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. The governance is joint between the Regula Center with input from the Regula Scholars, Director, the community agencies, and the audiences being served with all parties involved in planning and implementation of projects. The Regula Center strives to provide resources for students, faculty, staff, and campus organization looking to become more engaged in the Alliance community. Through working with more than 75 community organizations and groups, we are able to create mutually beneficial collaborations on a regular basis.

Some of the partnerships include: Trash to Treasure Sale (the funds from this sale go to the Pay it Forward program which allows students learning about community programming to award mini grants to local agencies. This year, \$3000 in grants were awarded through the program), a community-wide Thanksgiving Dinner (over 300 meals were served this year at the Salvation Army), Trick-or-Treat for canned goods (3,967 pounds of food was collected for the Food Pantry), MLK Day of Service (over 535 MLK Day Volunteers spent their day off working in the community on local organizations by cleaning the facilities, making care packages, and assisting with daily operations. Some of the organizations helped were the Stark County Humane Society, the Alliance Parks Department, and the Domestic Violence Shelter), Super Service Saturday (this year The University of Mount Union is partnering with the Alliance community for a State Roadway Cleanup, co-sponsored by Keep Alliance Beautiful, Keep Ohio Beautiful, the Ohio Department of Transportation and the city of Alliance), and the Dowling Mentor Program (supporting foster teens in the area).

For more information:

<http://www.mountunion.edu/Content/u/2017-Annual-Report-Web-5014.pdf>

**Name of the institution’s formal community partnership to advance sustainability (2nd partnership):**

The Arts in Stark Alliance Vision 20/20

**Does the institution provide financial or material support for the partnership? (2nd partnership):**

Yes

**Which of the following best describes the partnership timeframe? (2nd partnership):**

Multi-year or ongoing

**Which of the following best describes the partnership's sustainability focus? (2nd partnership):**

The partnership simultaneously supports social equity and wellbeing, economic prosperity, and ecological health

**Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (2nd partnership) (Yes, No, or Not Sure):**

Not Sure

**A brief description of the institution's formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above (2nd partnership):**

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. This collaboration is aimed to address the economic decline that has occurred in downtown Alliance and reverse the trend by a 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 University of Mount Union was the first local entity to step forward with financial and personnel support for the program. The planning team included among its 11 members three UMU faculty and two staff members. the remainder includes local business and government leaders.

More details can be found at:

<https://www.artsinstark.com/20-20-vision>

and

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

**Name of the institution's formal community partnership to advance sustainability (3rd partnership):**

City of Alliance Green Commission and Green Alliance

**Does the institution provide financial or material support for the partnership? (3rd partnership):**

Yes

**Which of the following best describes the partnership timeframe? (3rd partnership):**

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

Multi-year or ongoing

**Which of the following best describes the partnership's sustainability focus? (3rd partnership):**

The partnership simultaneously supports social equity and wellbeing, economic prosperity, and ecological health

**Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (3rd partnership) (Yes, No, or Unknown):**

Yes

**A brief description of the institution's formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above (3rd partnership):**

The University of Mount Union has a partnership with the City of Alliance Green Commission, and its non-profit arm Green Alliance. These groups have developed detailed Sustainability Plans for both the City and University which outline the path 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 these efforts. All Green Commission meetings are open to the public, and are advertised and reported in the local paper. UMU and the City of Alliance signed a statement of cooperation in 2008 to formalize their work together on sustainability issues. The two entities share research on sustainable operations; they support one another in "identifying and securing funding sources for sustainability initiatives". The University provides use of facilities at no cost, as well as use of computers for city carbon inventory and related research items. The groups cooperate on education, with the City offering opportunities for student internships. Members of the UMU faculty and staff have serving on Green Alliance and the Green Commission since 2007. Also, community members are welcome on UMU's Sustainability management Advisory Committee. Most recently the 2 groups are working on the issue of Resiliency Planning.

For more information:

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

**A brief description of the institution's other community partnerships to advance sustainability:**

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**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Information from Abby Honaker and Tiffany Gravlee. Information entered by Jamie Greiner.

## Inter-Campus Collaboration

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**Score**

2.00 / 3.00

**Responsible Party**

**Jamie Greiner**

Sustainability and Campus Outreach Manager  
Nature Center

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### Criteria

Institution collaborates with other colleges and universities in one or more of the following ways to support and help build the campus sustainability community. The institution:

- Is an active member of a national or international sustainability network;
  - Is an active member of a regional, state/provincial or local sustainability network;
  - Has presented at a sustainability conference during the previous year;
  - Has submitted a case study during the previous year to a sustainability resource center or awards program that is inclusive of multiple campuses;
  - Has had staff, students, or faculty serving on a board or committee of a sustainability network or conference during the previous three years;
  - Has an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program;
  - Has had staff, faculty, or students serving as peer reviewers of another institution's sustainability data (e.g. GHG emissions or course inventory) and/or STARS submission during the previous three years; and/or
  - Has participated in other collaborative efforts around sustainability during the previous year, e.g. joint planning or resource sharing with other institutions.
- 

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

### Is the institution an active member of a national or international sustainability network?:

Yes

### The name of the national or international sustainability network(s):

National:

CURC - 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.

International:

AASHE - Member

### Is the institution an active member of a regional, state/provincial or local sustainability network?:

Yes

**The name of the regional, state/provincial or local sustainability network(s):**

Regional:

Ohio Sustainability Schools CASE listserv - participant/member

Environmental Education Council of Ohio - participant/member

Local:

SCENES - Stark County Education Network for Environmental Sustainability - member. The mission is 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 sustainability development and a healthy environment.

ACE - Academy of Collaborative Education. A consortium of five institutions of higher learning in Stark County that are working with the Stark County Park District to collaborate on interdisciplinary teaching with a sustainability theme (5 year term ended 2017).

**Has the institution presented at a sustainability conference during the previous year? :**

Yes

**A list or brief description of the conference(s) and presentation(s):**

Green Raiders gave a poster presentation at the AASHE Conference in Baltimore (2016). The poster detailed the Interactive Freshman Orientation that they developed (Recycling Relay, Water Taste Test Challenge, and Sustainable Jeopardy).

**Has the institution submitted a case study during the previous year to a sustainability awards program that is inclusive of multiple campuses? :**

No

**A list or brief description of the awards program(s) and submission(s):**

NA

**Has the institution had staff, students or faculty serving on a board or committee of a sustainability network or conference during the previous three years? :**

Yes

**A list or brief description of the board or committee appointment(s):**

Jamie Greiner (Sustainability and Campus Outreach Manager) was the EECO (Environmental Education Council of Ohio) Region 9 Director from 2015-2017.

**Does the institution have an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability**



**program?:**

No

**A brief description of the mentoring relationship and activities:**

NA

**Has the institution had staff, faculty, or students serving as peer reviewers of another institution's sustainability data (e.g. GHG emissions or course inventory) and/or STARS submission during the previous three years?:**

No

**A brief description of the peer review activities:**

NA

**Has the institution participated in other collaborative efforts around sustainability during the previous year, e.g. joint planning or resource sharing with other institutions? :**

No

**A brief description of other collaborative efforts around sustainability during the previous year:**

Mainly information and best practices sharing between Kent State University and UMU during the previous year.

**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Information entered by Jamie Greiner

## Continuing Education

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### Score

3.00 / 5.00

### Responsible Party

**Jamie Greiner**

Sustainability and Campus Outreach Manager  
Nature Center

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## Criteria

### **Part 1**

Institution has conducted an inventory during the previous three years to identify its continuing education courses that address sustainability. These course offerings may include:

- Continuing education courses that have been identified as sustainability course offerings using the definitions provided in *G. Standards and Terms*; and/or
- Continuing education courses that have been formally designated as sustainability course offerings in the institution's standard course listings or catalog.

For each course, the inventory provides:

- The title and department (or equivalent) of the course.
- A brief description of the course. Courses for which partial or incomplete information is provided may not be counted toward earning points for Part 1 of this credit.

Courses that are typically taken for academic credit are not included in this credit; they are covered in 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.

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

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

Yes

## **Total number of continuing education courses offered:**

70

## **Number of continuing education courses offered that address sustainability?:**

**Percentage of continuing education courses that address sustainability:**

35.71

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

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

## LINC Luncheons

Lunch, information, networking, conversations

A monthly series of educational programs for the local community that link faculty and community members. Sustainability Topics have included (previous year):

1) "Find Your Park and Notice What's Next to It" by Gwen Gray Schwartz.

## Continued Learning Program

A weekly series of education programs for the local community held at the Campus Center. Sustainability Topics have included (previous year):

- 1) Mayor Alan Andreani, Alliance, OH - State of the City
- 2) Joe Mazzola, Planning and Development Director - Attracting businesses to the area and the Block Grant Program
- 3) Major John Oliver, Stark County Sheriff's Office - Heroin Epidemic
- 4) Lynda Slack and Amanda Swank - Habitat for Humanity
- 5) Chuck McClaugherty - Exploring Nature Around Alliance

Huston Brumbaugh Nature Center Programs Adult education Programs offered at the Nature Center. Sustainability Topics have included (previous year):

- 1) Holiday Decorations from Natural and Recycled Materials
  - 2) Soap crafting for the Holidays
  - 3) "Where do Bees go in the Winter"
  - 4) National Parks
  - 5) Winter Tree ID
  - 6) Fire and Ice
  - 7) Winter Gardening: Growing with the Seasons
  - 8) Lunch in a Jar
  - 9) Raised Bed Gardening
  - 10) Drugs as Pollutants
  - 11) Composting at Home
  - 12) Gardening for Pollinators
  - 13) NE Ohio Urban and Community Forestry Conference
  - 14) Rain Gardens
  - 15) Climate Change
  - 16) Bees in your Backyard program that was cosponsored at 4 sites around the state of Ohio including UMU to educate people on bees as pollinators
- See newsletters for more details:

Student Presentations to Community Groups by Case Studies Class. Topics included (previous year):

- 1) Resiliency Planning
- 2) Climate Changes influence on blooming time of spring wildflowers using field observations, historic herbarium data, online data from the Ohio State Herbarium, and long term weather data
- 3) Creating a public program on amphibians using frog call data collected from evening observations.

**Do the figures reported above cover one, two, or three academic years?:**

One

**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(s), including the year the program was created:**

NA

**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

70 for total continuing education was derived from the following:

- 12 Weekly Continuing Education Programs (2016-17 programs) - data from Abby Honaker)
- 6 Monthly LINC Luncheons (2016-17 programs) - data from Angi Swonger)
- 49 Weekly Nature Center Programs (12 months)
- 3 for Case Studies Class Presentations

25 for number that address Sustainability taken from 2016-17 list of speakers and Nature Center Newsletters for 2016-17 - titles supplied above.

Information from Abby Honaker, Angi Swonger, and Kelsey Scanlon. Information entered by Jamie Greiner.

## Community Service

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**Score**

3.98 / 5.00

**Responsible Party**

**Abby Honaker-Shroeder**

Director, Regula Center for Public Service and Civic  
Engagement

Regula Center for Public Service and Civic Engagement

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### 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 student per year.

Institutions may exclude non-credit, continuing education, part-time, and/or graduate students from this credit.

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

**Number of students enrolled for credit (headcount; part-time students, continuing education, and/or graduate students may be excluded):**

2,531

**Number of students engaged in community service (headcount):**

2,024

**Percentage of students engaged in community service:**

79.97

**Does the institution wish to pursue Part 2 of this credit (community service hours)? (if data not available, respond 'No'):**

Yes

**Total number of student community service hours contributed during the most recent one-year period:**

40,000

**Number of annual community service hours contributed per student :**

15.80

**The website URL where information about the programs or initiatives is available:**

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

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

No

**Does the institution provide incentives for employees to participate in community service (on- or off-campus)? (Incentives may include voluntary leave, compensatory time, or other forms of positive recognition):**

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. Additionally the institution promotes United Way and provides opportunities for broad participation in a Martin Luther King Jr Day of Service.

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Information provided by Abby Honaker. Information entered by Jamie Greiner.

## Participation in Public Policy

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**Score**

0.67 / 2.00

**Responsible Party**

**Jamie Greiner**

Sustainability and Campus Outreach Manager  
Nature Center

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### Criteria

Institution advocates for public policies that support campus sustainability or that otherwise advance sustainability. The advocacy may take place at one or more of the following levels:

- Municipal/local,
- State/provincial/regional,
- National, and/or
- International.

The policy advocacy must have the implicit or explicit support of the institution's top administrators and/or governing bodies to count. For example, advocacy by administrators, students, staff, or faculty who are acting as representatives of the institution or its governance bodies may count. Advocacy by students, staff, or faculty conducted in a personal capacity does not count unless it is formally endorsed at the institutional level.

Examples of advocacy efforts include supporting or endorsing legislation, ordinances, and public policies that advance sustainability; active participation in campaigns aiming to change public policy; and discussions with legislators in regard to the above.

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.

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

**Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the municipal/local level?:**

Yes

**A brief description of how the institution engages in public policy advocacy for sustainability at the municipal/local level, including the issues, legislation, and ordinances for or against which the institution has advocated:**

The institution has employees who serve on the city's Green Commission and who help revise and create the city's Sustainability Plan. The plan is periodically revised and passed to City Council for approval.

The University is currently seeking to work with the city on a resilience plan [then talk more about these meetings and plan to advance resilience.].

**Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the state/provincial/regional level?:**

No

**A brief description of how the institution engages in public policy advocacy for sustainability at the state/provincial/regional level, including the issues, legislation, and ordinances for or against which the institution has advocated:**

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**Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the national level?:**

No

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

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**Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the international level?:**

No

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

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**A brief description of other political positions the institution has taken during the previous three years (if applicable):**

The University has put resources towards enabling students to register to vote and to contact officials. The President's Council approved a project to put "civic corners" in both cafes where students will be able to register to vote and to contact their government representatives.

**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 programs or initiatives is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Information provided by Dr. Laura Kumler and entered by Jamie Greiner.

## Trademark Licensing

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**Score**

0.00 / 2.00

**Responsible Party**

**Patrick Heddleston**

Vice President for Business Affairs and Treasurer  
Business Office

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### Criteria

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

Please note that other initiatives to support fair labor standards in the supply chain are recognized in the *Sustainable Procurement* credit in Purchasing.

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"---" 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

**A brief description of the institution's WRC or FLA membership, including the year membership was last established or renewed:**

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**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Data from Patrick Heddleston.

# Operations

## Air & Climate

**Points Claimed** 3.25

**Points Available** 11.00

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	Points
Greenhouse Gas Emissions	3.25 / 10.00
Outdoor Air Quality	0.00 / 1.00

## Greenhouse Gas Emissions

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Score	Responsible Party
3.25 / 10.00	<b>Ron Crowl</b> Associate Vice President for Planning and Program Implementation, Chief Planning Officer Business Office

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### 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 also be verified by an independent, external third party and/or validated internally by campus personnel who are independent of the GHG accounting and reporting process.

#### **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 (MtCO<sub>2</sub>e) per gross square foot (0.215 MtCO<sub>2</sub>e 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 (see *G. Standards and Terms*).

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

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

Purchased Renewable Energy Certificates (RECs) or Guarantees of Origin (GOs) may not be counted as carbon offsets. Emissions reductions attributable to RECs and GOs that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party are reported separately (see *E. Reporting Fields*). Purchased carbon offsets and RECs/GOs that have not been third-party verified do not count.

Institution-catalyzed offsets, on-site composting, and carbon sequestration projects (on and off campus) that are to be counted as offsets must be third party verified or, at minimum, quantified using a method that addresses all of the following accounting issues:

- Selection of a baseline scenario (i.e. what would have happened in the absence of the project?);
- Demonstration of additionality (i.e. the project has resulted in emission reductions or removals in addition to what would have happened in the absence of the project);
- Identification and quantification of relevant secondary effects (i.e. small, unintended GHG consequences of a project, include leakage and changes in GHG emissions up- and downstream of the project);
- Consideration of reversibility (i.e. assessing the risk of reversibility, together with any mitigation or compensation measures included in the project design);
- Avoidance of double-counting (i.e. the reductions giving rise to the offset must occur at sources or sinks not included in the target or cap for which the offset is used).

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. Those transactions are reported separately and net GHG emissions are automatically adjusted upward to reflect the sale or transfer of any institution-generated offsets that have been included as carbon offsets (see *D. Scoring*).

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

**Has the institution conducted a GHG emissions inventory that includes all Scope 1 and 2 emissions? :**

Yes

**Does the institution's GHG emissions inventory include all, some or none of its Scope 3 GHG emissions from the following categories?:**

	All, Some, or None
Business travel	All
Commuting	All
Purchased goods and services	None
Capital goods	None
Waste generated in operations	All
Fuel- and energy-related activities not included in Scope 1 or Scope 2	All
Other categories	None

**A copy of the most recent GHG emissions inventory:**

[GHG Report - submitted April 2017 - FY2016.xlsm](#)

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

**A brief description of the methodology and/or tool used to complete the GHG emissions inventory, including how the institution accounted for each category of Scope 3 emissions reported above:**

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 the Sustainability and Campus Outreach Manager and then reviewed by Sustainability Management Advisory Committee (internal)

**Documentation to support the internal and/or external verification process:**

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**Does the institution wish to pursue Part 2 and Part 3 of this credit? (reductions in Scope 1 and Scope 2 GHG emissions):**

Yes

**Gross Scope 1 and Scope 2 GHG emissions:**

	Performance Year	Baseline Year
Gross Scope 1 GHG emissions from stationary combustion	5,058 <i>Metric Tons of CO2 Equivalent</i>	5,215 <i>Metric Tons of CO2 Equivalent</i>
Gross Scope 1 GHG emissions from other sources	182 <i>Metric Tons of CO2 Equivalent</i>	141 <i>Metric Tons of CO2 Equivalent</i>
Gross Scope 2 GHG emissions from purchased electricity	12,675 <i>Metric Tons of CO2 Equivalent</i>	10,299 <i>Metric Tons of CO2 Equivalent</i>
Gross Scope 2 GHG emissions from other sources	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Total	17,915 <i>Metric Tons of CO2 Equivalent</i>	15,655 <i>Metric Tons of CO2 Equivalent</i>

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

	Start Date	End Date
Performance Year	July 1, 2015	June 30, 2016
Baseline Year	July 1, 2005	June 30, 2006

**A brief description of when and why the GHG emissions baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):**

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

**Figures needed to determine total carbon offsets:**

	Performance Year	Baseline Year
Third-party verified carbon offsets purchased (exclude purchased RECs/GOs)	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent
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
Carbon offsets included above for which the emissions reductions have been sold or transferred by the institution	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent
Net carbon offsets	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent

**A brief description of the offsets in each category reported above, including vendor, project source, verification program and contract timeframes (as applicable):**

**Emissions reductions attributable to Renewable Energy Certificate (REC) or Guarantee of Origin (GO) purchases:**

	Performance Year	Baseline Year
Emissions reductions attributable to REC/GO purchases	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent

**A brief description of the purchased RECs/GOs including vendor, project source and verification program:**

NA

**Adjusted net Scope 1 and 2 GHG emissions:**

	Performance Year	Baseline Year
Adjusted net Scope 1 and 2 GHG emissions	17,915 Metric Tons of CO2 Equivalent	15,655 Metric Tons of CO2 Equivalent

**Figures needed to determine “Weighted Campus Users”:**

	Performance Year	Baseline Year
Number of students resident on-site	1,444	1,627
Number of employees resident on-site	9	0
Number of other individuals resident on-site and/or staffed hospital beds	0	0
Total full-time equivalent student enrollment	2,254	2,140
Full-time equivalent of employees (staff + faculty)	437	413



Full-time equivalent of students enrolled exclusively in distance education	16	0
Weighted campus users	2,369.50	2,321.50

**Adjusted net Scope 1 and 2 GHG emissions per weighted campus user:**

	Performance Year	Baseline Year
Adjusted net Scope 1 and 2 GHG emissions per weighted campus user	7.56 <i>Metric Tons of CO2 Equivalent</i>	6.74 <i>Metric Tons of CO2 Equivalent</i>

**Percentage reduction in adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user from baseline (0-100):**

0

**Gross floor area of building space, performance year:**

1,329,415 *Gross Square Feet*

**Floor area of energy intensive building space, performance year:**

	Floor Area
Laboratory space	23,652 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	8,830 <i>Square Feet</i>

**EUI-adjusted floor area, performance year:**

1,385,549 *Gross Square Feet*

**Adjusted net Scope 1 and 2 GHG emissions per unit of EUI-adjusted floor area, performance year:**

0.01 *MtCO2e / GSF*

**Scope 3 GHG emissions, performance year:**

	Emissions

Business travel	846 <i>Metric Tons of CO2 Equivalent</i>
Commuting	1,284 <i>Metric Tons of CO2 Equivalent</i>
Purchased goods and services	0 <i>Metric Tons of CO2 Equivalent</i>
Capital goods	0 <i>Metric Tons of CO2 Equivalent</i>
Fuel- and energy-related activities not included in Scope 1 or Scope 2	0 <i>Metric Tons of CO2 Equivalent</i>
Waste generated in operations	1,486 <i>Metric Tons of CO2 Equivalent</i>
Other categories	0 <i>Metric Tons of CO2 Equivalent</i>

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

Established a Green Revolving Fund. Projects include: LED Lighting replacements, Fume Hood conversions, Motion Sensor Installations. Promote more sustainable transportation (biking - more racks, Bike Fix-it station, County Bike Trail through campus). Purchased REC's - take effect next reporting year.

**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Information from Ron Crowl. Entered by Jamie Greiner from 2016 GHG Report.

## Outdoor Air Quality

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**Score**

0.00 / 1.00

**Responsible Party**

**Blaine Lewis**  
Director of Physical Plant  
Physical Plant

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### Criteria

#### **Part 1**

Institution has written policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources on campus. Policies and/or guidelines may include prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and similar strategies.

Policies and guidelines that support cleaner and more fuel-efficient fleet vehicles and more sustainable commuting options are covered by credits in the Transportation subcategory.

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 or else verified that no such emissions are produced. Significant emissions include nitrogen oxides (NO<sub>x</sub>), sulfur oxides (SO<sub>x</sub>), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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"---" 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 on campus?:**

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 campus sources or else verified that no such emissions are produced?:**

No

**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 methodology(ies) the institution used to complete its air emissions inventory:**

n/a

**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Date provided by Blaine Lewis. Entered by Jamie Greiner

# Buildings

**Points Claimed** 1.25

**Points Available** 8.00

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

<b>Credit</b>	<b>Points</b>
Building Operations and Maintenance	0.00 / 5.00
Building Design and Construction	1.25 / 3.00

## Building Operations and Maintenance

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**Score**

0.00 / 5.00

**Responsible Party**

**Blaine Lewis**  
Director of Physical Plant  
Physical Physical

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### Criteria

Institution owns and operates buildings that are:

1) Certified under a green building rating system focused on the operations and maintenance of existing buildings, e.g. LEED<sup>®</sup>: Building Operations + Maintenance (O+M)

And/or

2) Operated and maintained in accordance with published sustainable operations and maintenance guidelines and policies that include one or more of the following:

- Indoor air quality (IAQ) management policy or protocol
- Green cleaning policy, program or contract
- Energy management or benchmarking program
- Water management or benchmarking program

Energy and water management and benchmarking programs include dashboards, analytics tools, and other mechanisms to assess performance, set goals, create and implement action plans, and evaluate progress. See, for example [ENERGY STAR Guidelines for Energy Management](#) and [U.S. EPA Portfolio Manager](#).

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

Building space that is certified under a green building rating system for new construction and major renovation must also be certified under a rating system focusing on operations and maintenance to count as certified space for this credit. For example, a building that is certified under LEED: Building Design + Construction (BD+C) but not LEED: Building Operations + Maintenance (O+M) should not be counted as certified space. Sustainability in new construction and major renovation projects is covered in the *Building Design and Construction* credit.

---

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

### Total floor area of building space:

1,329,415 Square Feet

### Floor area of building space that is certified at each level under a green building rating system for the operations and maintenance of existing buildings used by an Established Green Building Council:

Certified Floor Area

LEED O+M Platinum or the highest achievable level under another GBC rating system	0 Square Feet
LEED O+M Gold or the 2nd highest level under another 4- or 5-tier GBC rating system	0 Square Feet
Certified at mid-level under a 3- or 5-tier GBC rating system (e.g. BREEAM-In Use, CASBEE for Existing Buildings, DGNB, Green Star Performance)	0 Square Feet
LEED O+M Silver or at a step above minimum level under another 4 -or 5–tier GBC rating system	0 Square Feet
LEED O+M Certified or certified at minimum level under another GBC rating system	0 Square Feet

**Floor area of building space that is certified under a non-GBC rating system for the operations and maintenance of existing buildings, e.g. BOMA BESt, Green Globes CIEB:**

0 Square Feet

**Percentage of building space certified under a green building rating system for the operations and maintenance of existing buildings:**

0

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

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**Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with a published indoor air quality (IAQ) management policy or protocol? (0-100):**

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**A copy of the IAQ management policy or protocol:**

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**The website URL where the IAQ policy/protocol may be found:**

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**Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with a published green cleaning policy, program or contract ? (0-100):**

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**A copy or the green cleaning policy:**

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**A brief description of how green cleaning is incorporated into cleaning contracts:**

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**Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with an energy management or benchmarking program? (0-100):**

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**A brief description of the energy management or benchmarking program:**

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**Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with a water management or benchmarking program? (0-100):**

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**A brief description of the water management or benchmarking program:**

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**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Information from Blaine Lewis. Entered by Jamie Greiner



## Building Design and Construction

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**Score**

1.25 / 3.00

**Responsible Party**

**Blaine Lewis**  
Director of Physical Plant  
Physical Physical

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### 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. LEED®: Building Design & Construction (BD+C)

2) Certified Living under the Living Building Challenge

And/or

3) Designed and built in accordance with published green building codes, guidelines and/or policies that cover one or more of the following:

- Impacts on the surrounding site (e.g. guidelines to reuse previously developed land, protect environmentally sensitive areas, and otherwise minimize site impacts)
- Energy consumption (e.g. policies requiring a minimum level of energy efficiency for buildings and their systems)
- Building-level energy metering
- Use of environmentally preferable materials (e.g. guidelines to minimize the life cycle impacts associated with building materials)
- Indoor environmental quality (i.e. guidelines to protect the health and comfort of building occupants)
- Water consumption (e.g. requiring minimum standards of efficiency for indoor and outdoor water use)
- Building-level water metering

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

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

**Total floor area of newly constructed or renovated building space (include projects completed within the previous five years) :**

39,166 *Square Feet*

**Floor area of newly constructed or renovated building space certified Living under the Living Building Challenge:**

0 *Square Feet*

**Floor area of newly constructed or renovated building space certified at each level under a rating system**

**for design and construction used by an Established Green Building Council (GBC) :**

	Certified Floor Area
LEED BD+C Platinum or at the highest achievable level under another rating system	0 Square Feet
LEED BD+C Gold or at the 2nd highest level under another 4- or 5-tier GBC rating system	0 Square Feet
Certified at mid-level under a 3- or 5-tier GBC rating system for design and construction (e.g. BREEAM, CASBEE, DGNB, Green Star)	0 Square Feet
LEED BD+C Silver or at a step above minimum level under another 4- or 5-tier GBC rating system	0 Square Feet
LEED BD+C Certified or certified at minimum level under another GBC rating system	0 Square Feet

**Floor area of newly constructed or renovated building space certified under a non-GBC rating system for design and construction (e.g. Green Globes NC, Certified Passive House):**

0 Square Feet

**Percentage of newly constructed or renovated building space certified under a green building rating system for design and construction:**

0

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

Gartner Welcome Center is LEED Silver certified.

<http://hammondconstruction.com/portfolio/university-of-mount-union-gartner-welcome-center/>

**Floor area of newly constructed or renovated building space that is NOT certified, but that was designed and constructed in accordance with published green building guidelines and policies:**

39,166 Square Feet

**A copy of the green building guidelines or policies :**

---

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

## The green building guidelines or policies:

Built to LEED Silver standards - Gallaher Hall (Nursing, Physician Assistant, and Physical Therapy)

<http://hammondconstruction.com/portfolio/mount-union-gallaher/>

## Do the green building guidelines or policies cover the following?:

	Yes or No
Impacts on the surrounding site (e.g. guidelines to reuse previously developed land, protect environmentally sensitive areas, and otherwise minimize site impacts)	Yes
Energy consumption (e.g. policies requiring a minimum level of energy efficiency for buildings and their systems)	Yes
Building-level energy metering	Yes
Use of environmentally preferable materials (e.g. guidelines to minimize the life cycle impacts associated with building materials)	Yes
Indoor environmental quality (i.e. guidelines to protect the health and comfort of building occupants)	Yes
Water consumption (e.g. requiring minimum standards of efficiency for indoor and outdoor water use)	Yes
Building-level water metering	Yes

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

Gallaher Hall - constructed in 2014. LEED Silver principles are used in all new construction on Campus.

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

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

Directions to architect and contractors

**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

---

**Data source(s) and notes about the submission:**

Information from Blaine Lewis. Entered by Jamie Greiner

# Energy

**Points Claimed** 3.28

**Points Available** 10.00

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.

<b>Credit</b>	<b>Points</b>
Building Energy Consumption	3.27 / 6.00
Clean and Renewable Energy	0.01 / 4.00

## Building Energy Consumption

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Score	Responsible Party
3.27 / 6.00	<b>Ron Crowl</b> Associate Vice President for Planning and Program Implementation, Chief Planning Officer Business Office

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### 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 65 Btu per gross square foot per Fahrenheit degree day (389 Btu per gross square metre per Celsius 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 (see *G. Standards and Terms*).

---

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

### Figures needed to determine total building energy consumption:

	Performance Year	Baseline Year
Grid-purchased electricity	57,579.60 <i>MMBtu</i>	50,688.30 <i>MMBtu</i>
Electricity from on-site renewables	206 <i>MMBtu</i>	0 <i>MMBtu</i>
District steam/hot water (sourced from offsite)	0 <i>MMBtu</i>	0 <i>MMBtu</i>
Energy from all other sources (excluding transportation fuels)	95,131 <i>MMBtu</i>	91,461 <i>MMBtu</i>
Total	152,916.60 <i>MMBtu</i>	142,149.30 <i>MMBtu</i>

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

	Start Date	End Date
Performance Year	July 1, 2015	June 30, 2016
Baseline Year	July 1, 2004	June 30, 2005

**A brief description of when and why the building energy consumption baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):**

STARS version 1.0 used as baseline.

**Gross floor area of building space:**

	Performance Year	Baseline Year
Gross floor area of building space	1,329,415 <i>Gross Square Feet</i>	1,041,210 <i>Gross Square Feet</i>

**Source-site ratio for grid-purchased electricity:**

3.14

**Total building energy consumption per unit of floor area:**

	Performance Year	Baseline Year
Site energy	0.12 <i>MMBtu / GSF</i>	0.14 <i>MMBtu / GSF</i>
Source energy	0.21 <i>MMBtu / GSF</i>	0.24 <i>MMBtu / GSF</i>

**Percentage reduction in total building energy consumption (source energy) per unit of floor area from baseline (0-100):**

13.71

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

	Degree days (see help icon above)
Heating degree days	5,531 <i>Degree-Days (°F)</i>
Cooling degree days	890 <i>Degree-Days (°F)</i>

**Floor area of energy intensive space, performance year:**

	Floor Area
Laboratory space	23,652 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	

**EUI-adjusted floor area, performance year:**

1,385,549 *Gross Square Feet*

**Building energy consumption (site energy) per unit of EUI-adjusted floor area per degree day, performance year:**

17.19 *Btu / GSF / Degree-Day (°F)*

**Documentation (e.g. spreadsheet or utility records) to support the performance year energy consumption figures reported above:**

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**A brief description of the institution's initiatives to shift individual attitudes and practices in regard to energy efficiency (e.g. outreach and education efforts):**

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**A brief description of energy use standards and controls employed by the institution (e.g. building temperature standards, occupancy and vacancy sensors):**

Johnson Controls Metasys

**A brief description of Light Emitting Diode (LED) lighting and other energy-efficient lighting strategies employed by the institution:**

Converting Site Lighting Fixtures to all LED - through Green Revolving Fund and other incentives offered through electric company.

**A brief description of passive solar heating, geothermal systems, and related strategies employed by the institution:**

Geothermal is used in the Gartner Welcome Center.



**A brief description of co-generation employed by the institution, e.g. combined heat and power (CHP):**

None

**A brief description of the institution's initiatives to replace energy-consuming appliances, equipment and systems with high efficiency alternatives (e.g. building re-commissioning or retrofit programs):**

LED retro-fits, Fume Hood conversions, Motion Sensors.

**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Information from Ron Crowl, through GHG Report 2016. Entered by Jamie Greiner.

**Score**

0.01 / 4.00

**Responsible Party**

**Ron Crowl**

Associate Vice President for Planning and Program  
Implementation, Chief Planning Officer  
Business Office

**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 on-site to generate energy other than electricity, 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), Guarantees of Origin (GOs) or similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements (or local equivalents) 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 (i.e. the utility's standard or default product) 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 (e.g. daylighting, passive solar design, ground-source heat pumps). The benefits of such strategies, as well as the improved efficiencies achieved through using cogeneration technologies, are captured by the *Greenhouse Gas Emissions* and *Building Energy Consumption* credits.

Transportation fuels, which are covered by the *Greenhouse Gas Emissions* and *Campus Fleet* credits, are not included.

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

**Total energy consumption (all sources, excluding transportation fuels), performance year :**

152,916.60 *MMBtu*

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

206 *MMBtu*

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

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

**Non-electric renewable energy generated on-site, performance year:**

0 *MMBtu*

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

---

**Total clean and renewable electricity generated by off-site projects that the institution catalyzed and for**

**which the institution retains or has retired the associated environmental attributes, performance year:**

0 MMBtu

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

---

**Total third-party certified RECs, GOs and/or similar renewable energy products (including renewable electricity purchased through a utility-provided certified green power option) purchased during the performance year:**

0 MMBtu

**A brief description of the RECs, GOs and/or similar renewable energy products, including contract timeframes:**

---

**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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**Electricity use, by source (percentage of total, 0-100):**

	Percentage of total electricity use (0-100)
Biomass	0
Coal	56
Geothermal	1
Hydro	1
Natural gas	8
Nuclear	24
Solar photovoltaic	6
Wind	4

Other (please specify and explain below)	---
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**A brief description of other sources of electricity not specified above:**

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**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:**

---

**Percentage of total energy consumption from clean and renewable sources:**

0.13

**Data source(s) and notes about the submission:**

Information from Ron Crawl, via GHG Report 2016. Information entered by Jamie Greiner.

# Food & Dining

**Points Claimed** 1.00

**Points Available** 8.00

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.

Dining services can also support sustainable food systems by preventing food waste and diverting food materials from the waste stream, by making low impact dining options available, and by educating its customers about more sustainable options and practices.

<b>Credit</b>	<b>Points</b>
Food and Beverage Purchasing	0.00 / 6.00
Sustainable Dining	1.00 / 2.00

**Score**

0.00 / 6.00

**Responsible Party**

**Theresa Johnstin**  
 AVI Resident Director  
 Food Services

**Criteria**

Institution and/or its primary dining services contractor conducts an inventory to identify food and beverage purchases that have the following attributes:

**Third Party Verified.** The product is sustainably and/or ethically produced as determined by one or more recognized food and beverage sustainability standards (see G. Standards and Terms).

**Local & Community Based.** The product does not qualify as Third Party Verified, but meets the criteria outlined in the table below. This category provides a path for campus farms and gardens and small and mid-sized producers to be recognized in the absence of third party certification.

Consistent with the [Real Food Standards](#), a product must meet the following criteria to qualify as Local & Community Based:

<p>Single-Ingredient Products</p>	<p>A single-ingredient product must meet ALL of the following criteria:</p> <p><b>Ownership.</b> Producer must be a privately or cooperatively owned enterprise. Wild-caught seafood must come from owner-operated boats.</p> <p><b>Size. Produce:</b> Gross annual sales for individual farms must not exceed \$5 million (US/Canadian). Meat, poultry, eggs, dairy, fish/seafood, grocery/staple items (e.g., grains): Producing company's gross annual sales must not exceed \$50 million (US/Canadian).</p> <p><b>Distance.</b> All production, processing, and distribution facilities must be within a 250 mile (400 kilometre) radius of the institution. This radius is extended to 500 miles (800 kilometres) for meat (i.e., beef, lamb, pork, game).</p>
<p>Single-Ingredient Products Aggregated From Multiple Sources (e.g., fluid milk)</p>	<p>At least 75 percent of the product (by volume) must meet the Ownership, Size, and Distance criteria outlined above.</p>

Multi-Ingredient Products (e.g., baked goods)	<p>Producing company must meet ALL of the following criteria:</p> <p>Ownership. Company must be a privately or cooperatively owned enterprise.</p> <p>Size. Company's gross annual sales must be less than or equal to \$50 million (US/Canadian).</p> <p>Distance. All processing and distribution facilities must be within a 250 mile (400 kilometre) radius of the institution.</p> <p>AND</p> <p>At least 50 percent of the ingredients must come from farms meeting the Ownership, Size, and Distance criteria for Single-Ingredient Products outlined above.</p>
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Products from intensive livestock operations (e.g., CAFO-permitted facilities in the U.S.) are excluded. Due to the prevalence of industrial livestock production, meat, poultry, egg, and dairy producers should be assumed to be intensive operations unless the institution can verify otherwise through third party certification, transparent information from the supplier, and/or an appropriate regulatory body.

For additional guidance in identifying products that are Local & Community Based, see the [Real Food Calculator](#).

The institution may also choose to identify purchases that have Other Sustainability Attributes (see E. Reporting Fields), i.e., that are environmentally or socially preferable in ways that are not recognized above. Examples include expenditures on products with credible sustainability claims and labels not formally recognized in the Third Party Verified category and products from local companies and regional farms that do not fully meet the Local & Community Based criteria. Although products reported in this category are considered to be conventionally produced and do not count toward scoring, identifying them can provide a more comprehensive picture of the institution's sustainable purchasing efforts.

Products that meet more than one of the criteria outlined above (e.g., products from small and mid-sized local producers that are Certified Organic) should not be double-counted.

While products with sustainability attributes may be sourced through distributors or other third parties, the attributes of distributors do not count. For example, a product purchased from a local distributor may only be considered local if the product itself meets the criteria outlined above.

Transparency in the supply chain is a fundamental component of a sustainable food system. Products without verifiable sustainability attributes do not count in any of the categories outlined above. For each product that has one or more verifiable sustainability attributes, the inventory provides (at minimum):

Product description/type.

Label, brand or producer.

The category in which the product is being counted (e.g., Third Party Verified, Local & Community-Based), and/or a brief description of the specific sustainability attribute(s) for which it is being counted (i.e., information about the producer and any sustainability certifications or claims justifying its inclusion, e.g., "Certified Organic", "local farm-to-institution program").



Institutions in the U.S. and Canada with students running the [Real Food Calculator](#) may upload Calculator results to fulfill the inventory requirement. Likewise, products that have been formally verified through the use of the Real Food Calculator to be "Real Food A" or "Real Food B" may be counted as "third party verified... or Local & Community-Based" (see E. Reporting Fields).

For transparency and to help ensure comparability across institutions, it is strongly recommended that institutions not reporting Real Food Calculator results use the [STARS Food and Beverage Purchasing Inventory template](#) to record their purchases, and upload the results as documentation.

This credit includes food and beverage purchases for on-campus dining halls and catering services operated by the institution or the institution's primary dining services contractor (e.g., Aramark, Bon Appetit Management Company, Chartwells, Sodexo). Outlets that are unique to the institution or its primary contractor (e.g., retail concepts developed and managed by the institution or contractor) are included. On-site franchises (e.g., national or global brands), convenience stores, vending services, and concessions may be excluded; they are covered in the Sustainable Procurement credit in Purchasing

### ***Part 1***

Institution's dining services purchase food and beverage products that are third party verified under one or more recognized food and beverage sustainability standards or Local & Community-Based.

### ***Part 2***

Institution's dining services minimize the purchase of conventional animal products, as measured by the percentage of total dining services food and beverage expenditures on such products.

Conventional animal products include all meat, fish/seafood, poultry, eggs, and dairy products that do NOT qualify in either the Third Party Verified category or the Local & Community-Based category (as outlined above). Please note that products reported in the "other sustainability attributes" category are considered to be conventionally produced.

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

## Sustainable Dining

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### Score

1.00 / 2.00

### Responsible Party

**Steve Baity**  
AVI Resident Director  
AVI

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### Criteria

Institution's dining services support sustainable food systems in one or more of the following ways. The institution or its primary dining services contractor:

- Has a published sustainable dining policy that includes specific criteria to support the procurement of environmentally and socially preferable food and beverage products and/or includes guidelines to reduce or minimize the adverse environmental and social impacts of dining operations;
- Sources food from a campus garden or farm;
- Hosts a farmers market, community supported agriculture (CSA) or fishery program, and/or urban agriculture project, or supports such a program in the local community;
- Has a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal;
- Hosts low impact dining events (e.g. Meatless Mondays);
- Hosts sustainability-themed meals (e.g. local harvest dinners);
- Hosts a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer;
- Informs customers about low impact food choices and sustainability practices through labeling and signage in dining halls;
- Engages in outreach efforts to support learning and research about sustainable food systems; and/or
- Other sustainability-related initiatives (e.g. health and wellness initiatives, making culturally diverse options available)

### Part 2

Institution's dining services minimize food and dining waste in one or more of the following ways. The institution or its primary dining services contractor:

- Participates in a competition or commitment program (e.g. U.S. EPA Food Recovery Challenge) and/or uses a food waste prevention system (e.g. LeanPath) to track and improve its food management practices;
- Has implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste;
- Donates food that would otherwise go to waste to feed people;
- Diverts food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g. converting cooking oil to fuel, on-site anaerobic digestion);
- Has a pre-consumer composting program;
- Has a post-consumer composting program;
- Utilizes reusable service ware for "dine in" meals;
- Provides reusable and/or third party certified compostable containers and service ware for "to-go" meals (in conjunction with an on-site composting program);

- Offers discounts or other incentives to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in “to-go” food service operations; and/or
- Other materials management initiatives to minimize waste not covered above (e.g. working with vendors and other entities to reduce waste from food packaging).

This credit includes on-campus dining operations and catering services operated by the institution and the institution’s primary dining services contractor.

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

### **Does the institution or its primary dining services contractor have a published sustainable dining policy?:**

Yes

### **A brief description of the sustainable dining policy:**

AVI Foodsystems

Food is something that is pervasive in everyone’s life. It’s our passion. Our commitment reaches beyond the meals we serve every day into the importance of sustainability and protecting our ecosystem. To ensure quality food, we must start at the roots, literally. Preserving our soil, water and air protects our food supply and our future. It’s all about the love of the earth.

For more information on our sustainability initiatives, visit

[AVILoveoftheEarth.com](http://AVILoveoftheEarth.com)

As a family-owned and operated organization, we are compelled to promote and encourage responsibility at every level in the Company. We take an interest in advancing our communities, wellness and environmental sustainability through the contributions of all of our team members.

Our proprietary wellness program, nutriSOURCE, is a multi-faceted approach to wellness. Our mission is much more than healthy foods. We work diligently to educate and provide the choices our customers are seeking. Wellness selections are clearly identified in our dining centers and within our vending machines with easy to understand labeling and Point Of Sale materials. The AVI wellness team works diligently with procurement, culinary, research and development, and marketing teams to positively impact our culinary offering.

Visit our

[AVInutriSOURCE.com](http://AVInutriSOURCE.com)

site to learn more about our leading health and wellness program.

We continue to bring new ideas to the forefront to protect the environment and make decisions that are fiscally and environmentally responsible. Reducing our environmental footprint and integrating sustainable practices is vitally important. Each team member is encouraged to conserve and treat resources with respect. Simple things like switching off lights to major initiatives to reduce environmental impact are a part of the Company’s culture and beliefs.

For more information on our sustainability initiatives, visit

[AVILoveoftheEarth.com](http://AVILoveoftheEarth.com)

**Does the institution or its primary dining services contractor source food from a campus garden or farm?:**

No

**A brief description of the program to source food from a campus garden or farm:**

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**Does the institution or its primary dining services contractor host a farmers market, community supported agriculture (CSA) or fishery program, and/or urban agriculture project, or support such a program in the local community?:**

No

**A brief description of the farmers market, CSA or urban agriculture project:**

---

**Does the institution or its primary dining services contractor have a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal?:**

Yes

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

AVI offers many different food options in the buffet style dining that is offered, many of which conform to a vegan diet.

**Does the institution or its primary dining services contractor host low impact dining events (e.g. Meatless Mondays)?:**

No

**A brief description of the low impact dining events:**

---

**Does the institution or its primary dining services contractor host sustainability-themed meals (e.g. local harvest dinners)?:**

Yes

**A brief description of the sustainability-themed meals:**

When feasible, AVI purchases local foods and advertises this information, along with the daily menus, on TV monitors.

**Does the institution or its primary dining services contractor host a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer?:**

No

**A brief description of the sustainability-themed food outlet:**

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**Does the institution or its primary dining services contractor inform customers about low impact food choices and sustainability practices through labeling and signage in dining halls?:**

Yes

**A brief description of the sustainability labeling and signage in dining halls:**

When feasible, AVI purchases local foods and advertises this information, along with the daily menus, on TV monitors and in napkin holders on tables.

**Does the institution or its primary dining services contractor engage in outreach efforts to support learning and research about sustainable food systems?:**

Yes

**A brief description of the outreach efforts to support learning and research about sustainable food systems:**

In the fall of 2016 the Sustainability Management Advisory Committee hosted a Local Sustainable Foods Fair. This consisted of local vendors and Farmers Market vendors and a program featuring speakers from a local CSA. A program on the Ethics of Eating is planned for fall 2017.

**Does the institution or its primary dining services contractor have other sustainability-related initiatives (e.g. health and wellness initiatives, making culturally diverse options available)?:**

Yes

**A brief description of the other sustainability-related dining initiatives:**

Our proprietary wellness program, nutriSOURCE, is a multi-faceted approach to wellness. Our mission is much more than healthy foods. We work diligently to educate and provide the choices our customers are seeking. Wellness selections are clearly identified in our dining centers and within our vending machines with easy to understand labeling and Point Of Sale

materials. The AVI wellness team works diligently with procurement, culinary, research and development, and marketing teams to positively impact our culinary offering.

Visit our

[AVInutriSOURCE.com](http://AVInutriSOURCE.com)

site to learn more about our leading health and wellness program.

**Does the institution or its primary dining services contractor participate in a competition or commitment program and/or use a food waste prevention system to track and improve its food management practices?:**

No

**A brief description of the food recovery competition or commitment program or food waste prevention system:**

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.

**Has the institution or its primary dining services contractor implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste?:**

No

**A brief description of the trayless dining or modified menu/portion program:**

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 to educate students on food waste.

**Does the institution or its primary dining services contractor donate food that would otherwise go to waste to feed people?:**

No

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

The Regula Center for Public Service holds food drives throughout 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.

**Does the institution or its primary dining services contractor divert food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g. converting cooking oil to fuel, on-site anaerobic digestion)?:**

No

**A brief description of the food materials diversion program:**

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**Does the institution or its primary dining services contractor have a pre-consumer composting program?:**

No

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

We do not have a food waste compost program. The Nature Center actively composts food waste, but this is an offsite location.

**Does the institution or its primary dining services contractor have a post-consumer composting program?:**

No

**A brief description of the post-consumer composting program:**

We do not have a food waste compost program.

**Does the institution or its primary dining services contractor utilize reusable service ware for “dine in” meals?:**

Yes

**A brief description of the reusable service ware program:**

All dine in meals are served on reusable plates and bowls. All cups and silverware are reusable. No disposable service ware is used in the Dining Hall. It is all washed using Industrial Dishwashers.

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.

**Does the institution or its primary dining services contractor provide reusable and/or third party certified compostable containers and service ware for “to-go” meals (in conjunction with an on-site composting program)?:**

Yes

**A brief description of the compostable containers and service ware:**

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.

**Does the institution or its primary dining services contractor offer discounts or other incentives to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in “to-go” food service operations?:**

No

**A brief description of the reusable container discount or incentives program:**

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

**Has the institution or its primary dining services contractor implemented other materials management initiatives to minimize waste not covered above (e.g. working with vendors and other entities to reduce waste from food packaging)?:**

No

**A brief description of other dining services materials management initiatives:**

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**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Some information provided by AVI Steve Baity, Resident Director. Information entered by Jamie Greiner.



# Grounds

**Points Claimed** 2.00

**Points Available** 4.00

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 resources.

Credit	Points
Landscape Management	0.00 / 2.00
Biodiversity	<p data-bbox="1414 684 1547 716">2.00 / 2.00</p> <p data-bbox="841 764 1547 873">This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:</p> <ul data-bbox="818 919 1547 1251" style="list-style-type: none"> <li data-bbox="818 919 1547 951">• Legally protected areas (e.g. IUCN Category I-VI)</li> <li data-bbox="818 968 1547 1035">• Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000)</li> <li data-bbox="818 1052 1547 1119">• Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites)</li> <li data-bbox="818 1136 1547 1251">• Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)</li> </ul> <p data-bbox="818 1297 1547 1562">Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the Integrated Biodiversity Assessment Tool (IBAT) for Research &amp; Conservation Planning, the U.S. Information, Planning, and Conservation (IPaC) decision support system, or an equivalent resource or study.</p> <p data-bbox="1474 1608 1547 1640">Close</p>

## Landscape Management

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**Score**

0.00 / 2.00

**Responsible Party**

**Blaine Lewis**  
Director of Physical Plant  
Physical Physical

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### Criteria

Institution's grounds include areas that are managed in accordance with:

1) An Integrated Pest Management (IPM) program;

Or

2) An organic land care standard or landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials.

To count, an IPM program must use a four-tiered approach as outlined in *G. Standards and Terms*. Management programs that employ some IPM principles or techniques but do not include a four-tiered approach should be counted as conventional programs.

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

### Total campus area (i.e. the total amount of land within the institutional boundary):

123 Acres

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

	Area (double-counting is not allowed)
Area managed in accordance with an Integrated Pest Management (IPM) program that uses a four-tiered approach	0 Acres
Area managed 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	0 Acres

Area managed using conventional landscape management practices (which may include some IPM principles or techniques)	123 Acres
Total area of managed grounds	123 Acres

**A brief description of any land excluded from the area of managed grounds (e.g. the footprint of buildings and impervious surfaces, experimental agricultural land, areas that are not regularly managed or maintained):**

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**Percentage of grounds managed in accordance with an IPM program:**

0

**A copy of the IPM plan or program:**

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**A brief description of the IPM program:**

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**Percentage of grounds managed in accordance with an organic program:**

0

**A brief description of the organic land standard or landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials:**

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**A brief description of the institution's approach to plant stewardship:**

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**A brief description of the institution's approach to hydrology and water use:**

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

**A brief description of the institution's approach to materials management and waste minimization (e.g. composting and/or mulching on-site waste):**

Recycle program information.

**A brief description of the institution's approach to energy-efficient landscape design:**

None

**A brief description of other sustainable landscape management practices employed by the institution (e.g. use of environmentally preferable landscaping materials, initiatives to reduce the impacts of ice and snow removal, wildfire prevention):**

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**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Data from Blaine Lewis, Director of Physical Plant

## Biodiversity

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### Score

2.00 / 2.00

### Responsible Party

This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:

- Legally protected areas (e.g. IUCN Category I-VI)
- Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000)
- Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites)
- Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)

**Chuck McClagherty**  
Director of Center for Envi. Sci.  
Brumbaugh Ctr Envi Sci

Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the [Integrated Biodiversity Assessment Tool \(IBAT\) for Research & Conservation Planning](#), the U.S. [Information, Planning, and Conservation \(IPaC\)](#) decision support system, or an equivalent resource or study.

[Close](#)

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## Criteria

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.

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**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 the legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance:**

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 (including migratory 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 methodologies used to identify endangered and vulnerable species and/or environmentally sensitive areas (including most recent year assessed) and any ongoing assessment and monitoring mechanisms:**

Th site has been regularly studied by students in biology, geology and environmental science classes over 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 programs or initiatives is available:**

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

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Information from Dr. Chuck McLaugherty.

# Purchasing

**Points Claimed** 3.37

**Points Available** 6.00

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

<b>Credit</b>	<b>Points</b>
Sustainable Procurement	1.75 / 3.00
Electronics Purchasing	0.80 / 1.00
Cleaning and Janitorial Purchasing	0.02 / 1.00
Office Paper Purchasing	0.80 / 1.00



**Score**

1.75 / 3.00

**Responsible Party**

**Jamie Greiner**

Sustainability and Campus Outreach Manager  
Nature Center

**Criteria**

**Part 1**

Institution has written policies, guidelines or directives that seek to support sustainable purchasing across commodity categories institution-wide, for example:

- A stated preference for post-consumer recycled or bio-based content or to otherwise minimize the negative environmental impacts of products and services.
- A stated intent to support disadvantaged businesses, social enterprises and/or local small and medium-sized enterprises (SMEs) or otherwise support positive social and economic impacts and minimize negative impacts.
- A vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of the institution’s business partners (i.e. product and service providers).

**Part 2**

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products, systems and building components (e.g. HVAC 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.

Please note that LCCA is a method for assessing the *total cost of ownership* over the life cycle of a product or system (i.e. purchase, installation, operation, maintenance, and disposal). Life Cycle Assessment (LCA), by contrast, is a method for assessing the *environmental impacts* of a product or service over its life cycle. While LCAs may inform the sustainability criteria recognized in Part 3 of this credit, Part 2 specifically recognizes institutions that employ LCCA.

**Part 3**

Institution has published sustainability criteria to be applied when evaluating products and services in one or more of the following categories. The criteria address the specific sustainability challenges and impacts associated with products and services in each category, e.g. by requiring or giving preference to multi-criteria sustainability standards, certifications and labels appropriate to the category.

Category	Examples
1) Chemically intensive products and services (e.g. building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance)	<ul style="list-style-type: none"> <li>• Published measures to minimize the use of chemicals.</li> <li>• A stated preference for green cleaning services and third party certified products.</li> </ul>
2) Construction and renovation (e.g. furnishings and building materials).	<ul style="list-style-type: none"> <li>• A stated preference for materials that meet LEED requirements.</li> </ul>

3) Information technology (IT) (e.g. computers, imaging equipment, mobile phones, data centers and cloud services)	<ul style="list-style-type: none"> <li>• Published measures to reduce the demand for equipment.</li> <li>• A stated preference for ENERGY STAR or EPEAT registered products.</li> </ul>
4) Food services (i.e. franchises, vending services, concessions, convenience stores)  (Note that dining halls and catering services operated by the institution or the institution's primary dining services contractor are covered in Food & Dining).	<ul style="list-style-type: none"> <li>• Including sustainability objectives in contracts with on-site franchises.</li> <li>• Requiring that franchises pay a living wage to employees.</li> </ul>
5) Garments and linens	<ul style="list-style-type: none"> <li>• Published labor and human rights standards that suppliers must meet.</li> </ul>
6) Professional services (e.g. architectural, engineering, public relations, financial)	<ul style="list-style-type: none"> <li>• A stated preference for disadvantaged or community-based service providers.</li> <li>• A stated preference for B Corporations.</li> </ul>
7) Transportation and fuels (e.g. travel, vehicles, delivery services, long haul transport, generator fuels, steam plants)	<ul style="list-style-type: none"> <li>• Published measures to minimize the size of the campus fleet or otherwise reduce the impacts of travel or transport.</li> <li>• A stated preference for clean and renewable technologies.</li> </ul>
8) Wood and paper	<ul style="list-style-type: none"> <li>• A stated preference for post-consumer recycled, agricultural residue or third party certified content.</li> <li>• A stated preference for FSC certified printing services.</li> </ul>
9) Other commodity categories that the institution has determined to have significant sustainability impacts	<ul style="list-style-type: none"> <li>• Strategies designed to address the specific impacts of the commodities, e.g. a stated preference for relevant multi-criteria sustainability standards.</li> </ul>

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.

"" indicates that no data was submitted for this field

**Does the institution have written policies, guidelines or directives that seek to support sustainable purchasing across commodity categories institution-wide?:**

Yes

**A copy of the policies, guidelines or directives:**

[GREEN-SUSTAINABILITY PURCHASING POLICY.pdf](#)

**The policies, guidelines or directives:**

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.

**Does the institution employ Life Cycle Cost Analysis (LCCA) when evaluating energy- and water-using products and systems?:**

No

**Which of the following best describes the institution's use of LCCA?:**

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**A brief description of the LCCA policy and/or practices:**

N/A

**Does the institution have published sustainability criteria to be applied when evaluating chemically intensive products and services (e.g. building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance)?:**

Yes

**A brief description of the published sustainability criteria for chemically intensive products and services:**

**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 postconsumer 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.

**Does the institution have published sustainability criteria to be applied when evaluating construction and renovation products (e.g. furnishings and building materials)?:**

Yes

**A brief description of the published sustainability criteria for construction and renovation products:**

**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.
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**Does the institution have published sustainability criteria to be applied when evaluating Information**

## **technology (IT) products and services (e.g. computers, imaging equipment, mobile phones, data centers and cloud services)?:**

Yes

### **A brief description of the published sustainability criteria for IT products and services:**

#### **PURCHASING POLICIES AND GOALS**

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- To evaluate the purchase of fleet vehicles that utilize alternative fuel and/or increase the average fuel efficiency of the overall fleet.
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  - 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.

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**Does the institution have published sustainability criteria to be applied when evaluating food services (i.e. franchises, vending services, concessions, convenience stores)?:**

No

**A brief description of the published sustainability criteria for food services:**

NA

**Does the institution have published sustainability criteria to be applied when evaluating garments and linens?:**

No

**A brief description of the published sustainability criteria for garments and linens:**

NA

**Does the institution have published sustainability criteria to be applied when evaluating professional services (e.g. architectural, engineering, public relations, financial)?:**

Yes

**A brief description of the published sustainability criteria for professional services:**

**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.
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  - o Manufactured in an environmentally sound, sustainable manner by companies with good environmental track records.
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Supplier Diversity Program -

<https://portal.mountunion.edu/policies/Documents/Purchasing/Diversity%20Program.pdf>

**Does the institution have published sustainability criteria to be applied when evaluating transportation**



**and fuels (e.g. travel, vehicles, delivery services, long haul transport, generator fuels, steam plants)?:**

Yes

## **A brief description of the published sustainability criteria for transportation and fuels:**

### 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.
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  - 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 postconsumer 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.

**Does the institution have published sustainability criteria to be applied when evaluating wood and paper products?:**

No

**A brief description of the published sustainability criteria for wood and paper products:**

**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 postconsumer 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.

Although not specifically named, wood and paper are part of this purchasing policy.

**Does the institution have published sustainability criteria to be applied when evaluating products and services in other commodity categories that the institution has determined to have significant sustainability impacts?:**

No

**A brief description of the published sustainability criteria for other commodity categories:**

NA

**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Information from Policies website.

**Score**

0.80 / 1.00

**Responsible Party**

**Tina Stuchell**  
Director of Information Technology  
Information Technology

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**Criteria**

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, tablets/slates, televisions and imaging equipment (copiers, digital duplicators, facsimile machines, mailing machines, multifunction devices, printers and scanners).

This credit does not include servers, smartphones, or specialized equipment for which no EPEAT certified products are available.

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

**Total expenditures on desktop and laptop computers, displays, thin clients, tablets/slates, televisions, and imaging equipment:**

119,572.94 US/Canadian \$

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

	Expenditure Per Level
EPEAT Gold	95,658 US/Canadian \$
EPEAT Silver	0 US/Canadian \$
EPEAT Bronze	0 US/Canadian \$

**Percentage of expenditures on electronic products that are EPEAT Gold registered:**

80.00

**Do the figures reported above include leased equipment?:**

No

**A brief description of the time period from which the figures reported above are drawn (i.e. one-year time period or representative sample):**

1-year time period.

**The website URL where information about the programs or initiatives is available:**

<https://portal.mountunion.edu/policies/Documents/Purchasing/GREEN-SUSTAINABILITY%20PURCHASING%20POLICY.pdf>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Info provided by IT - Tina Stuchell and Dave Smith

## Cleaning and Janitorial Purchasing

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**Score**

0.02 / 1.00

**Responsible Party**

**Shawn Bagley**

Purchasing and Risk Manager  
Business Office

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### Criteria

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase cleaning and janitorial paper products that meet one or more of the following criteria:

- Forest Stewardship Council (FSC) certified
- Green Seal certified
- UL ECOLOGO certified
- U.S. EPA Safer Choice labeled (formerly Design for the Environment)
- Local equivalents for institutions outside the U.S. and Canada

Cleaning products include general purpose bathroom, glass and carpet cleaners; degreasing agents; biologically-active cleaning products (enzymatic and microbial products); floor-care products (e.g. floor finish and floor finish strippers); hand soaps and hand sanitizers, disinfectants, and metal polish and other specialty cleaning products.

Janitorial paper products include toilet tissue, tissue paper, paper towels, hand towels, and napkins.

Other janitorial products and materials (e.g. cleaning devices that use only ionized water or electrolyzed water) should be excluded from both total expenditures and expenditures on environmentally preferable products to the extent feasible.

---

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

### Total expenditures on cleaning products:

97,000 US/Canadian \$

### Expenditures on cleaning products that are Green Seal or UL ECOLOGO certified and/or Safer Choice labeled (or local equivalents for institutions outside the U.S. and Canada):

2,500 US/Canadian \$

### Total expenditures on janitorial paper products:

6,000 US/Canadian \$

### Expenditures on janitorial paper products that are FSC, Green Seal, and/or UL ECOLOGO certified (or local equivalents for institutions outside the U.S. and Canada):

0 US/Canadian \$

**Percentage of expenditures on cleaning and janitorial products that are third party certified to meet recognized sustainability standards:**

2.43

**A brief description of the time period from which the figures reported above are drawn (i.e. one-year time period or representative sample):**

One year time period. Fiscal 2016-17.

**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Data received from Shawn Bagley and entered by Jamie Greiner.

## Office Paper Purchasing

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### Score

0.80 / 1.00

### Responsible Party

**Shawn Bagley**  
Purchasing and Risk Manager  
Business Office

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### Criteria

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.

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

### Total expenditures on office paper :

22,000 US/Canadian \$

### Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	0 US/Canadian \$
30-49 percent	0 US/Canadian \$
50-69 percent	0 US/Canadian \$
70-89 percent (or FSC Mix label)	22,000 US/Canadian \$
90-100 percent (or FSC Recycled label)	0 US/Canadian \$

### Percentage of expenditures on office paper that is 90-100 percent post-consumer recycled and/or agricultural residue content and/or FSC Recycled label:

0

### A brief description of the time period from which the figures reported above are drawn (i.e. one-year time period or representative sample):

1 year time period.



**The website URL where information about the programs or initiatives is available:**

<https://portal.mountunion.edu/policies/Documents/Purchasing/PURCHASING%20PROCEDURE%20SUMMARY.pdf>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Data received from Shawn Bagley and entered by Jamie Greiner.

Information about the Sustainable Forestry Certification (Boise copy paper is certified; at least 70% to have label):  
<http://www.sfiprogram.org/sfi-standards/labels-claims/>

# Transportation

**Points Claimed** 2.64

**Points Available** 7.00

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

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

<b>Credit</b>	<b>Points</b>
Campus Fleet	0.26 / 1.00
Student Commute Modal Split	1.28 / 2.00
Employee Commute Modal Split	0.10 / 2.00
Support for Sustainable Transportation	1.00 / 2.00

## Campus Fleet

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### Score

0.26 / 1.00

### Responsible Party

**Anson Gross**  
Grounds and Fleet Supervisor  
Physical Plant

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### 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 (including electric assist utility bicycles and tricycles)
- 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, electric assist cycles, 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.

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

**Total number of vehicles (e.g. cars, carts, trucks, tractors, buses, electric assist cycles) in the institution's fleet:**

74

**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	19
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

**Do the figures reported above include leased vehicles?:**

Yes

**A brief description of the institution’s efforts to support alternative fuel and power technology in its motorized fleet:**

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**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Information from Anson Gross. Entered by Jamie Greiner.

55 Licensed vehicles - 52 traditional gasoline and 3 diesel

19 golf carts - all plug in - electric.

## Student Commute Modal Split

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### Score

1.28 / 2.00

### Responsible Party

**Ron Crowl**

Associate Vice President for Planning and Program  
Implementation, Chief Planning Officer  
Business Office

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### Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

---

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

### Total percentage of students (graduate and undergraduate) that use more sustainable commuting options as their primary means of transportation (0-100):

64

### A brief description of the method(s) used to gather data about student commuting, including the timeframe for when the analysis was conducted and how a representative sample was reached, if applicable:

Estimated based on number of students who live on campus, 64%. Information from Sara Sherer: Total number of students 2,254. There are 810 enrolled students who do not live on campus. 660 are either traditional regular students or transfer students. The means the other 150ish are graduate students (so they might be part of MAEL, which is always online) or possibly CCP students who are still in high school.

### 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)	36
Walk, bicycle, or use other non-motorized means	62
Vanpool or carpool	1

Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	1

**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Data provided by Ron Crowl, Associate Vice President for Business Affairs, Chief Planning Officer and Sara Sherer.

## Employee Commute Modal Split

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### Score

0.10 / 2.00

### Responsible Party

**Jamie Greiner**

Sustainability and Campus Outreach Manager  
Nature Center

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### 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.

---

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

### Total percentage of the institution's employees that use more sustainable commuting options as their primary method of transportation:

5

### A brief description of the method(s) used to gather data about employee commuting, including the timeframe for when the analysis was conducted and how a representative sample was reached, if applicable:

Estimated based on parking permits and direct observation of parking areas.

### 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

**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Information based on Observation (Jamie Greiner).



### Score

1.00 / 2.00

### Responsible Party

**Jamie Greiner**

Sustainability and Campus Outreach Manager  
Nature Center

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### Criteria

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:

- 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) for all occupied buildings and makes long-term bicycle storage available for students who live on-site (if applicable). Long-term bicycle storage may include bicycle depots/hubs/stations, indoor bicycle rooms, and/or bicycle cages/secure bicycle parking areas. Standard public bicycle racks are not sufficient for long-term storage.
  - Has a bicycle and pedestrian plan or policy (or adheres to a local community plan/policy) that sets standards and practices for campus streets to enable safe access for all users (e.g. a “complete streets” or bicycle accommodation policy)
  - Has a bicycle-sharing program or participates in a local bicycle-sharing program.
  - 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, that reduces employee commuting
  - Has incentives or programs to encourage employees to live close to campus
  - Other strategies to reduce the impact of commuting (e.g. preferred parking for fuel-efficient vehicles, cash-out of parking programs)
- 

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

**Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:**

Yes

**A brief description of the facilities for bicycle commuters:**

We offer bike racks throughout campus.

**Does the institution provide short-term bicycle parking for all occupied buildings and makes long-term bicycle storage available for students who live on-site (if applicable)?:**

Yes

**A brief description of the bicycle parking and storage facilities:**

We offer bike racks outside of buildings.

**Does the institution have a bicycle and pedestrian plan or policy (or adhere to a local community plan/policy) that sets standards and practices for campus streets to enable safe access for all users?:**

Yes

**A brief description of the bicycle and pedestrian plan or policy:**

In order to become a more pedestrian and bicycle friendly campus we have eliminated 3 internal roadways and moved student parking to the perimeter of campus.

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

No

**A brief description of the bicycle sharing program:**

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**Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:**

No

**A brief description of the mass transit programs:**

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**Does the institution offer a guaranteed return trip program to regular users of alternative modes of transportation?:**

No

**A brief description of the guaranteed return trip program:**

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**Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:**

Yes

**A brief description of the carpool/vanpool program:**

The Nature Center owns a van and the University owns several vans as part of the fleet. These are to be used when large groups travel for field trips and continuous learning programs to promote vanpooling.

**Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:**

No

**A brief description of the car sharing program:**

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**Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:**

No

**A brief description of the electric vehicle recharging stations:**

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**Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:**

No

**A brief description of the telecommuting program:**

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**Does the institution offer a condensed work week option that reduces employee commuting (as a matter of policy or standard practice)?:**

No

**A brief description of the condensed work week option:**

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

No

**A brief description of the incentives or programs to encourage employees to live close to campus:**

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**Does the institution employ other strategies to reduce the impact of commuting (e.g. preferred parking for fuel-efficient vehicles, cash-out of parking programs)?:**

Yes

**A brief description of other strategies to reduce the impact of commuting:**

During Campus Sustainability Month a Transportation Challenge takes place to encourage employees to carpool, walk, bike, or take public transportation to work. Those that participate are entered in a raffle for a FitBit.

**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

We provide numerous bike racks and some long term bike storage for students, Most of the other credits we do not meet the requirements and many are not even appropriate for the size and location of our campus

# Waste

**Points Claimed** 3.07

**Points Available** 10.00

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

<b>Credit</b>	<b>Points</b>
Waste Minimization and Diversion	2.07 / 8.00
Construction and Demolition Waste Diversion	0.00 / 1.00
Hazardous Waste Management	1.00 / 1.00

## Waste Minimization and Diversion

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**Score**

2.07 / 8.00

**Responsible Party**

**Jamie Greiner**

Sustainability and Campus Outreach Manager

Nature Center

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### 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 0.50 tons (0.45 tonnes) per weighted campus user.

### Part 3

Institution diverts materials from the landfill or incinerator by recycling, composting, donating or re-selling.

For scoring purposes, up to 10 percent of total waste generated may also be disposed through post-recycling residual conversion. To count, residual conversion must include an integrated materials recovery facility (MRF) or equivalent sorting system to recover recyclables and compostable material prior to conversion.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Waste includes all materials that the institution discards, intends to discard or is required to discard (i.e. all materials that are recycled, composted, donated, re-sold, or disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in the *Construction and Demolition Waste Diversion* and *Hazardous Waste Management* credits.

Consistent with the U.S Environmental Protection Agency's Waste Reduction Model (WARM), the on-site reuse of materials is treated as a form of source reduction for scoring purposes. All materials that are reused on campus are automatically recognized in scoring for Part 1 and Part 2 of this credit. To avoid double counting, reuse therefore does not also contribute to scoring for Part 3 as waste diversion.

---

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

#### Figures needed to determine total waste generated (and diverted):

	Performance Year	Baseline Year
Materials recycled	181.82 Tons	25 Tons
Materials composted	1 Tons	1 Tons
Materials donated or re-sold	15 Tons	0 Tons
Materials disposed through post-recycling residual conversion	0 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	479 Tons	510 Tons
Total waste generated	676.82 Tons	536 Tons

#### A brief description of the residual conversion facility, including affirmation that materials are sorted prior to conversion to recover recyclables and compostable materials:

---

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

	Start Date	End Date
Performance Year	July 1, 2015	June 30, 2016
Baseline Year	July 1, 2006	June 30, 2007

**A brief description of when and why the waste generation baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):**

Started Stars & GGER in 2006

**Figures needed to determine "Weighted Campus Users":**

	Performance Year	Baseline Year
Number of students resident on-site	1,444	1,337
Number of employees resident on-site	9	6
Number of other individuals resident on-site and/or staffed hospital beds	0	0
Total full-time equivalent student enrollment	2,254	2,082
Full-time equivalent of employees (staff + faculty)	437	406
Full-time equivalent of students enrolled exclusively in distance education	16	0
Weighted campus users	2,369.50	2,201.75

**Total waste generated per weighted campus user:**



	Performance Year	Baseline Year
Total waste generated per weighted campus user	0.29 <i>Tons</i>	0.24 <i>Tons</i>

**Percentage reduction in total waste generated per weighted campus user from baseline (0-100):**

0

**Percentage of materials diverted from the landfill or incinerator by recycling, composting, donating or re-selling, performance year:**

29.23

**Percentage of materials diverted from the landfill or incinerator (including up to 10 percent attributable to post-recycling residual conversion):**

29.23

**In the waste figures reported above, has the institution recycled, composted, donated and/or re-sold the following materials?:**

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food	No
Cooking oil	Yes
Plant materials	No
Animal bedding	No
White goods (i.e. appliances)	Yes
Laboratory equipment	No
Furniture	Yes
Residence hall move-in/move-out waste	Yes

Scrap metal	Yes
Pallets	No
Tires	Yes
Other (please specify below)	No

**A brief description of other materials the institution has recycled, composted, donated and/or re-sold:**

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**Materials intended for disposal but subsequently recovered and reused on campus, performance year (e.g. materials that are actively diverted from the landfill or incinerator and refurbished/repurposed) :**

---

**Does the institution use single stream recycling (a single container for commingled recyclables) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:**

Yes

**Does the institution use dual stream (two separate containers for recyclables, e.g. one for paper and another for plastic, glass, and metals) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:**

No

**Does the institution use multi-stream recycling (multiple containers that further separate different types of materials) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:**

No

**Average contamination rate for the institution's recycling program (percentage, 0-100):**

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**A brief description of any recycling quality control mechanisms employed, e.g. efforts to minimize contamination and/or monitor the discard rates of the materials recovery facilities and mills to which materials are diverted:**

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**A brief description of the institution's waste-related behavior change initiatives, e.g. initiatives to shift individual attitudes and practices such as signage and competitions:**

Signs are posted above all recycling containers that detail what can go into the bins. The campus participates in RecycleMania and Game Day Challenge each year. The Green Raiders have had numerous table top displays about recycling. The Green Raiders have a "Recycling Relay" event each year as part of Freshman Orientation to train incoming students on what can be recycled. Recycling training is part of the RA training.

**A brief description of the institution's waste audits and other initiatives to assess its materials management efforts and identify areas for improvement:**

Food waste audits are conducted each year to assess the amount of food being discarded. We have seen a decrease in food waste.

**A brief description of the institution's procurement policies designed to prevent waste (e.g. by minimizing packaging and purchasing in bulk):**

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

**A brief description of the institution's 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 platforms to encourage peer-to-peer exchange and reuse (e.g. of electronics, furnishings, books and other goods):**

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**A brief description of the institution's limits on paper and ink consumption (e.g. restricting free printing and/or mandating doubled-sided printing in libraries and computer labs):**

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

**A brief description of the institution's initiatives to make materials (e.g. course catalogs, course schedules, and directories) available online by default rather than printing them:**

Yes, we currently promote making all documents electronic to negate the need to print.

**A brief description of the institution's program to reduce residence hall move-in/move-out waste:**

MOVE OUT: Trash to Treasure Sale

2017 marked the 9th 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.

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

**A brief description of the institution's programs or initiatives to recover and reuse other materials intended for disposal:**

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. 2017 marked the 10th consecutive year Mount Union has been a participant in 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](http://www.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](http://www.gamedaychallenge.org)

**The website URL where information about the programs or initiatives is available:**

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

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

**RECYCLING AND TRASH PERFORMANCE YEAR CALCULATION**

The performance year trash amount was taken from the GHG report. The recycling amount was calculated tallying the number of hauls from our recycling vendor for the entire year. Using RecycleMania's Volume to Weight Conversion chart the capacity for RECYCLING was calculated for the entire campus (single stream, corrugated cardboard).

## Construction and Demolition Waste Diversion

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**Score**

0.00 / 1.00

**Responsible Party**

**Blaine Lewis**  
Director of Physical Plant  
Physical Physical

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### Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

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

## Hazardous Waste Management

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**Score**

1.00 / 1.00

**Responsible Party**

**Jamie Greiner**  
Sustainability and Campus Outreach Manager  
Nature Center

---

### 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 ensures that the electronic waste is recycled responsibly by using a recycler certified under the e-Stewards<sup>®</sup> and/or Responsible Recycling (R2) standards.

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

**Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:**

Yes

**A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:**

The University of Mount Union makes every attempt to reduce hazardous, universal, and non-regulated chemical waste 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 chemical hygiene office. Hazardous chemicals are closely monitored by the Maintenance Supervisor in the Physical 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 hazardous and chemical waste 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 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), including information about how electronic waste generated by the institution and/or students is recycled:**

IT Liquidation

**Is the institution's electronic waste recycler certified under the e-Stewards and/or Responsible Recycling (R2) standards?:**

Yes

**Electronic waste recycled or otherwise diverted from the landfill or incinerator during the most recent year for which data is available during the previous three years:**

3.02 Tons

**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Regency R2 is the company used for IT Liquidation. Sean Cook provided amount recycled.



# Water

**Points Claimed** 0.73

**Points Available** 6.00

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	Points												
Water Use	<p data-bbox="1414 722 1542 751">0.73 / 4.00</p> <p data-bbox="824 793 1542 1066">This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for this credit are determined by the level of "Physical Risk QUANTITY" for the institution's main campus,, as indicated by the World Resources Institute's Aqueduct Water Risk Atlas and detailed in the following table:</p> <table border="1" data-bbox="813 1108 1542 1570"> <thead> <tr> <th data-bbox="813 1108 1057 1245">Physical Risk QUANTITY</th> <th data-bbox="1062 1108 1300 1245">Points Available For Each Part</th> <th data-bbox="1305 1108 1542 1245">Total Available Points For This Credit</th> </tr> </thead> <tbody> <tr> <td data-bbox="813 1251 1057 1339">Low and Low to Medium Risk</td> <td data-bbox="1062 1251 1300 1339">1■</td> <td data-bbox="1305 1251 1542 1339">4</td> </tr> <tr> <td data-bbox="813 1346 1057 1434">Medium to High Risk</td> <td data-bbox="1062 1346 1300 1434">1■</td> <td data-bbox="1305 1346 1542 1434">5</td> </tr> <tr> <td data-bbox="813 1440 1057 1570">High and Extremely High Risk</td> <td data-bbox="1062 1440 1300 1570">2</td> <td data-bbox="1305 1440 1542 1570">6</td> </tr> </tbody> </table> <p data-bbox="1474 1570 1542 1600">Close</p>	Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit	Low and Low to Medium Risk	1■	4	Medium to High Risk	1■	5	High and Extremely High Risk	2	6
Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit											
Low and Low to Medium Risk	1■	4											
Medium to High Risk	1■	5											
High and Extremely High Risk	2	6											
Rainwater Management	0.00 / 2.00												

## Water Use

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### Score

0.73 / 4.00

### Responsible Party

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for this credit are determined by the level of "Physical Risk QUANTITY" for the institution's main campus,, as indicated by the World Resources Institute's [Aqueduct Water Risk Atlas](#) and detailed in the following table:

Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit
Low and Low to Medium Risk	1■	4
Medium to High Risk	1■	5
High and Extremely High Risk	2	6

[Close](#)

**Jamie Greiner**  
Sustainability and Campus Outreach Manager  
Nature Center

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### 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 "Physical Risk QUANTITY" for the institution's main campus as indicated by the World Resources Institute's Aqueduct Water Risk Atlas:**

Low

**Total water use (potable and non-potable combined):**

	Performance Year	Baseline Year
Total water use	28,000,000 <i>Gallons</i>	25,227,000 <i>Gallons</i>

**Potable water use:**

	Performance Year	Baseline Year
Potable water use	28,000,000 <i>Gallons</i>	25,227,000 <i>Gallons</i>

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

	Start Date	End Date
Performance Year	Jan. 1, 2016	Dec. 31, 2016
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

**Figures needed to determine "Weighted Campus Users":**

	Performance Year	Baseline Year
Number of students resident on-site	1,444	1,337
Number of employees resident on-site	9	6

Number of other individuals resident on-site and/or staffed hospital beds	0	0
Total full-time equivalent student enrollment	2,254	2,082
Full-time equivalent of employees (staff + faculty)	437	406
Full-time equivalent of students enrolled exclusively in distance education	16	0
Weighted campus users	2,369.50	2,201.75

**Potable water use per weighted campus user:**

	Performance Year	Baseline Year
Potable water use per weighted campus user	11,816.84 <i>Gallons</i>	11,457.70 <i>Gallons</i>

**Percentage reduction in potable water use per weighted campus user from baseline (0-100):**

0

**Gross floor area of building space:**

	Performance Year	Baseline Year
Gross floor area	1,329,415 <i>Gross Square Feet</i>	999,990 <i>Gross Square Feet</i>

**Potable water use per unit of floor area:**

	Performance Year	Baseline Year
Potable water use per unit of floor area	21.06 <i>Gallons / GSF</i>	25.23 <i>Gallons / GSF</i>

**Percentage reduction in potable water use per unit of floor area from baseline (0-100):**

16.51

**Does the institution wish to pursue Part 3 of this credit? (reductions in total water use per acre/hectare of vegetated grounds):**

Yes

**Area of vegetated grounds:**

	Performance Year	Baseline Year
Vegetated grounds	123 Acres	112 Acres

**Total water use (potable + non-potable) per unit of vegetated grounds:**

	Performance Year	Baseline Year
Total water use per unit of vegetated grounds	227,642.28 Gallons / Acre	225,241.07 Gallons / Acre

**Percentage reduction in total water use per unit of vegetated grounds from baseline (0-100):**

0

**A brief description of the institution's water-related behavior change initiatives, e.g. initiatives to shift individual attitudes and practices such as signage and competitions:**

---

**A brief description of the institution's water recovery and reuse initiatives:**

n/a

**A brief description of the institution's initiatives to replace plumbing fixtures, fittings, appliances, equipment, and systems with water-efficient alternatives (e.g. building retrofits):**

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

**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Information from Shawn Bagley from Water Bills.

## Rainwater Management

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**Score**

0.00 / 2.00

**Responsible Party**

**Jamie Greiner**

Sustainability and Campus Outreach Manager  
Nature Center

---

### Criteria

Institution uses green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off impacts and treat rainwater as a resource rather than as a waste product.

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

---

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

### Which of the following best describes the institution's approach to rainwater management?:

None of the above; institution does not use green infrastructure or LID practices

### A brief description of the institution's green infrastructure and LID practices:

n/a

### A copy of the institution's rainwater management policy, plan, and/or guidelines:

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### A brief description of the institution's rainwater management policy, plan, guidelines and/or practices that supports the responses above:

n/a

### The website URL where information about the programs or initiatives is available:

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### Additional documentation to support the submission:

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### Data source(s) and notes about the submission:

Information from Anson Gross.

# Planning & Administration

## Coordination & Planning

**Points Claimed** 7.75

**Points Available** 8.00

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.

<b>Credit</b>	<b>Points</b>
Sustainability Coordination	1.00 / 1.00
Sustainability Planning	4.00 / 4.00
Participatory Governance	2.75 / 3.00



## Sustainability Coordination

---

### Score

1.00 / 1.00

### Responsible Party

**Jamie Greiner**

Sustainability and Campus Outreach Manager  
Nature Center

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### Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focuses on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and covers 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 one aspect of sustainability (e.g. an energy efficiency committee) or has jurisdiction over only a part of the institution (e.g. "Academic Affairs Sustainability Taskforce") does not count toward scoring 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?:

Yes

### The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

The first action of the Sustainability Task Force, which was formed in 2007, was to develop the following mission statement: "It is the goal of University of Mount Union's Sustainability Task Force to meet the growing concern for sustainability on our campus. Through education and communication, we will encourage and facilitate awareness and action on our campus and throughout the Alliance community. We will assist the University in its decision-making process in these aspects, and will search out opportunities that are socially, financially, and environmentally sound to create a sustainable, efficient, and healthy atmosphere for our students, faculty, and staff."

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 former American College and University President's Climate Commitment (ACUPCC), now the Carbon Commitment.

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):**

1. Chuck McClaugherty - Faculty
  2. Steve Kramer – Community/Faculty
  3. Laura Good - HR
  4. Lori Kumler - Faculty
  5. Shehla Arif – Faculty
  6. Len Cooper - Faculty
  7. Sheryl Mason - Faculty
  8. Jim Rhodes – Physical Plant
  9. Diana Bondoni – Physical Plant
  10. Marge Kavulla - IT
  11. Tina Stuchell – IT
  12. Lindsey Rudibaugh - Community
  13. Margot Kelman - Community
  14. Sara Sherer – Residence Life
  15. Jess Canavan – Admissions
  16. Corey Stamco - Admissions
  17. Jenna Snider – Marketing
  18. Aimee Schuller – University Store
  19. Steve Baity – AVI Food Service
  20. Theresa Johnstin – AVI Food Service
  21. Jamie Greiner - Sustainability and Campus Outreach Manager
- Green Raiders (Students)
1. Angelica Bartholomew
  2. Olivia “Sophie” Ramsey
  3. Mallory Glenn
  4. Brett Radabaugh
  5. Megan Hoover
  6. Barry Grant
  7. Jared Marsh
  8. Emily Keller
  9. Jake Stallman
  10. Darren Krolkowski
  11. Devin Farmiloe
  12. Joshua Thorne

**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:

Jamie Greiner is the Sustainability and Campus Outreach Manager

Jim Rhodes is the Assistant Director of Physical Plant and his portfolio explicitly includes the sustainability efforts of physical plant

Dr. Charles McClaugherty is the Director of the Huston-Brumbaugh Nature Center

Steve Kramer is a Professor of psychology (emeritus) and assists with the Green Raiders and the Curricular aspects of our program

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

1

**Does the institution have at least one sustainability officer?:**

Yes

**Name and title of each sustainability officer:**

Jamie Greiner, Sustainability and Campus Outreach Manager

**Does the institution have a mechanism for broad sustainability coordination for the entire institution (e.g. a campus-wide committee or an officer/office responsible for the entire campus)?:**

Yes

**A brief description of the activities and substantive accomplishments of the institution-wide coordinating body or officer 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 student education and involvement, improved building efficiency, increased visual presence and marketing of sustainability accomplishments. The committee reports to the President and the faculty.

**Job title of the sustainability officer position:**

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**Job description for the sustainability officer position:**

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**Job description for the sustainability officer position:**

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**Job title of the sustainability officer position (2nd position):**

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**Job description for the sustainability officer position (2nd position):**

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**Job description for the sustainability officer position (2nd position):**

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**Job title of the sustainability officer position (3rd position):**

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**Job description for the sustainability officer position (3rd position):**

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**Job description for the sustainability officer position (3rd position):**

---

**The website URL where information about the programs or initiatives is available:**

---

**Additional documentation to support the submission:**

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## Sustainability Planning

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**Score**

4.00 / 4.00

**Responsible Party**

**Jamie Greiner**

Sustainability and Campus Outreach Manager  
Nature Center

---

### Criteria

Institution has published one or more written plans that include measurable sustainability objectives addressing one or more of the following areas:

- Curriculum
- Research
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Investment & Finance
- Wellbeing & Work
- Other (e.g. arts and culture or technology)

The criteria may be met by any combination of published 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.

---

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

**Does the institution have a published strategic plan or equivalent guiding document that includes sustainability at a high level? :**

No

**A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:**

Strategic Initiatives that address sustainability issues (social, economic, and environment):

A. Enrich the experience of an increasingly diverse student body

■ Goal A.1.4: Increase offerings and campus engagement in diversity programming.

■ Goal A.2.4: Foster an inclusive and supportive environment for international students.

B. Cultivate an innovative and expanding academic environment

Objective B.1: Develop new academic programs and offerings while enhancing current academic programs.

■ Goal B.1.3: Add new undergraduate programs to maintain a vibrant curriculum and sustain undergraduate enrollment.

■ Goal B.1.4: Develop new non-degree opportunities in continuing education, professional, and corporate training.

■ Goal B.1.5: Explore offering graduate instruction to working adults through satellite sites.

■ Goal B.3.2: Provide faculty with opportunities to advance innovation and engage new and changing student populations.

■ Goal B.3.5: Build and maintain strong Alliance community and regional partnerships to enhance student educational experiences.

Objective B.4: Foster a global mindset and development of intercultural competencies among members of the campus community.

■ Goal B.4.1: Integrate the fostering of a global mindset and the development of intercultural competencies into the curriculum

■ Goal B.4.2: Implement learning objectives for each major that foster a global mindset and the development of intercultural competencies.

■ Goal B.4.4: Increase student, faculty, and administrator participation in activities that support the development of intercultural competencies.

■ Goal B.4.7: Provide intercultural professional development opportunities and training in global education and intercultural competency for faculty.

■ Goal B.4.8: Reward and recognize faculty and departmental efforts to internationalize campus programs and the curriculum.

Objective B.5: Develop interdisciplinary academic centers.

■ Goal B.5.1: Create new interdisciplinary academic Centers.

■ Goal B.5.2: Establish a formal University Scholars program for each Center.

C. Ensure financial strength, affordability and enrollment success

Objective C.1: Diversify the University's sources of tuition revenue.

■ Goal C.2.1: Increase the enrollment of domestic diversity undergraduate students to 20% of the undergraduate student

body.

- Goal C.2.2: Increase the enrollment of international students to 7% of the undergraduate student body.
- Goal C.5.2: Create a key performance indicators dashboard for campus constituents.
- Goal C.5.5: Seek collaborative relationships with educational institutions and other non-profit organizations to reduce overhead and leverage our strengths.

D. Brand the University as a remarkable Midwestern institution

- Goal D.1.1: Revise the brand plan based on market research results, prioritizing prospective student, parent, and current student input.

E. Create an effective and collaborative workplace culture

- Goal E.1.1: Continue efforts to study current and evolving issues of workplace satisfaction, including regular and planned deployments of the Quality Culture Explorer (QCE) and other similar instruments.
  - Goal E.1.2: Take steps to improve workplace culture.
- Objective E.6: Improve and support faculty and staff diversity.
- Goal E.6.3: Establish support systems for minority faculty and staff, capitalizing on the existing offices/programs on campus to establish regular programs/ events on annual bases.

**A copy of the strategic plan:**

[Approved Strategic Plan.pdf](#)

**The website URL where the strategic plan is publicly available:**

<http://www.mountunion.edu/Content/u/Compass-2021---website-1765.pdf>

**Does the institution have a published sustainability plan (apart from what is reported above)? :**

Yes

**A copy of the sustainability plan:**

[2017 - Sustainability and Climate Action Plan.pdf](#)

**The website URL where the sustainability plan is publicly available:**

---

**Does the institution have a published climate action plan (apart from what is reported above)? :**

Yes

**A copy of the climate action plan:**

[2017 - Sustainability and Climate Action Plan.pdf](#)

**The website URL where the climate action plan is publicly available:**

---

**Does the institution have other published plans that address sustainability or include measurable sustainability objectives (e.g. campus master plan, physical campus plan, diversity plan, human resources plan)? :**

Yes

**A list of other published plans that address sustainability, including public website URLs (if available):**

Campus Master Plan  
Emergency Management Plan

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Curriculum?:**

Yes

**A list or sample of the measurable sustainability objectives that address Curriculum and the published plans in which each objective is included:**

Taken from the Sustainability Plan  
Education and Engagement-Curriculum

This section proposes ways that Mount Union can expand and improve our formal educational programs and courses that address sustainability. A primary function of colleges and universities is to educate students. By training and educating future leaders, scholars, workers, and professionals, higher education institutions are positioned uniquely to prepare students to understand and address sustainability challenges. 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."

Actions/Objectives  
2016 and beyond

We will continue to encourage faculty to identify where they are already incorporating sustainability in their courses. We suspect that sustainability is even more ingrained into our curriculum than is indicated by the statistics above. We will also propose measures that will make it easier to identify the ways that the University is addressing sustainability in its curriculum. The proposed revision of the General Education program will provide opportunities for including sustainability and much of our work will be geared towards helping faculty develop general education courses that will also include sustainability. We propose the following ideas for possible implementation:

1. We will continue researching assessment tools and conducting an assessment of students' sustainability literacy and engagement upon entry and again at graduation. We will continue to work with the Office of Assessment and other faculty members to improve our efforts in this area.
2. Obtain sustainability related course offerings from other schools (syllabi, etc.) to help our faculty and perhaps provide a useful beginning point for creating additional sustainability courses in our curriculum.
3. Utilize AASHE resources to enable faculty to better develop courses related to sustainability
4. Work with instructors in the new general education program to support those who desire to incorporate sustainability education into their classes, perhaps utilizing stipends as encouragement.
5. Develop specific courses, a concentration, or certificate program in sustainability in Environmental Science, Engineering,



Liberal Studies, or in more than one.

6. Continue to support and expand sustainability focused service learning activities.
7. Utilize Physical Plant staff in teaching moments- HVAC, electricity, and water consumption.
8. Develop a Theme cluster related to sustainability.
9. Develop one or more Capstone courses related to sustainability.
10. Develop and distribute a Campus Sustainability Map which points out campus sites that are utilizing ideas or projects related to sustainability.

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Research?:**

Yes

**A list or sample of the measurable sustainability objectives that address Research and the published plans in which each objective is included:**

Taken from the Sustainability Plan  
Education and Engagement-Curriculum

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Actions/Objectives  
2016 and beyond

We will continue to encourage faculty to identify where they are already incorporating sustainability in their courses. We suspect that sustainability is even more ingrained into our curriculum than is indicated by the statistics above. We will also propose measures that will make it easier to identify the ways that the University is addressing sustainability in its curriculum. The proposed revision of the General Education program will provide opportunities for including sustainability and much of our work will be geared towards helping faculty develop general education courses that will also include sustainability. We propose the following ideas for possible implementation:

1. We will continue researching assessment tools and conducting an assessment of students' sustainability literacy and engagement upon entry and again at graduation. We will continue to work with the Office of Assessment and other faculty members to improve our efforts in this area.
2. Obtain sustainability related course offerings from other schools (syllabi, etc.) to help our faculty and perhaps provide a useful beginning point for creating additional sustainability courses in our curriculum.
3. Utilize AASHE resources to enable faculty to better develop courses related to sustainability
4. Work with instructors in the new general education program to support those who desire to incorporate sustainability education into their classes, perhaps utilizing stipends as encouragement.
5. Develop specific courses, a concentration, or certificate program in sustainability in Environmental Science, Engineering, Liberal Studies, or in more than one.
6. Continue to support and expand sustainability focused service learning activities.
7. Utilize Physical Plant staff in teaching moments- HVAC, electricity, and water consumption.

8. Develop a Theme cluster related to sustainability.
9. Develop one or more Capstone courses related to sustainability.
10. Develop and distribute a Campus Sustainability Map which points out campus sites that are utilizing ideas or projects related to sustainability.

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Campus Engagement?:**

Yes

**A list or sample of the measurable sustainability objectives that address Campus Engagement and the published plans in which each objective is included:**

Taken from the Sustainability Plan  
Education and Engagement-Co-Curricular Education

Education in this context is broadly defined to include our academic curriculum, our professional development programs for faculty and staff, and our community outreach programs.

Goals

1. Increase all stakeholders' (students, staff, faculty, alumni, board of trustees, and surrounding community) awareness of sustainability.
2. Increase motivation and willingness to act in a sustainable manner.
3. Encourage behavioral change in students and employees.
4. Build sustainability into the social fabric of the campus including housing, student activities, and business office.
5. Involve students in monitoring our campus by collecting data, analyzing it, and sharing it with the campus and beyond.
6. Promote the campus' sustainability goals and offer rewards for improvements.

Co-Curricular Education

Vision

This co-curricular section proposes ways that Mount Union can provide our students with sustainability learning experiences outside the formal curriculum. Engaging in sustainability through co-curricular activities allows student to deepen and apply their understandings of sustainability principles. University sponsored co-curricular sustainability offerings, possibly coordinated by the office of student affairs and student organizations, could help to integrate sustainability into the campus culture and set a positive tone for the institution.

Actions/Objectives  
2016 and beyond

Our overall goal is to support student groups and campus offices to encourage sponsorship of activities and events for students and dissemination of sustainability concepts. Some details follow:

1. We have continued our involvement in RecycleMania and we propose to continue that. Our overall recycling rates have increased, but we can increase them further. We need to begin planning earlier and get more students involved in the program as well as increase the number of activities surrounding the event.
2. We will work with Student Senate and seek to have a designated representative on the SMAC. We will ask Student Senate to designate a student to serve as a liaison between SMAC and the Student Senate. The student would be a full [stars.aashe.org](http://stars.aashe.org)

member of SMAC.

3. We will continue developing and attempting to implement the Green Raider program. We will assess the results of this program each year and work to develop the program based on input from students, faculty, and staff. As part of this program we continue some competitions for sustainable living practices among residence units. We would also work with Student Affairs to promote working sustainability principles and concepts into residence hall educational programs and activities.
4. We will investigate the possibility of creating a "model" residence hall room, apartment, or small house that would display sustainable living practices and green design. We would seek outside funding for this and also involve engineering majors, as well as other students, in the design and monitoring of the unit.
5. Work with Greek Life to create a sustainability outreach activity or event, perhaps co-sponsored by several organizations. This event could also take the form of a competition.
6. Continue periodic "tray less days" in the cafeteria along with publicity about the results.
7. Continue some type of sustainability presentation for entering freshmen in Orientation
8. Incorporate Sustainability into Raider Guide Tours with the introduction of a Campus Sustainability Map.
9. Work with career services to provide information on jobs and internships that are available in sustainability-related career fields.
10. Expand support for student organizations that are focused on different aspects of sustainability.
11. Develop and implement presentations about different aspects of sustainability to various organizations and residence halls on campus. These would be done by the Green Raiders primarily.
12. The Green Raiders will make regular reports to Student Senate about issues related to sustainability on campus.

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Public Engagement?:**

Yes

**A list or sample of the measurable sustainability objectives that address Public Engagement and the published plans in which each objective is included:**

Taken from the Sustainability Plan

Planning and Administration - Community Relations and Partnerships

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. Students have made tangible contributions that address sustainability challenges through community service in numerous ways. 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.

Actions/Objectives

2016 and beyond

1. Maintain and expand the programs above that will continue strong community relations
2. Continue involvement with the Ohio Solar Tour
3. Continue organizing and sponsoring the end of the year Trash to Treasure sale
4. Continue to keep sustainability education at the forefront of our efforts.
5. Work with the Alliance Green Commission to develop complimentary Campus and Community Resiliency Plans.

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Air & Climate?:**

Yes

**A list or sample of the measurable sustainability objectives that address Air & Climate and the published plans in which each objective is included:**

Climate Action Plan Goal - Become carbon neutral by 2046

Taken from the Sustainability Plan  
Operations-Energy and Climate

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 source 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 habitats 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.

In 2016 we signed a 5-year contract to purchase green energy. Also, in 2016 a Green Revolving Fund, funded initially by the EnerNoc participation dollars, was approved by the Board of Trustees and the first series of projects (totaling no more than \$50,000 with a 5 year ROI) was recommended for approval. In 2015 energy audits were conducted by Plug-Smart in Bracy Hall and Miller Residence Hall. Numerous energy saving projects were suggested, many of which will be included in the Green Revolving Fund Projects.

Actions - Ongoing

Below are policies and procedures that Mount Union will continue to expand. Many of these are developed further below or in other parts of this plan.

1. Continue to replace boilers, chillers, and air handlers with more energy efficient systems.
2. Replace old electric transformers.
3. Use renewable energy sources.
4. Complete individual electric metering of all buildings on campus and continue monitoring utility usage of each building.
5. Install timers and lighting controls in all campus buildings and elsewhere, as appropriate.
6. Attend informational seminars to increase our knowledge of sustainable best practices.
7. Build to LEED Silver specifications in all new and renovated buildings.
8. Educate students, faculty, and staff on energy conservation practices.
9. Upgrade building temperature controls to improve operating efficiency.
10. Continue to conduct energy audits, possibly at several levels (one overall audit for the campus and specific audits for energy consuming systems, like air handlers).

## Actions

### 2016 and beyond

#### 1. Continue to initiate energy conservation policies

a. Conservation is the first priority for energy management in our plan. This will focus primarily on behavior modification of campus members and improved monitoring and response (overlap with education/administration).

i. Formalize “lights and computer off at night” policy.

ii. Work with IT so that only Energy Star computers and peripherals are purchased and other energy conservation measures are initiated. Other examples include sleep modes or software on equipment, server space reduction through new server virtualization or other technology, and paper monitoring and reduction.

iii. Educate students and initiate energy conservation competitions for students.

iv. Initiate energy conservation competitions or incentives for campus departments.

v. Maintain our emphasis on energy conservation, with periodic review and assessment of executed actions.

#### 2. Increase efficiency in existing and new buildings and activities

a. Continue to conduct energy audits focusing first on known energy consumers and then on a more general, campus-wide basis.

i. Evaluate opportunities for waste-heat recapture.

ii. Evaluate use of ground heat pumps throughout campus.

iii. Evaluate the feasibility/sustainability of district heating or co-generation.

b. Continue retrofitting existing buildings by upgrading windows and lighting systems.

c. When roofs need replaced, replace them with reflective or planted “green” roofs.

d. Make adjustments to the existing HVAC system as recommended.

e. Install motion/light sensors in all facilities.

f. Initiate a “green” student residence showcasing efficiency.

g. Explore working towards meeting the Architecture 2030 Challenge. The Challenge asks the global architecture and building community to adopt the following targets:

i. All new buildings, developments, and major renovations shall be designed to meet a fossil fuel, GHG-emitting, energy consumption performance standard of 50% of the regional (or country) average for that building type.

ii. At a minimum, an equal amount of existing building area shall be renovated annually to meet a fossil fuel, GHG-emitting energy consumption performance standards of 50% of the regional (or country) average for that building type.

iii. The fossil fuel reduction standard for all new buildings and major renovations shall be increased to:

1. 60% in 2010

2. 70% in 2015

3. 80% in 2020

4. 90% in 2025

5. Carbon neutral in 2030 (using no fossil fuel, GHG-emitting energy to operate). These targets may be accomplished by implementing innovative sustainable design strategies, generating on-site renewable power and/or purchasing (20% maximum) renewable energy and/or certified renewable energy credits.

#### 3. On-Site Energy Production

a. We currently have a 1 kW photovoltaic (PV) array on the roof of the Hoover-Price Campus Center and a 54 kW thin-film PV system on the roof of the Peterson Field House.

i. Install a wind turbine at the Huston-Brumbaugh Nature Center.

ii. Investigate the installation of solar-thermal for residences, the pool, and locker rooms.

iii. Investigate the use of geothermal throughout campus (Gartner Welcome Center (LEED Silver), operates on geothermal).

iv. Collect energy from exercise equipment as part of student education.

#### 4. Off-site Alternative Energy

a. Investigate opportunities for regional alternative energy sources.

b. Investigate opportunities for collaborative regional facilities (i.e. wind on Lake Erie in conjunction with other institutions).

c. Investigate options for regional biomass facilities.

## 5. Offset and Credits

a. Offsets and credits will likely be a part of our portfolio, but we view them as the last resort after we have achieved a high level of energy conservation, efficiency, and local generation of renewable energy. With the exception of air travel, described in the section on transportation, we will defer purchasing credits in the short term. Some of the questions that we need to answer are:

- i. Besides air travel, what other areas will require offsets?
- ii. Do renewable energy credits make sense economically?
- iii. Will the purchase of credits change behavior?
- iv. Does the purchase of credits put people to work locally or does it eliminate local jobs?
- v. Study the availability and cost of credits.

### **Taken together, do the plan(s) reported above include measurable sustainability objectives that address Buildings?:**

Yes

### **A list or sample of the measurable sustainability objectives that address Buildings and the published plans in which each objective is included:**

Taken from the Sustainability Plan  
Operations-Buildings

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.

Actions/Objectives  
2016 and beyond

1. Continue to convert all lighting to LED campus-wide (interior and exterior).
2. Continue to upgrade roofs, windows, and walls in existing buildings.
3. Meter all sports facilities and future facilities.
4. Create an online dashboard that compares metered information for all campus residence halls, apartments, and townhouses and includes comparisons to other institutions of similar size and scope.
5. Review and reconsider temperature standards for working spaces (currently 72°F (+/- 2°) year round).
6. Develop a green cleaning policy in conformance with Green Seal certification.
7. Improve the Building Coordinator role on campus to encourage sustainable practices.
8. 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 high efficiency washers/dryers.
9. Install individual room sensors and controllers in residence halls and other buildings as appropriate.

### **Taken together, do the plan(s) reported above include measurable sustainability objectives that address**

## Energy?:

Yes

### **A list or sample of the measurable sustainability objectives that address Energy and the published plans in which each objective is included:**

Taken from the Sustainability Plan  
Operations-Energy and Climate

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 source 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 habitats 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.

In 2016 we signed a 5-year contract to purchase green energy. Also, in 2016 a Green Revolving Fund, funded initially by the EnerNoc participation dollars, was approved by the Board of Trustees and the first series of projects (totaling no more than \$50,000 with a 5 year ROI) was recommended for approval. In 2015 energy audits were conducted by Plug-Smart in Bracy Hall and Miller Residence Hall. Numerous energy saving projects were suggested, many of which will be included in the Green Revolving Fund Projects.

#### Actions - Ongoing

Below are policies and procedures that Mount Union will continue to expand. Many of these are developed further below or in other parts of this plan.

1. Continue to replace boilers, chillers, and air handlers with more energy efficient systems.
2. Replace old electric transformers.
3. Use renewable energy sources.
4. Complete individual electric metering of all buildings on campus and continue monitoring utility usage of each building.
5. Install timers and lighting controls in all campus buildings and elsewhere, as appropriate.
6. Attend informational seminars to increase our knowledge of sustainable best practices.
7. Build to LEED Silver specifications in all new and renovated buildings.
8. Educate students, faculty, and staff on energy conservation practices.
9. Upgrade building temperature controls to improve operating efficiency.
10. Continue to conduct energy audits, possibly at several levels (one overall audit for the campus and specific audits for energy consuming systems, like air handlers).

#### Actions

2016 and beyond

1. Continue to initiate energy conservation policies
  - a. Conservation is the first priority for energy management in our plan. This will focus primarily on behavior modification of campus members and improved monitoring and response (overlap with education/administration).
  - i. Formalize “lights and computer off at night” policy.
  - ii. Work with IT so that only Energy Star computers and peripherals are purchased and other energy conservation measures are initiated. Other examples include sleep modes or software on equipment, server space reduction through new server virtualization or other technology, and paper monitoring and reduction.
  - iii. Educate students and initiate energy conservation competitions for students.
  - iv. Initiate energy conservation competitions or incentives for campus departments.
  - v. Maintain our emphasis on energy conservation, with periodic review and assessment of executed actions.
2. Increase efficiency in existing and new buildings and activities
  - a. Continue to conduct energy audits focusing first on known energy consumers and then on a more general, campus-wide basis.
    - i. Evaluate opportunities for waste-heat recapture.
    - ii. Evaluate use of ground heat pumps throughout campus.
    - iii. Evaluate the feasibility/sustainability of district heating or co-generation.
  - b. Continue retrofitting existing buildings by upgrading windows and lighting systems.
  - c. When roofs need replaced, replace them with reflective or planted “green” roofs.
  - d. Make adjustments to the existing HVAC system as recommended.
  - e. Install motion/light sensors in all facilities.
  - f. Initiate a “green” student residence showcasing efficiency.
  - g. Explore working towards meeting the Architecture 2030 Challenge. The Challenge asks the global architecture and building community to adopt the following targets:
    - i. All new buildings, developments, and major renovations shall be designed to meet a fossil fuel, GHG-emitting, energy consumption performance standard of 50% of the regional (or country) average for that building type.
    - ii. At a minimum, an equal amount of existing building area shall be renovated annually to meet a fossil fuel, GHG-emitting energy consumption performance standards of 50% of the regional (or country) average for that building type.
    - iii. The fossil fuel reduction standard for all new buildings and major renovations shall be increased to:
      1. 60% in 2010
      2. 70% in 2015
      3. 80% in 2020
      4. 90% in 2025
  5. Carbon neutral in 2030 (using no fossil fuel, GHG-emitting energy to operate). These targets may be accomplished by implementing innovative sustainable design strategies, generating on-site renewable power and/or purchasing (20% maximum) renewable energy and/or certified renewable energy credits.
3. On-Site Energy Production
  - a. We currently have a 1 kW photovoltaic (PV) array on the roof of the Hoover-Price Campus Center and a 54 kW thin-film PV system on the roof of the Peterson Field House.
    - i. Install a wind turbine at the Huston-Brumbaugh Nature Center.
    - ii. Investigate the installation of solar-thermal for residences, the pool, and locker rooms.
    - iii. Investigate the use of geothermal throughout campus (Gartner Welcome Center (LEED Silver), operates on geothermal).
    - iv. Collect energy from exercise equipment as part of student education.
4. Off-site Alternative Energy
  - a. Investigate opportunities for regional alternative energy sources.
  - b. Investigate opportunities for collaborative regional facilities (i.e. wind on Lake Erie in conjunction with other institutions).
  - c. Investigate options for regional biomass facilities.
5. Offset and Credits
  - a. Offsets and credits will likely be a part of our portfolio, but we view them as the last resort after we have achieved a high



level of energy conservation, efficiency, and local generation of renewable energy. With the exception of air travel, described in the section on transportation, we will defer purchasing credits in the short term. Some of the questions that we need to answer are:

- i. Besides air travel, what other areas will require offsets?
- ii. Do renewable energy credits make sense economically?
- iii. Will the purchase of credits change behavior?
- iv. Does the purchase of credits put people to work locally or does it eliminate local jobs?
- v. Study the availability and cost of credits.

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Food & Dining?:**

Yes

**A list or sample of the measurable sustainability objectives that address Food & Dining and the published plans in which each objective is included:**

Taken from the Sustainability Plan  
Operations-Dining Services

University of Mount Union wants to provide, through its food service contractor (currently AVI), 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.

Actions/Objectives  
2016 and beyond

1. Continue to educate the campus community on food waste.
2. Continue to evaluate bio-digesters, composters, or pulpers for dining hall food waste.
  - a. Utilize Engineering Department
3. Consider blackouts of selected parts of the dining commons.
4. Continue to monitor dish machine use to maximize efficiency.
5. Revisit tray less dining.
6. Increase the amount of locally produced food we offer.
7. Review and increase the purchase of fair-trade and organic foods.
8. Implement zero waste meals. All waste should be biodegradable and none should be going to the land fill.

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Grounds?:**

Yes

**A list or sample of the measurable sustainability objectives that address Grounds and the published plans in which each objective is included:**

Taken from the Sustainability Plan  
Operations-Grounds

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.

Our campus is 135 acres in a small city (population approximately 22,000) setting.

University of Mount Union uses limited amounts of fertilizers and pesticides in the care and maintenance of our grounds. We responsibly manage all applications to minimize the risk of environmental damage. We plant and maintain many local species of native plants in our landscaping areas. We have an inventory of our trees, including recommendation for care. We have received the Tree Campus USA certification since 2010. Our trees are part of the city-wide arboretum. When trees need to be removed, those appropriate are sent to be milled and used for on-campus furniture or sold to the mill for use in blocking containers and pallets. Those trees not appropriate for milling are sent to a local lawn care company which makes them into mulch.

#### Actions/Objectives

2016 and beyond

1. Continue to update our tree inventory annually
2. Determine areas that could be shifted into lower maintenance plantings with more native, drought tolerant plants, which would result in less watering.
3. Review our grounds-related chemical use to determine ways to further reduce it.
4. Evaluate use of more environmentally-friendly products for snow/ice removal.
5. 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 our campus master plan.
6. Investigate the possibility of utilizing water from our university ponds for any needed irrigation.
7. Create educational gardens on campus, including agricultural, native plants, and rain gardens.
8. Implement more solar-powered landscape lighting to reduce our electric costs.
9. Support students in the Engineering Department on their work to design and build a bio-digester that will utilize waste materials from our grounds and dining service, removing it from the landfill
10. Investigate becoming a Bee Campus USA designee by having a pollinator-friendly campus.

#### **Taken together, do the plan(s) reported above include measurable sustainability objectives that address Purchasing?:**

Yes

#### **A list or sample of the measurable sustainability objectives that address Purchasing and the published plans in which each objective is included:**

Taken from the Sustainability Plan  
Operations-Purchasing

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 delegation represents an opportunity for us to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

University of Mount Union adopted a Green - Sustainable Purchasing Policy in 2008 that continues today.

Actions/Objectives  
2016 and beyond

Most of the purchasing actions involve initial commitments that have already been made and continual follow up and refinement. Purchasing wants to continue to expand the current purchasing policy to an even more sustainable purchasing policy that encompasses such things as materials and supplies, utilization of companies that promote sustainability, local suppliers (within 250 miles), recyclable shipping containers, and Minority and Women owned businesses.

1. Increase our emphasis on the purchasing of local or regional products.
2. Continue our policy of only purchasing Energy Star appliances where such designations are available.
3. Include explicit sustainability specifications in requests for proposals.
4. Adopt an electronics purchasing policy similar to EPEAT. EPEAT is a system that helps purchasers evaluate, compare, and select electronic products based on their environmental attributes. The system currently covers desktop and laptop computers, thin clients, workstations, and computer monitors (

<http://www.epeat.net/default.aspx>

- ).
5. Adopt a paper purchasing policy that will lead us to purchase paper that is made from environmentally preferable materials, maximizing recycled content and using Forest Stewardship Council approved products from virgin fiber (

<http://fsc.org/index.html>

- ).
6. Adopt a furniture purchasing policy that will lead us to purchase furniture that is made of environmentally preferable materials.
  7. Adopt a policy that will encourage use of recycled or waste-avoided materials such as paint or upholstery whenever possible.
  8. Adopt a cleaning product policy similar to Green Seal. Green Seal provides science-based environmental certification standards that are credible, transparent, and essential in an increasingly educated and competitive marketplace (

<http://www.greenseal.org>

- ).
9. Adopt a vendor code of conduct for our major suppliers.

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Transportation?:**

Yes

**A list or sample of the measurable sustainability objectives that address Transportation and the published plans in which each objective is included:**

Taken from the Sustainability Plan  
Operations-Transportation

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.

#### Actions/Objectives

2016-2020

1. Implement a bike trail through campus to connect to the Iron Horse Trail (work with Alliance City Green Commission)
2. Continue to improve the use of local public transportation by working with SARTA to offer reduced price passes to students, staff, and faculty.
3. Try to reduce student transportation energy use and associated emissions by establishing a "ride share" system.
4. Try to improve faculty and staff transportation efficiency by providing desirable, dedicated carpool parking spaces or offering carpool incentives.
5. Reduce fleet emissions by purchasing hybrid or other high efficiency, low emissions vehicles.
6. Replace aging gas powered grounds crew golf carts with electric models to reduce emissions and dependency on fossil fuels.
7. Investigate the need for and cost of parking spaces dedicated to electric only vehicles, including charging stations.
8. Build bins at the Physical Plant for topsoil, mulch, and compost to reduce off campus trips and increase efficiency for small landscape projects.
9. Provide incentives for train or bus travel rather than air travel.
10. Continue to work with the Alliance Mayor's Green Commission in support of "Fuel-less Fridays"

2020 and beyond

1. Get more detailed records on the nature of our air travel and calculate the emission associated with that more accurately.
2. Study alternatives for air travel offsets.
3. Analyze the budgetary implications of offsets and establish a policy for offsets related to air travel.
4. 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.
5. Require the purchase of offsets for air travel.

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Waste?:**

Yes

**A list or sample of the measurable sustainability objectives that address Waste and the published plans in which each objective is included:**

Taken from the Sustainability Plan  
Operations-Materials Recycling and Waste

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.

#### Actions/Objectives

2016-2020

1. Continue to participate in RecycleMania or other campus-wide waste awareness and reduction activities.
2. Increase our marketing and awareness campaigns for campus-wide recycling. Add more signage on campus to make students aware of the benefits of recycling and the consequences of not recycling.
3. Encourage more recycling during campus tailgating to eliminate cans, bottles, and plastic containers in the trash.
4. Add more exterior recycling bins and improve the accessibility of the existing bins
5. Continue to consolidate recycling and trash collection in the academic buildings to the hallways (eliminate bins in individual classrooms and place larger bins in the hallways). This has been completed in Chapman Hall and KHIC.
6. Continue to pursue composting.
7. Plan some zero waste events for the campus through such companies as Terracycle.
8. Achieve a 35% diversion rate for solid waste.
9. Adopt a policy of diverting at least 75% of non-hazardous construction waste from landfills or incinerators.
10. 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. Achieve a 50% diversion rate for solid waste
2. Implement a plan for moving to zero waste across campus.
3. 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.

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Water?:**

Yes

**A list or sample of the measurable sustainability objectives that address Water and the published plans in which each objective is included:**

Taken from the Sustainability Plan  
Operations-Grounds

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.

History (updated through March 2016)

Our campus is 135 acres in a small city (population approximately 22,000) setting.

University of Mount Union uses limited amounts of fertilizers and pesticides in the care and maintenance of our grounds. We responsibly manage all applications to minimize the risk of environmental damage. We plant and maintain many local  
[stars.aashe.org](http://stars.aashe.org) University of Mount Union | STARS Report | 213

species of native plants in our landscaping areas. We have an inventory of our trees, including recommendation for care. We have received the Tree Campus USA certification since 2010. Our trees are part of the city-wide arboretum. When trees need to be removed, those appropriate are sent to be milled and used for on-campus furniture or sold to the mill for use in blocking containers and pallets. Those trees not appropriate for milling are sent to a local lawn care company which makes them into mulch.

#### Actions/Objectives

2016 and beyond

1. Determine areas that could be shifted into lower maintenance plantings with more native, drought tolerant plants, which would result in less watering.
2. Review our grounds-related chemical use to determine ways to further reduce it.
3. Evaluate use of more environmentally-friendly products for snow/ice removal.
4. Investigate the possibility of utilizing water from our university ponds for any needed irrigation.
5. Create educational gardens on campus, including agricultural, native plants, and rain gardens.

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Diversity & Affordability?:**

Yes

**A list or sample of the measurable sustainability objectives that address Diversity & Affordability and the published plans in which each objective is included:**

Taken from the Strategic Plan - Compass 2021

A. Enrich the experience of an increasingly diverse student body

Objective A.1: Foster an inclusive culture that is focused on and values diversity.

- Goal A.1.1: Implement programs that foster interfaith understanding.
- Goal A.1.2: Provide appropriate spaces for religious and spiritual observance of diverse faith traditions.
- Goal A.1.3: Develop gender-inclusive campus initiatives.
- Goal A.1.4: Increase offerings and campus engagement in diversity programming.

Objective A.2: Provide programs and support services for our evolving student body.

- Goal A.2.1: Improve services and support systems for transfer students.
- Goal A.2.2: Improve services and support systems for commuter students.
- Goal A.2.3: Develop services, support systems, and processes to meet the needs of graduate students.
- Goal A.2.4: Foster an inclusive and supportive environment for international students.
- Goal A.2.5: Enhance internship and career opportunities for students by fostering cooperation between academic departments and career services, and by improving services to and support for employers who can provide experiential learning opportunities.
- Goal A.2.6: Enhance facilities for intercollegiate athletics to ensure safe and high-quality spaces for practice and competition.
- Goal A.2.7: Study and change space usage in KHIC to maximize support and learning spaces for students, faculty, and administrators.

Objective A.3: Strengthen student success and engagement initiatives.

- Goal A.3.1: Research, develop and implement an updated academic advising model.
- Goal A.3.2: Create an updated plan for retention.
- Goal A.3.3: Explore innovative student support and success initiatives.
- Goal A.3.4: Create intentional ways to help students understand connections and strengthen alignment between their curricular and co-curricular education.
- Goal A.3.5: Improve campus programming for increased student engagement.

Taken from the Sustainability Plan

Planning and Administration-Diversity, Access, and Affordability

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.

University of Mount Union has a Diversity Initiatives Steering Committee (DISC) that works to foster increased diversity on campus. As a subcommittee of the Faculty's Cross Curricular Development Committee, DISC has the responsibility to recommend and propose policies concerning campus-wide efforts in the areas of:

1. Developing an inclusive curriculum
2. Tracking and evaluating diversity programs implemented at the University and assessing the campus climate for diversity
3. Supporting the efforts of appropriate offices at the University in the creation and maintenance of a diverse student body and a diverse faculty.

The University completed an assessment of diversity attitudes in 2009 and it was analyzed by the Diversity Initiatives Steering Committee (DISC). The assessment showed students are generally satisfied with overall campus diversity, but somewhat reluctant to take a lead in diversity initiatives or enroll in diversity focused coursework. DISC recommended a number of items to the President, including:

1. A strategic initiative be implemented that specifically aims to promote a campus message communicating the definition of diversity. The content of this message would encourage the understanding and discussion of diversity in its many aspects in the classroom.
2. Further research on activities in and out of the classroom that encourage 'socialized diversity,' the using of unstructured activities in addition to the curriculum to promote diversity.
3. A workshop be created for the faculty fall conference on how to interject issues of diversity into individual course curriculum.
4. Collaborations among faculty and staff to get each student some kind of positive, growth experience with people different from themselves.

Adapted from the Diversity Initiatives Steering Committee AY08-09 Report

In addition, to keep diversity issues at the forefront, the Office of Multicultural Affairs in the Division of Student Affairs was transitioned to the Office of Diversity & Inclusion to advocate for, coordinate, support, and encourage innovation in university programming and student organizations that are designed to enhance diversity. In 2014, responsibility for International [stars.aashe.org](http://stars.aashe.org)

Student Services was moved under this umbrella to put all diversity groups in the same administrative area, thereby enhancing their ability to co-program and support each other as they work toward similar goals.

We have well-developed programs to serve international student and students from groups that are underrepresented on our campus. For international students, the International Student Services Office coordinates various cultural and educational programs for University of Mount Union students. Most notable are the International Teas that given international students the opportunity to share about their home country. Presentations are generally given three times per semester and the events include food from the specific country being discussed. The International Student Services Office also coordinates activities for International Education Week.

International students are given the opportunity to be matched with individuals in the greater Alliance community through the Community Friend Program. This program is a friendship based program and not a host program. International students and Community Friends are encouraged to communicate and share about their respective cultures. In addition, numerous cultural excursions are offered to the international student body and regularly scheduled shopping trips are arranged for students to purchase basic personal needs items from the local Wal-Mart.

Through the Office of Diversity & Inclusion there are dozens of educational, cultural, and social activities available throughout the year, including speakers, conferences, and awards. The following are goals from the most recently completed Strategic Plan that were met by the time of the Plan's expiration.

- Increase international/minority population to 15% of total student body
- Change name from Multicultural Student Affairs to Diversity & Inclusion
  - o BSU House also changed to Diversity Center
- Continue to grow the annual Not Another Statistic Diversity Conference

Additional Accomplishments:

- Diversity Council creation (2012)
- Groups include: SPECTRUM (formerly Gay-Straight Alliance (GSA)), Hispanic Organization Latino Students (HOLA), Black Student Union (BSU), Association of International Students (AIS), Spiritual Life Leadership (SLL), Gender Equality Matters (GEM) (formerly Association of Women Students (AWS))

Actions/Objectives

2016 & Beyond

1. Increase faculty participation in Not Another Statistic Diversity Conference (NASDC), both in terms of presentations and attendance. This could be incentivized via a Wellness program credit; other incentives need to be developed.
2. Provide diversity/social justice training for faculty and staff to create a more welcoming, inclusive environment for our diverse students and to better model inclusive attitudes to our non-diverse students. This training will be pursued by the following means:
  - a. A faculty/staff track at the NASDC that trains attendees on gender inclusivity and/or how to support Muslim students (These are two currently growing needs.)
  - b. Training at May Days facilitated by DISC
  - c. Training at Fall Faculty Conference facilitated by an external entity and sponsored by DISC
  - d. Training series throughout the year provided by the International Student Services Team, a newly created group tasked with preparing our campus to host a large influx of international students from countries that have been underrepresented on campus prior to now (ex: Saudi Arabia, India, China)
3. Diversify the curriculum through DISC initiative that grants seed money on an application-basis to faculty seeking to infuse diversity topics/experience into a particular class. This initiative will begin in April 2016.
4. Build relationships between Diversity & Inclusion, DISC , and the Office of Admission so that diversity officers are more directly involved with the following:
  - Minority Achievement Award Competition



- Development of new or different scholarship opportunities
  - Revamping Multicultural Recruitment Coordinator position to encourage hiring of a Spanish-speaker in the Office of Admission
  - Converting the admission process to gender inclusivity via language changes in written materials and verbal expression of this value in tours and meetings with reps
5. Create a prayer space for religiously diverse students.
  6. Develop a communication plan for deposit-paid international students in cooperation with relevant Student Affairs offices and the Office of Marketing.
  7. Create & maintain programs in support of diverse students and to educate majority students
- Focus area: TIE (Together Initiating Excellence) – increase frequency from monthly and connect it to existing programs with area high school students such as Great Expectations or Dowling Mentors
8. Formalize the Manzilla Diversity Intern process to provide more equal opportunity for students to be aware of this opportunity and for offices to propose a position.

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Investment & Finance?:**

Yes

**A list or sample of the measurable sustainability objectives that address Investment & Finance and the published plans in which each objective is included:**

Taken from the Sustainability Plan  
Planning and Administration-Investments

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 not 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

Actions/Objectives  
2016 and beyond

1. The investment committee of the board of trustees reviewed several candidates for endowment consulting. One of the criteria was knowledge in socially responsible investing. We 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 consideration will be given to establish a socially responsible advisory committee to oversee investments. This advisory committee would include trustees, faculty, students, and staff (up to 9). Their duties could include:
  - a. Monitoring voter proxies
  - b. Monitoring performance
  - c. Shareholder advocacy
3. In 2016 a Green Revolving Fund was established, which is an internal fund to cycle back savings from energy efficiency improvements to fund new projects in the future. The establishment of this fund is an indicator of the University's strong commitment to sustainability. This fund establishes a sustainable funding mechanism while reducing operating costs and environmental impacts. The anticipation for this fund is that it will engage the entire campus community in proposing energy efficiency projects and address the established goals of the Sustainability Management Advisory Committee (SMAC). The focus of the fund is renewable energy, water conservation, and energy consumption projects. The fund requires that all projects have a measurable Return on Investment (ROI) of 5 years or less to reinvest for future projects. All project ideas must be submitted to SMAC. SMAC and the Physical Plant Committee will review all project ideas and select those projects that will be funded. The project ideas must include the upfront cost, not to exceed \$50,000, and provide evidence of at least a 20% payback each year after execution (5 year ROI). The Revolving Green Fund is also an option for donors. Therefore, anyone with a passion for renewable energy and sustainability can make a direct donation to support campus projects.

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Wellbeing & Work?:**

Yes

**A list or sample of the measurable sustainability objectives that address Wellbeing & Work and the published plans in which each objective is included:**

Taken from the Sustainability Plan  
Planning and Administration-Human Resources

University of Mount Union desires to treat and remunerate its workers responsibly and fairly. Mount Union's people define its character and capacity to perform. Our success as an institution can only be as strong as the community that we build and maintain. Mount Union will bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Actions/Objectives  
2016 and beyond

1. The University continues to provide a wellness program, called Healthy Campus, for employees and access to a state-of-the-art fitness center. The fitness center offers many fitness and recreation programs in which employees can participate. In addition, exercise science students offer personal training opportunities for employees. Work will continue through our Human Resources office to educate our employees about sustainable practices at home and at work.

a. Biometric screenings are offered annually for all faculty and staff to obtain a health risk assessment.

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address other areas (e.g. arts and culture or technology)?:**

No

**A list or sample of the measurable sustainability objectives that address other areas and the published plans in which each objective is included:**

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**Does the institution have a formal statement in support of sustainability endorsed by its governing body (e.g. a mission statement that specifically includes sustainability and is endorsed by the Board of Trustees)? :**

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**The formal statement in support of sustainability:**

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**The institution's definition of sustainability (e.g. as included in a published statement or plan):**

FROM OUR Sustainability Mission statement:

Sustainability means that we operate our institution in a manner that is:

"socially, financially, and environmentally sound in order to create a sustainable, efficient, and healthy atmosphere for our students, faculty, and staff."

**Is the institution an endorser or signatory of the following? :**

	Yes or No
The Earth Charter	No
The Higher Education Sustainability Initiative (HESI)	No
ISCN-GULF Sustainable Campus Charter	No
Second Nature's Carbon Commitment (formerly known as the ACUPCC), Resilience Commitment, and/or integrated Climate Commitment	Yes
The Talloires Declaration (TD)	No

UN Global Compact	No
Other multi-dimensional sustainability commitments (please specify below)	No

**A brief description of the institution's formal sustainability commitments, including the specific initiatives selected above:**

Current President re-signed the Carbon Commitment in 2015. Currently considering the Climate Commitment. Resiliency Planning is the primary focus of the current Sustainability Management Advisory Committee (SMAC).

**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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## Participatory Governance

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**Score**

2.75 / 3.00

**Responsible Party**

**Jamie Greiner**  
Sustainability and Campus Outreach Manager  
Nature Center

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## Criteria

## Part 1

Institution has adopted a framework for engaging internal stakeholders (i.e. students, staff, faculty) in governance. The framework includes:

- Representative bodies through which students, staff and/or faculty can each participate in governance (e.g. student council, staff council, faculty senate);

And/or

- Elected student, staff and/or faculty representatives on the institution's highest governing body. To count, representatives must be elected by their peers or appointed by a representative student, staff or faculty body or organization.

## Part 2

Institution has adopted a framework for engaging external stakeholders (i.e. local community members) in the institution's governance, strategy and operations. The framework includes:

- Written policies and procedures to identify and engage local residents in land use planning, capital investment projects, and other institutional decisions that affect the broader community (e.g. development projects that impact adjacent neighborhoods);

And/or

- Formal participatory or shared governance bodies (e.g. seats on the institution's governing body and/or a formally recognized board, council or committee) through which community members representing the interests of the following stakeholder groups can regularly participate in institutional governance:
  - Local government and/or educational organizations;
  - Private sector organizations; and/or
  - Civil society (e.g. non-governmental organizations and non-profit organizations).

The bodies and mechanisms reported for this credit may be managed by the institution (e.g. formal boards, committees, and councils), by stakeholder groups (e.g. independent committees and organizations that are formally recognized by the institution), 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.

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

**Do the institution's students have a representative body through which they can participate in governance (e.g. a student council)? :**

Yes

**Do the institution's students have an elected representative on the institution's highest governing body?:**

Yes

**A brief description of the bodies and mechanisms through which students are engaged in governance, including information to support each affirmative response above:**

Student representatives are appointed from among those who volunteer through the Dean of Students office. They are on most major faculty committees and most search committees. Student Senate consist 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. Students are involved in our accreditation 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. There are students on the Student Affairs committee on the Board of Trustees and they are there by virtue of having been elected to positions in student government.

**Do the institution's staff members have a representative body through which they can participate in governance (e.g. a staff council)?:**

Yes

**Do the institution's non-supervisory staff members have an elected representative on the institution's highest governing body?:**

No

**A brief description of the bodies and mechanisms through which staff are engaged in governance, including information to support each affirmative response above:**

Staff are represented through the Administrative Advisory Council, which have elected representatives. Staff members may serve on Board of Trustee committees by virtue of their position, such as VP's who meet with the committees that correspond to their area of responsibility. However, these are not elected positions.

**Do the institution's teaching and research faculty have a representative body through which they can participate in governance (e.g. a faculty senate)?:**

Yes

**Do the institution's teaching and research faculty have an elected representative on the institution's highest governing body? :**

Yes

**A brief description of the bodies and mechanisms through which teaching and research faculty are engaged in governance, including information to support each affirmative response above:**

We operate through a Faculty Senate structure.

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. The Faculty elects two representatives to the Board of Trustees. They attend meetings and serve on committees but have no vote. Under our Senate System, the Chair of the Senate serves.

**Does the institution have written policies and procedures to identify and engage external stakeholders (i.e. local residents) in land use planning, capital investment projects, and other institutional decisions that affect the community?:**

Yes

**A copy of the written policies and procedures:**

[Shared Governance Policy and Institutional Decision Matrix.pdf](#)



**The policies and procedures:**

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**Does the institution have formal participatory or shared governance bodies through which community members representing the interests of the following stakeholder groups can regularly participate in institutional governance?:**

	Yes or No
Local government and/or educational organizations	Yes
Private sector organizations	Yes
Civil society (e.g. NGOs, NPOs)	Yes

**A brief description of the bodies and mechanisms through which external stakeholders are engaged in institutional governance (including information about each stakeholder group selected above):**

Formal (copied from the Statement of Shared Governance - May 6, 2016)

"Other Constituents: While the official decision-making bodies of the University of Mount Union are the Board, Administration and Faculty, in order for the collaborative decision-making processes of shared governance to be effective, the participation of the students, staff and alumni of the University, in addition to the larger community, shall be included when appropriate. The overall philosophy will be to seek input from those who will be most impacted by the decision."

Members of the Campus Community (Faculty and Staff) are members of the City's Green Commission, which brings together the local government offices and private citizens to collaborate on sustainability issues. In this open forum internal stakeholders of the University are engaged with external stakeholders and are encouraged to solicit feedback and areas of opportunity for collaboration with the University, as to increase the integration of UMU as part of a larger community.

The University is a member of the Chamber of Commerce, which allows easy access and engagement with the private sector organizations to strengthen ties.

Through the Ralph and Mary Regula Center for Public Service and Civic Engagement the University routinely and actively engages with many non-profit organizations within the community, where collaboration and input are highly encouraged in order to integrate the University within the greater community.

**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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# Diversity & Affordability

**Points Claimed** 4.27

**Points Available** 10.00

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	Points
Diversity and Equity Coordination	1.44 / 2.00
Assessing Diversity and Equity	0.00 / 1.00
Support for Underrepresented Groups	2.33 / 3.00
Affordability and Access	0.50 / 4.00

## Diversity and Equity Coordination

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**Score**

1.44 / 2.00

**Responsible Party**

**Ron Holden**

Assistant Dean of Students, Director of Diversity and  
Inclusion  
Office of Diversity and Inclusion

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### Criteria

#### **Part 1**

Institution has a diversity and equity committee, office and/or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights on campus. The committee, office and/or officer may focus on students and/or employees.

#### **Part 2**

Institution makes cultural competence trainings and activities available to students, staff, and/or faculty.

The trainings and activities help participants build the awareness, knowledge and skills necessary to work effectively in cross-cultural situations. Trainings and activities that focus exclusively on awareness, knowledge or skills do not count.

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

**Does the institution have a diversity and equity committee, office, and/or officer tasked to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights on campus?:**

Yes

**Does the committee, office and/or officer focus on students, employees, or both?:**

Both students and employees

**A brief description of the diversity and equity committee, office and/or officer, including purview and activities:**

The Office of Diversity and Inclusion is part of Student Affairs. The Director is also the Assistant Dean of Students.

At the University of Mount Union, issues of diversity are firmly rooted in the University's mission to prepare students for fulfilling lives, meaningful work, and responsible citizenship.

Diversity Statement

At the University of Mount Union, we continuously strive to welcome, accept, and respect all people. We believe that through the union of disparate perspectives, we strengthen our community, facilitate global enlightenment, and enable collective

self-discovery. As such, we embrace diversity and inclusiveness to facilitate the development of ideas, the advancement of global perspectives, and to create a greater understanding and acceptance of all people. We actively promote a diverse and inclusive environment that obliges mutual respect and positive engagement to effectively enrich learning and living for our students, faculty, staff, administration, and community.

As members of the University of Mount Union community, we pledge to:

Acknowledge, respect, honor, and celebrate diversity.

Work together to create an environment that is both diverse and inclusive.

Take these inclusive attitudes with us as we continue our life journeys.

Office main objective is to educate the campus on diversity and advise the diversity student organization. They also celebrate cultural holidays and organize a diversity conference on Mount Union's campus, Not Another Statistic Diversity Conference.

**Estimated proportion of students that has participated in cultural competence trainings and activities (All, Most, Some, or None):**

Some

**Estimated proportion of staff (including administrators) that has participated in cultural competence trainings and activities (All, Most, Some, or None):**

Some

**Estimated proportion of faculty that has participated in cultural competence trainings and activities (All, Most, Some, or None):**

Most

**A brief description of the institution's cultural competence trainings and activities for each of the groups identified above:**

Not Another Statistic Diversity Conference

May Days (Lead by DISC)

DISC Mini grant program

Webinars

**The website URL where information about the programs or initiatives is available:**

<http://www.mountunion.edu/diversity>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**



## Assessing Diversity and Equity

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**Score**

0.00 / 1.00

**Responsible Party**

**Ron Holden**

Assistant Dean of Students, Director of Diversity and  
Inclusion  
Office of Diversity and Inclusion

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### Criteria

Institution has engaged in a structured assessment process during the previous three years to improve diversity, equity, and inclusion on campus. The structured diversity and equity assessment process addresses:

- 1) Campus climate by engaging stakeholders to assess the attitudes perceptions and behaviors of faculty, staff, administrators and students, including the experiences of underrepresented groups;
- 2) Student outcomes related to diversity, equity and success (e.g. graduation/success and retention rates for underrepresented groups); and/or
- 3) Employee outcomes related to diversity and equity (e.g. pay and retention rates for underrepresented groups).

The results of the assessment may be shared with the campus community and/or made publicly available.

An employee satisfaction or engagement survey is not sufficient to meet the campus climate or employee outcome criteria outlined above, but may contribute to the overall structured assessment. Employee satisfaction and engagement surveys are recognized in the *Assessing Employee Satisfaction* credit.

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

### **Has the institution engaged in a structured assessment process during the previous three years to improve diversity, equity and inclusion on campus?:**

No

### **A brief description of the assessment process and the framework, scorecard(s) and/or tool(s) used:**

A structured assessment specific to diversity, equity, and inclusion has not been conducted since 2009. However, the new strategic plan - Compass 2021 has a main goal of "enriching the experience of an increasingly diverse student body". The objectives include: 1) Foster an inclusive culture that is focused on and values diversity, 2) Provide programs and support services for our evolving student body, and 3) Strengthen student success and engagement initiatives. UMU's efforts to serve an increasingly-diverse student body can only succeed long-term through deliberate work to create an inclusive culture that values diversity.

### **Does the assessment process address campus climate by engaging stakeholders to assess the attitudes, perceptions and behaviors of faculty, staff, administrators and students, including the experiences of**

**underrepresented groups?:**

No

**Does the assessment process address student outcomes related to diversity, equity and success (e.g. graduation/success and retention rates for underrepresented groups)?:**

No

**Does the assessment process address employee outcomes related to diversity and equity (e.g. pay and retention rates for underrepresented groups)?:**

No

**A brief description of the most recent assessment findings and how the results are used in shaping policy, programs and initiatives:**

The most recent assessment was conducted in 2009.

**Are the results of the most recent structured diversity and equity assessment shared with the campus community?:**

No

**A brief description of how the assessment results are shared with the campus community:**

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**Are the results (or a summary of the results) of the most recent structured diversity and equity assessment publicly posted?:**

No

**The diversity and equity assessment report or summary:**

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**The website URL where the report or summary is publicly posted:**

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**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**



Data provided by Ronald Holden, Assistant Dean of Students, Director of Diversity and Inclusion and Susan Denning.  
Entered by Jamie Greiner.

## Support for Underrepresented Groups

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**Score**

2.33 / 3.00

**Responsible Party**

**Laura Good**

Assistant Director of Human Resources and Employee  
Benefits Manager  
Human Resources

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### Criteria

Institution has one or more of the following policies, programs or initiatives to support underrepresented groups and foster a more diverse and inclusive campus community:

- 1) A publicly posted non-discrimination statement.
  - 2) A discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.
  - 3) Programs specifically designed to recruit students, staff and/or faculty from underrepresented groups.
  - 4) Mentoring, counseling, peer support, academic support, or other programs to support students, staff and/or faculty from underrepresented groups.
  - 5) Programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members (sometimes known as pipeline programs). 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.)
    - 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.
    - 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 have a publicly posted non-discrimination statement? :**

Yes

**The non-discrimination statement, including the website URL where the policy is publicly accessible:**

Non-Discrimination Statement

The University of Mount Union prohibits discrimination on the basis of race, gender, gender identity or expression, sex, sexual orientation, religion, age, color, creed, national or ethnic origin, veteran status, marital or parental status, pregnancy, disability, or genetic information, in student admissions, financial aid, educational or athletic programs, or employment as now, or may hereafter be, required by university policy and federal or state law.

**Does the institution have a discrimination response protocol or committee (sometimes called a bias response team) 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 protocol or team (including examples of actions taken during the previous three years):**

Here is the Protocol:

Title IX Related Policies and Procedures

Non-Discrimination Statement

The University of Mount Union prohibits discrimination on the basis of race, gender, gender identity or expression, sex, sexual orientation, religion, age, color, creed, national or ethnic origin, veteran status, marital or parental status, pregnancy, disability, or genetic information, in student admissions, financial aid, educational or athletic programs, or employment as now, or may hereafter be, required by university policy and federal or state law.

Statement Regarding Acts of Intolerance and Harassment

As an educational community, Mount Union has made a commitment to work toward a campus that is free from discrimination and that celebrates the diversity of its various community members. The University will not tolerate behavior that in any way undermines the emotional, physical or ethical integrity of any member of its community. Mount Union seeks to protect and enhance the personal safety, dignity, and self-respect of each member of the campus community. Moreover, the University will use its influence to encourage the entire community to treat its students, faculty, staff and affiliated visitors in a manner consistent with the principles of this statement. Academic freedom can only exist when all are free to pursue ideas in a non-threatening, non-coercive atmosphere of mutual respect.

It is imperative that campus community members report acts of intolerance. If these acts go unreported, then the opportunity for assistance and education is lost. Silence perpetuates the idea that there are no problems stemming from intolerant behavior at Mount Union. Any incident of discrimination or harassment that involves race, gender, sexual orientation, religion, disability, age, economic status or national origin should be reported.

Nothing in this document shall be construed to limit an individual's rights to freedom of political or artistic expression, or other expressions of an academic nature. In particular, the expression of political opinions about issues both on campus and in the wider national and international community explicitly does not constitute harassment. Works of art created or presented by students, faculty and other members of the community are similarly protected.

Definition of Harassment

Harassment includes, but is not limited to, any unwelcome verbal or non-verbal conduct directed at an individual or group of individuals due to their race, religion, ethnic origin, gender, sexual orientation, or disability, when such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating,

hostile, or offensive environment for working, learning, or living on campus. Such harassment may occur between any members of the University community. It is a violation of University policies to engage in harassment or to retaliate against anyone bringing forth a complaint of harassment. Knowingly making false accusations of harassment will not be tolerated and may constitute intimidation and harassment and will be responded to as any other case of harassment. Repeated incidents, even where each would not on its own constitute harassment, may collectively constitute harassment under this definition.

## Specific Types of Harassment

Certain forms of harassment tend to occur more frequently in society and are therefore described below in more detail.

### Sexual Harassment

Sexual harassment in all of its manifestations runs counter to the mission of the University of Mount Union and will not be tolerated in the University community. Sexual harassment violates not only the dignity of the individual, but also the integrity of Mount Union. All reports of sexual harassment will be promptly investigated and addressed.

#### Definition

Sexual harassment includes unwelcome sexual advances, requests for sexual favors and other physical or verbal conduct of a sexual nature when it meets any of the following:

1. Submission to such conduct is either explicitly or implicitly made a condition of employment or academic standing or where there is an implied or expressed promise of reward or threat of negative consequence for refusal;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for working learning or living on campus.

#### 2 Examples

Examples of sexual harassment include, but are not limited to:

- Sexual assault;
- Coerced sexual activity;
- Some incidents of physical assault;
- Direct or implied threats that submission to sexual advances will be a condition of employment, work status, promotion, grades, or letters of recommendation;
- Direct propositions of a sexual nature and/or subtle pressure for sexual activity that is unwanted and unreasonably interferes with a person's work or academic environment;
- A pattern of conduct that unreasonably interferes with the work or academic environment (not legitimately related to the subject matter of a course) including:
  - Sexual innuendoes, inappropriate comments or remarks about an individual's clothing, body, or sexual activities;
  - Suggestive or insulting sounds, inappropriate humor and jokes about sex or gender in general; sexual propositions, invitations, or other pressure for sexual intimacy;
  - Inquiries and commentaries regarding a person's sexual activity, experience or orientation;
  - Unwanted patting, pinching, brushing against a person's body, attempted or actual kissing or fondling, or any other inappropriate touching or feeling or staring.

What to do if accused of harassment/sexual misconduct?

- If accused, do not make contact with the reporting student or other involved parties, friends, etc.
- Contact the director of student conduct, who can explain the University's procedures for dealing with harassment/sexual misconduct complaints.

- Resources available for one accused include counseling services, university chaplain, campus safety and security, or the dean of students' office.

## Grievance Procedures for Acts of Intolerance or Harassment

Persons who believe they have been harassed are encouraged to discuss the complaint with the associate dean of students or the director of human resources and employee development. All members of the university community are encouraged to utilize the informal grievance procedures as a means of resolving harassment complaints.

Every attempt will be made to protect any alleged victim from further harassment or injury. The University and persons involved in the investigation will make every effort to maintain the confidentiality of the complaint and the investigation.

## Procedures for Student to Student/Faculty/Staff Member Harassment

### Informal Grievance Procedure

Any campus community member with a complaint of harassment against a student should discuss this complaint with the associate dean of students\*. If appropriate and desired by the complainant, the associate dean of students will arrange a meeting between the two parties and assist in the discussion of the complaint. The complainant has the right to end this informal grievance process at any time and proceed to the formal grievance procedure. If the complainant does not desire an informal meeting, the associate dean of students will assist him/her in the completion of the formal grievance procedure outlined below. The informal grievance procedure will not be used to address complaints that involve sexual assault.

### Formal Grievance Procedure

Any campus community member who wishes to make a formal complaint of harassment against a student should submit a detailed written report about the allegations to the associate dean of students\*. The report should include information about the dates, time, place, participants' names and the harassing behavior. The associate dean of students will discuss the report with the complainant to ensure clear and thorough understanding of the allegations. Every effort will be made to maintain the confidentiality of information regarding the complaint. The associate dean of students, with the knowledge of the complainant, will contact the accused student to discuss the accusation. Investigation of a harassment complaint may include interviewing other persons necessary to obtain sufficient information on which to make a determination of the situation. The accused student will receive written notice of the allegations and the specific violations of the Student Code of Conduct with which the student is being charged.

A hearing will be scheduled before an administrative hearing officer or Student Conduct Board, as assigned by the dean of students or his/her designee. The accused student and the complainant will be afforded all rights outlined in the procedures of the Student Disciplinary Process, which can be found in the Student Handbook.

The hearing officer or Board will make a determination of responsibility based upon the preponderance of evidence. If the accused student is found to be responsible for the alleged harassment, he/she will be sanctioned in accordance with the Student Code of Conduct. Based on Title IX of the 1972 Educational Amendments, the complainant will be informed of the determination of responsibility. However, the Family Educational Right to Privacy Act prohibits the disclosure to the complainant of any sanctions placed against the accused student unless they directly involve the complainant (i.e. letters of apology to complainant, restrictions on contact, etc.), or if the accused student is charged with a crime of violence against the complainant. Disciplinary action shall be taken against any person found to have willfully falsified a claim of harassment. It is also a violation of this policy to retaliate against another member of the campus community for bringing forward a claim of harassment.

## Procedures for Faculty/Staff Member to Student Harassment

## Informal Grievance Procedure

Any student with a complaint of harassment against a faculty or staff member should discuss this complaint with the associate dean of students\*. If appropriate the associate dean of students will contact the director of human resources and employee development to discuss the allegations. If desired by the complainant, the director of human resources and employee development will arrange a meeting between the student and the accused faculty/staff member and assist in the discussion of the complaint. The associate dean of students may act in an advisory role for the student upon his/her request. The complainant has the right to end this informal grievance process at any time and proceed to the formal grievance procedure. If the complainant does not desire an informal meeting, the associate dean of students and the director of human resources and employee development will assist him/her in the completion of the formal grievance procedure outlined below. The informal grievance procedure will not be used to address complaints that involve sexual assault.

## Formal Grievance Procedure

Any student who wishes to make a formal complaint of harassment against a faculty/staff member should submit a detailed written report about the allegations to the director of human resources and employee development \*\*. The report must include information about the dates, times, place, participants' name(s), and the harassing behavior. The director of human resources and employee development will discuss the report with the complainant to ensure clear and thorough understanding of the allegations. Every effort will be made to maintain the confidentiality of information regarding the complaint. The director of human resources and employee development will contact the appropriate vice president and advise him or her of the accusations.

The director of human resources and employee development, with the knowledge of the complainant, will contact the accused to conduct a thorough investigation of the allegations. Investigation of a harassment complaint may include interviewing other persons necessary to obtain sufficient information on which to make a determination of the situation. The director of human resources and employee development will then make a determination if the accusations can be substantiated and, if so, refer the accusations to the appropriate vice president for action in accordance with the guidelines specified in the appropriate personnel handbook. Disciplinary action shall be taken against any person found to have willfully falsified a claim of harassment. It is also a violation of this policy to retaliate against another member of the campus community for bringing forward a claim of harassment.

\* If a student wishes to make a complaint of harassment against the associate dean of students, he/she should discuss the complaint with the dean of students.

\*\* If a student wishes to make a formal complaint of harassment against the director of human resources and employee development, he/she should submit a detailed written report about the allegations to the manager of human resources and payroll.

Procedures for Faculty/Staff Member to Faculty/Staff Member Harassment can be found in the employee and/or faculty handbook available from the Office of Human Resources.

## Title IX

The University of Mount Union is committed to creating an environment free of harassment and sexual misconduct as well as complying with all requirements as set forth by Title IX of the Education Amendments of 1972 (Title IX).

Discrimination on the basis of sex or gender will not be tolerated by any of the University's education programs or activities. This includes, but is not limited to sexual harassment; sexual violence; sex or gender-based bullying; hazing, stalking; relationship violence (including domestic violence and dating violence, as well as failure to provide equal opportunity in admissions, activities, employment or athletics. Sex and gender violations will be addressed by Title IX complaint protocols which are jointly coordinated by the offices of human resources and student affairs.

The University Title IX Co-Coordinators will be informed of, and oversee, all complaints of discrimination. Questions or concerns regarding the University's procedures and Title IX may be directed to any one of the following resources:

Michelle Gaffney, associate dean of students & Title IX co-coordinator  
Hoover Price Campus Center, Office of Student Affairs  
Phone: (330) 823-7288  
E-mail:

[gaffnemi@mountunion.edu](mailto:gaffnemi@mountunion.edu)

Pamela Newbold, director of human resources and staff development & Title IX co-coordinator  
Beeghly Hall, Office of Human Resources  
Phone: (330) 829-6560  
E-mail:

[newbolph@mountunion.edu](mailto:newbolph@mountunion.edu)

Additional Title IX Investigators include:

- Andrew Boothe, associate director of human resources
- Dan MacDuffie, head golf coach and instructor of HPSB
- Sara Sherer, director of residence life
- Leigh Ann Swartz, head women's volleyball coach

Inquires made be made externally to:

Office of Civil Rights (OCR)

U.S. Department of Education

400 Maryland Avenue, SW

Washington DC 20202-1100

Customer Service Hotline: (800) 421-3481

Fax: (202) 453-6012

TDD: (877) 521-2172

Email:

[OCR@ed.gov](mailto:OCR@ed.gov)

Web:

<http://www.ed.gov/ocr>

The University will make a good faith effort to successfully complete the grievance process for complaints of sex discrimination over a period of 60 days or less. The complaining party will receive periodic status updates on the progress of the complaint and any subsequent appeals. During the investigation and/or grievance process for complaints of sex discrimination, the University may take a number of interim actions in order to ensure the preservation of the educational experience and the overall environment of the party bringing the complaint. These actions may include, but are not limited to imposing a no contact order on the responding party; residence hall room change for one or more involved parties; changes

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

in academic schedules or assignments for one or both parties, and interim suspension for the responding party.

## Sexual Misconduct Responder Program

Often when people hear about sexual misconduct or sexual violence, they automatically think about rape. However, sexual misconduct occurs on a continuum. If permission has not been given or the individual does not want to engage in the sexual activity or is tricked, coerced or pressured into the behavior, it is sexual misconduct. It is also sexual misconduct when sexual behavior occurs when a person is unable to give consent due to being under the influence of alcohol or other drugs. There are many decisions a person must make during her/his recovery from being a target of sexual misconduct/violence. University of Mount Union provides services that can assist the student with this process. The Sexual Misconduct Responder Program is designed for this purpose.

What is a sexual misconduct responder?

Sexual misconduct responders are Mount Union faculty and staff members who are trained to help a student who has been the recipient of sexual misconduct understand her/his options. They will not make decisions for the person, but will provide her/him with the knowledge s/he needs to make decisions. The responder who is contacted either goes to the person who calls or makes arrangements to meet her/him. The responder assists the person as s/he addresses the need for counseling, medical and legal issues, and helps with any other concerns the person may have. The most up-to-date list of responders can be found on iRaider at

[http://portal.mountunion.edu/student\\_life/SexualAssaultResponders/Pages/SexualAssaultResponderList.aspx](http://portal.mountunion.edu/student_life/SexualAssaultResponders/Pages/SexualAssaultResponderList.aspx)

Why should someone who has been the recipient of sexual misconduct/violence call a Sexual Misconduct Responder?

By contacting a responder, the person can gain valuable assistance and information to help her/him make the many decisions ahead. She/he will also have someone to support her/him during this challenging time. The responder will provide written materials to the student that explains her/his many options. It is important to note that if a member of the Mount Union community informs a responder about an act of sexual misconduct, she/he may be required, depending on the specifics of the situation, by University policy and by law to report the act to the police and to the Office of Student Affairs. This report does not mean that the student has to make a statement or pursue prosecution; just that the police will be informed of what happened. If the student is unwilling to make a statement, she/he will need to tell the police this directly. The student should be aware that she/he will not be able to control the progress or outcome of a legal investigation, but that her/his wishes will be given serious consideration.

What if someone who has been the recipient of sexual misconduct doesn't want to call a responder?

There are decisions that the person needs to make with or without a responder. The person should give serious consideration to getting assistance from a responder or other trained sexual assault advocate. In case the student who has been the target of sexual misconduct decides to work through this process without the benefit of a responder's assistance, there is additional information below that focuses on the major issues the person will need to address during her/his recovery from this experience.

Who else can someone call for help?



Whether or not the person contacts a responder, in cases of sexual assault or sexual violence it is strongly recommended that she/he call a Rape Crisis Hotline. Workers at such a hotline can answer her/his questions and provide support, hospital advocacy and counseling, as well as, referral to longer-term treatment and help with health, legal, and financial issues.

Why should someone who has been the recipient of sexual misconduct/violence seek counseling?

It is important for someone in this circumstance to speak to a counselor, not because there is something wrong with her/him, but because she/he has been hurt. Having someone who can listen and help the student sort through her/his feelings is an important step toward regaining control of her/his life. One way to receive this kind of counseling is through a Rape Crisis Hotline. Their counseling services are free and can be long-term, if necessary. There are also usually support groups available through these organizations which can be very beneficial for someone who has been through such an experience.

The Office of Counseling Services is also an excellent way for a student to receive free, confidential assistance. The Office of Counseling Services has counselors who can talk with her/him and help in the process of emotional healing. If long-term counseling is needed they will help her/him get additional assistance.

The Office of the Chaplain is another option for emotional support. The chaplain can offer spiritual guidance during this challenging time.

Rape Crisis Hotline - (330) 821-RAPE (7273)

Alliance Area Domestic Violence Shelter (24-Hour Hotline) – (330) 823-7223

American Red Cross Rape Crisis Services of Stark County (24-Hour Hotline) – (330) 452-1111

Community Services of Stark County – 960 W. State Street, Suite 110, Alliance – (330) 821-7478

Domestic Violence Project (24-Hour Hotline) - (330) 453-SAFE (7233)

UMU Office of Counseling Services - (330) 823-2886

UMU Office of the Chaplain - (330) 823-2838

Should someone who has experienced sexual violence seek medical care?

Receiving medical care as soon as possible following a sexual assault or attempted sexual assault is extremely important for two reasons. First, the victim/survivor may have suffered injuries of which she/he is unaware or unable to determine. Testing, treatment and information regarding sexually transmitted diseases or pregnancy may also be needed. Second, if the victim/survivor thinks that there may be any possibility that she/he will wish to pursue prosecuting the offender, a medical/legal examination for the collection of evidence is vital. Having evidence collected does not mean prosecution. The forensic evidence will be stored until there has been an investigation. While certain medical assistance can be received from a number of locations, the only locations where evidence necessary for medical and forensic evaluation can be collected by a Sexual Assault Nurse Examiner (S.A.N.E. program) and secured for legal purposes are both in Canton; at either Aultman Hospital or Mercy Medical Center. For physical evidence to be present and useful, it is best collected as soon after the assault as possible; preferably within 12-24 hours and no later than 48-72 hours. It is best if the sexual assault victim/survivor does not shower, bathe, douche, brush her/his teeth, eat or drink, or change clothing prior to going to the Emergency Room. Doing so will destroy important physical evidence. If the person does take any of the above actions, it does not mean s/he should not go to the hospital. However, evidence collection may not be as productive. If the person changed clothes, she/he should take all

articles of clothing won at the time of the assault to the hospital. These items will need to be retained as evidence. Since the crime of rape/sexual assault is a felony offense, hospital personnel are required by law to report the assault to a law enforcement officer. If the victim/survivor has not already spoken to a law enforcement officer, hospital personnel will notify the police that an assault has occurred. A law enforcement officer will come to the hospital to speak with the victim/survivor. It is always the victim/survivor's right to decide whether or not to talk to law enforcement, but the police officer will want to hear directly from the victim/survivor if s/he is unwilling to make a report. There is no charge for the examination at the hospital if the victim/survivor cooperates with evidence collection. The victim/survivor does not have to request prosecution in order to have the exam for free. If too much time has passed for a hospital exam to be useful, the victim/survivor can also go to her/his own doctor or the Mount Union Student Health Center for an exam and testing for STDs and pregnancy. In addition, STD testing can be conducted at the Alliance City Health Department or Planned Parenthood of Stark County in Canton. The cost of tests at these facilities is based on a sliding scale. Most college students can expect free or extremely reduced costs. Planned Parenthood also conducts pregnancy tests, as does the Alliance Pregnancy Center.

S.A.N.E. (Sexual Assault Nurse Examiner) Services available at the following 2 locations:

Aultman Hospital – 2600 6th Street SW, Canton, OH 44710 – (330) 363-6203

Mercy Medical Center – 1320 Mercy Drive, NW, Canton, OH 44708 – (330) 489-1111 ext. 2170

Alliance Community Hospital - 200 E. State St. - (330) 596-6000

Alliance Health Department - 537 E. Market - (330) 821-7373

Planned Parenthood of Northeast Ohio - 2663 Cleveland Ave. N.W., Canton – (330) 456-7191

University of Mount Union Health Center - (330) 823-2692

Should someone who has been sexually violated report the assault?

Mount Union encourages targets of sexual misconduct/violence to file a report about the incident. By providing the Alliance Police Department and the Office of Student Affairs with information, the student may be able to prevent future such acts against her/himself and others. It is vital that a report is made as soon as possible, particularly if it was a stranger assault. The potential danger to the victim/survivor and the community is higher with stranger assaults. Reporting is not the same as prosecuting. While the investigation and charges placed are not under the control of the victim/survivor, she/he has the opportunity to make her/ his wishes regarding prosecution known. In order to report to the police, the student can call the police department and an officer will meet her/him to take a statement. If the student would rather not have the officer come to her/him, s/he can also go to the police department to make a report. If the student goes to the hospital for an examination, hospital personnel will contact the police and s/he can make a report there. Some students may be reluctant to make a report if they were drinking at the time of the assault, particularly if they are under the legal age for alcohol consumption. Please be aware that University of Mount Union and the Alliance Police Department are more concerned about sexual misconduct than underage drinking.

Alliance Police Department - 470 E. Market - 911 or (330) 821-3131

University of Mount Union Campus Security – 405 W. Simpson Street – (330) 428-1344

If someone is recipient of an act of sexual misconduct by a Mount Union student, on or off campus, the accused student may be charged under the Mount Union Student Code of Conduct. Details of this process can be discussed with the director of student conduct, the dean, or associate dean of students. The decision to place charges is made by the director of student conduct, but the reporting student's wishes are given serious consideration. The University disciplinary

system is an administrative process, not a legal one; therefore, situations that the city prosecutor chooses not to pursue may be able to be addressed through the discipline system.

Director of Student Conduct, Deborah Minton – (330) 823-7288

Dean of Students & Vice President of Student Affairs, John Frazier - (330) 823-2243

Associate Dean of Students & Title IX Co-Coordinator, Michelle Gaffney - (330) 823-7288

Mount Union Sexual Misconduct Responders • Layelle Al-Ghaben, Manzilla diversity intern for academic support

- Morgan Bagley, director of athletic training education and instructor of HPSB
- Andrew Bain, assistant professor of sociology and criminal justice
- Brian Bates, security officer
- Andrew Boothe, associate director of human resources
- Jessie Canavan, director of admission
- Dr. Beth Canfield-Simbro, associate professor of Human Performance & Sport Business
- Kate Carnell, director of student involvement and leadership
- Rev. Marty CashBurless, University chaplain
- Joan Cockrill, administrative assistant for the vice president of business affairs
- Dr. Michelle Collins-Sibley, professor of English and director of the integrative core
- Don Cook, security officer
- Dr. Tamara Daily, professor of psychology and neuroscience
- Corey Davis, security officer
- Theresa Davis, assistant professor of history and Africana studies
- Sarah Dellinger, assistant director of Center for Global Education
- Jessica Douglas, director of first year initiatives
- Debbie Edwards, student accounts representative
- Kyle Fowler, resident director and graduate assistant for student involvement and leadership
- Michelle Gaffney, associate dean of students
- Adina Haight, administrative assistant, department of art, music and theatre
- Bill Ketjen, security officer
- Dr. Michael Knepp, assistant professor of psychology and neuroscience
- Lindsey Laret, assistant director of residence life & student involvement and leadership
- Tammy Lepley, security officer
- Deb Lotsof, professor of theatre
- Dan MacDuffie, head golf coach and instructor of HPSB
- Gina Maida, library circulation manager
- Jennifer Martin, assistant professor of education
- Emily Mason, admission representative
- Emily Mattison, director of student financial services
- Dr. Amy McElhinney, assistant professor of biology
- Deborah Minton, director of student conduct
- Pam Newbold, director of human resources
- Mike Perkins, security officer
- Suzy Pietz, head women's basketball coach and senior women's athletic administrator
- Corey Prendergast, security officer
- Jill Rader, resident director and assistant softball coach
- Phil Rathosky, resident director and graduate assistant for alcohol, drug, and wellness education
- Bryan Robinson, assistant professor of sociology and criminal justice

- Karen Saracusa, director of student accessibility services
- David Schmid, security officer
- Dr. Pete Schneller, professor of education
- Dr. Gwen Gray Schwartz, associate professor of English and director of written and oral communication
- Sara Sherer, director of residence life
- Leigh Ann Swartz, head women's volleyball coach
- Antonio Tate, resident director and graduate assistant for student involvement and leadership
- Craig Theissen, director of academic support
- Keane Toney, director of campus safety
- Anthony Turon, resident director and graduate assistant for first year programs
- Estela Vargas, resident director and graduate assistant for diversity and inclusion
- Michelle Vaughan, assistant professor of psychology
- TJ Wasserman, resident director and graduate assistant for residence life
- Vanessa Worley, assistant professor of physician assistant studies
- Renee Young, Student Accounts Manager

\*\*\* Contact information for the Responders may be found on-line at:

[http://portal.mountunion.edu/student\\_life/SexualAssaultResponders/Pages/SexualAssaultResponderList.aspx](http://portal.mountunion.edu/student_life/SexualAssaultResponders/Pages/SexualAssaultResponderList.aspx)

## Hazing Policy

University of Mount Union prohibits hazing by campus groups and/or individuals. Hazing is defined under Ohio Revised Code as “doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization that causes, or creates a substantial risk of causing, mental or physical harm to a person.” Furthermore, the University defines hazing as any action taken or situation created intentionally, whether on or off campus, to produce mental or physical discomfort, embarrassment, harassment, or ridicule. All acts of hazing by any organization or any of its members are strictly forbidden.

Hazing includes but is not limited to the following:

1. any activity that might reasonably bring embarrassment or emotional harm to the individual;
2. any activity that might reasonably bring physical harm to the individual;
3. any activity that requires an unreasonable or inordinate amount of the individual's time or in any manner impairs the individual's academic efforts;
4. any activity that involves the forced consumption of any liquid or solid matter;
5. any activity that would degrade or otherwise compromise the dignity of the individual; or
6. any requirement that compels an individual to participate in any activity that is illegal, in violation of the rules and regulations of the University, or contrary to the individual's moral and/or religious beliefs.

If a member of the University community becomes aware of incidents of hazing or suspicious behavior, she/he should contact the director of student conduct at (330) 823-7288.

**Does the institution have programs specifically designed to recruit students from underrepresented groups?:**

Yes

**Does the institution have programs specifically designed to recruit staff from underrepresented groups?:**

No

**Does the institution have programs specifically designed to recruit faculty from underrepresented groups?:**

No

**A brief description of the institution's programs to recruit students, staff and/or faculty from underrepresented groups:**

#### AMERICAN MINORITY STUDENT SERVICES

Mount Union is committed to educating men and women of all races in keeping with our mission to prepare students for fulfilling lives, meaningful work, and responsible citizenship. The University of Mount Union offers many services, student organizations, and opportunities to students of minority descent.

#### Minority Achievement Award

The Minority Achievement Award, offered as a result of an on-campus interview and essay competition, is open to incoming freshmen who are African-American, American-Indian or Alaska Native, Hispanic or Latino, Asian-Americans, Native Hawaiian or Pacific Islander and multiracial students. In addition, students who are members of other American minority groups or other groups underrepresented on Mount Union's campus are welcome to submit a brief letter requesting the opportunity to compete. The Minority Achievement Committee will review and respond to all letters received.

#### Office of Diversity and Inclusion

The Office of Diversity and Inclusion serves as a resource for all students and provides assistance for academic, social, cultural, and personal well-being.

#### Wayne Manzilla Diversity Internship Program

Wayne Manzilla graduated in 1888, and was the first African-American to graduate from Mount Union.

In Wayne Manzilla's honor, and in order to diversify the staff at the University, we seek to employ recent minority UMU graduates and help them to complete advanced degrees, which will allow them to assume full-time positions at the University.

To achieve this goal, the University strives to maintain an employment of underrepresented graduates in part-time positions while they complete their graduate degrees. A total annual commitment of 840 hours will be expected of working interns. The hours might be arranged with approximately 20 hours a week during the academic semesters, and 16 weeks of full-time during the summer months.

For more information about the Wayne Manzilla Diversity Internship Program, please contact us at

**Does the institution have mentoring, counseling, peer support, academic support, or other programs to support students from underrepresented groups on campus?:**

Yes

**Does the institution have mentoring, counseling, peer support or other programs to support staff from underrepresented groups on campus?:**

No

**Does the institution have mentoring, counseling, peer support or other programs to support faculty from underrepresented groups on campus?:**

No

**A brief description of the institution's programs to support students, staff and/or faculty from underrepresented groups:**

Center for Student Success  
Counseling Services

**Does the institution have training and development programs, teaching fellowships and/or other programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members?:**

Yes

**A brief description of the institution's programs to support and prepare students from underrepresented groups for careers as faculty members:**

1. We have an internal program (Diversity Internship) which identifies through a competitive process students who have high potential for an academic career and we offer them financial support for securing a graduate degree while they work for the University.

Wayne Manzilla Diversity Internship Program

Wayne Manzilla graduated in 1888, and was the first African-American to graduate from Mount Union.

In Wayne Manzilla's honor, and in order to diversify the staff and faculty at the University, we seek to employ recent minority UMU graduates and help them to complete advanced degrees, which will allow them to assume full-time positions at the University.

To achieve this goal, the University strives to maintain an employment of underrepresented graduates in part-time positions while they complete their graduate degrees. A total annual commitment of 840 hours will be expected of working interns. The

hours might be arranged with approximately 20 hours a week during the academic semesters, and 16 weeks of full-time during the summer months.

A recent example of this is Dr. Kelsey Scanlon. She held the Diversity Internship while at UMU and was able to secure her PhD. and is now a full time Faculty Member of the institution, due to the support provided through this Internship.

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 least as diverse as the population of our region.

**Does the institution produce a publicly accessible inventory of gender-neutral bathrooms on campus?:**

No

**Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:**

Yes

**The website URL where information about the programs or initiatives is available:**

<http://www.mountunion.edu/gender-inclusive-housing>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Data provided by Ronald Holden, Assistant Dean of Students, Director of Diversity and Inclusion, Laura Good, Assistant Director of Human Resources, and Sara Sherer, Director of Residence Life. Entered by Jamie Greiner.

Note: UMU does have gender-neutral bathrooms and single-use bathrooms labeled "restroom", but not a publicly accessible inventory on the UMU website.

## Affordability and Access

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**Score**

0.50 / 4.00

**Responsible Party**

**Michelle Sundstrom**

Vice President for Enrollment Services  
Enrollment Services

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### 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 guide and prepare students and families from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- 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 documents its accessibility and affordability to low-income students as demonstrated by one or more of the following indicators:

1. The percentage of entering students that are low-income (e.g., the percentage of students receiving Pell Grant funds as reported in the U.S. IPEDS Student Financial Aid component or the percentage of students receiving the Canada Student Grant for Students from Low-Income Families)
  2. The graduation/success rate for low-income students
  3. On average, the percentage of need met for students who were awarded any need-based aid (e.g. as reported to the U.S. Common Data Set initiative, item H2)
  4. The percentage of students graduating without interest-bearing student loan debt or for whom no out-of-pocket tuition is required (i.e. the percentage of graduates who have not taken out interest-bearing loans)
- 

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

**Does the institution have policies and programs 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. 99% of our students receive financial aid. \$ 28.9 million was awarded last year in the form of institutional grants or scholarships and the average financial aid award is \$23,683. Mount Union also strives to keep our tuition low. Tuition is 11% below the average cost of tuition when compared to similar private institutions in Ohio. (Information from Michelle Sundstrom) - complete

### **A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:**

Part of the Student Affairs division, the Center for Student Success is focused on assisting students throughout their time at Mount Union to develop skills and behaviors consistent with success in and out of the classroom. All of these programs and services are offered to both traditional and non-traditional students. While we do not target non-traditional or low-income students, they are often service through programs in the Center for Student success, such as some from Academic Support.

While the Office of Academic Support does not facilitate programming designed specifically for students from low-income backgrounds, the Raiders Rise program for conditionally admitted students is focused on serving the characteristics and demographics of this diverse student population that includes student athletes, first-generation students and students from families of many socio-economic statuses.

The Raiders Rise program provides additional support and access to campus resources for conditionally admitted students as they acclimate to life as successful University students. In weekly small-group meetings led by upperclassmen peer mentors, these students learn together how to manage time and use campus resources such as the writing center, tutoring program and professors' office hours as they normalize help-seeking behaviors needed for higher achievement in college courses.

The Raiders Rise program also includes the Success Series, a roster of skill-development workshops on topics like resiliency and persistence, understanding and avoiding academic dishonesty, finding the right major, and the effect of stimulants during high-stress periods like midterms and finals. Part of the Success Series also includes getting new conditionally admitted students to experience diverse parts of campus like theatre productions, visiting guest lecturers and student life activities.

Career Development also facilitates career and job search processes for non-traditional students and alumni. We participate in job fairs (HireOhio) just for seasoned alumni.

Any and all of the Career Development services offered to traditional undergraduate students are also offered for non-traditional students. We remain or explore with them any restrictions, issues or concerns that might affect our services and are more than willing to do email, telephone, or Skype correspondence with them. (Information from Jessica Cunion). - complete

### **A brief description of the institution's programs to guide and prepare students and families 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.

Information from website:

<http://www.mountunion.edu/what-we-do>

## WHAT WE DO

What do participants do and learn in the Great Expectations Program?

## PROGRAMMING FOCUS

Programming for our Summer Enrichment Camp and weekend sessions typically connect with at least one of the following components:

- Academic Enrichment
- Critical Thinking
- Personal Development
- Career Exploration
- College Preparation
- Community Involvement

## HIGHLIGHTS

Students in the program will:

- Tour a variety of colleges and universities
  - Receive assistance with ACT and SAT preparation
  - Tutorial Assistance
  - Participate in a variety of career and college related shadowing experiences
  - Develop and participate in service learning projects
  - Attend an annual week-long residential education enrichment experience
  - Receive weekly counseling on education and personal development
  - Participate in a variety of workshops pertaining to wellness, goal-setting, self-assessment, and study skills
- And So Much More!

## STUDENTS PARTICIPATING IN THIS PROGRAM WILL:

- Develop increased self-confidence and coping skills.
- Become role models for Wilson High School and the Youngstown community.
- Become responsible decision-makers and thinkers.
- Become aware of the advantages that higher education can provide.
- Become aware of college scholarship opportunities.

## The Dowling Mentor Program

The program is nearly 30 years old and was founded in honor of Robert Dowling who was a teacher in Alliance. Prior to 2016, the focus was on mentoring students in grades 7-12 at Alliance High School. The students were chosen by the principal and guidance counselors and spent one on one time with a Mount Union student and participated in monthly group outings. In 2016 the program was revised to focus on working with teens in foster care in the community. Every other Thursday (4:30-6:30pm) teens in foster care join UMU students for dinner, learning, and fun on campus. On the off Thursday's UMU students work with teens at the YMCA from 5-7pm. They help mentor through sports and the six pillars of [stars.aashe.org](http://stars.aashe.org)

Character Counts Program. (Information from Abby Honaker) - complete.

**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 fourth year of the Investment Alliance scholarship program. Beginning in May 2014, the graduating class of Alliance High School's top fifteen ranked students are 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 which supports our diversity and access initiatives. Students are awarded up to \$5,000 per year based on their need and academic credentials. (Information from Michelle Sundstrom). - complete

**A brief description of the institution's 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. Our admissions staff is also more diverse than any time in our history in an effort to relate to students from all backgrounds. (Information from Michelle Sundstrom). - complete

**A brief description of the institution's other policies or programs to make the institution accessible and affordable to low-income students:**

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 to support non-traditional students?:**

No

**A brief description of the institution's 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 the institution's on-site child care facility, partnership with a local facility, and/or**

**subsidies or financial support to help meet the child care needs of students:**

None

**A brief description of the institution's 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 and the Office of Admissions. The current strategic plan - Compass 2021 - has a objective of "Providing programs and support services for our evolving student body (aka non-traditional students). The University will respond to meet the needs of transfer students, commuter students, adults who need a flexible, part-time path to attaining a graduate degree or a career-relevant certification, and international students."

**Does the institution wish to pursue Part 2 of this credit (tracking accessibility and affordability)? (If data is not available, select 'No'):**

No

**The percentage of entering students that are low-income (0-100):**

---

**The graduation/success rate for low-income students (0-100):**

---

**On average, the percentage of need that was met for students who were awarded any need-based aid (e.g. as reported to the U.S. Common Data Set initiative, item H2) (0-100):**

---

**The percentage of students graduating with no interest-bearing student loan debt or for whom no out-of-pocket tuition is required (i.e. the percentage of graduates who have not taken out interest-bearing loans) (0-100):**

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**Estimated percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students (0-100):**

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**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Information from Michelle Sundstrom, Jess Cunion, and Abby Honaker. Information entered by Jamie Greiner.

# Investment & Finance

**Points Claimed** 0.33

**Points Available** 7.00

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Collectively, colleges and universities invest hundreds of billions of dollars. Like other decisions that institutions make, these investments have impacts that are both local and global in scope. Institutions with transparent and democratic investment processes promote accountability and engagement by the campus and community. By using the tools of sustainable investing, institutions can improve the long-term health of their endowments, encourage better corporate behavior, support innovation in sustainable products and services, support sustainability in their community, and help build a more just and sustainable financial system.

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

<b>Credit</b>	<b>Points</b>
Committee on Investor Responsibility	0.00 / 2.00
Sustainable Investment	0.33 / 4.00
Investment Disclosure	0.00 / 1.00

## Committee on Investor Responsibility

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**Score**

0.00 / 2.00

**Responsible Party**

**Patrick Heddleston**

Vice President for Business Affairs and Treasurer  
Business Office

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### Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or equivalent body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting (if the institution engages in proxy voting). The body has multi-stakeholder representation, which means its membership includes faculty, staff, and/or students (and may also 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 a regular part of its agenda.

This credit recognizes committees that regularly make recommendations to fund decision-makers on the institution's external investments. Committees that only have within their purview green revolving loan funds or similar initiatives to fund campus infrastructure improvements and sustainability committees that occasionally make recommendations to fund decision-makers do not count. Student-managed sustainable investment funds, green fees and revolving funds, and sustainable microfinance initiatives are covered in the *Student Life* credit in Campus Engagement.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

**Does the institution have a formally established and active committee on investor responsibility (CIR) that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes?:**

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

**Does the CIR include staff representation?:**

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**Does the CIR include faculty representation?:**

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**Does the CIR include student representation?:**

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**Members of the CIR, including affiliations and role (e.g. student, faculty, staff, alumni):**

N/A

**Examples of CIR actions during the previous three years:**

N/A

**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Data from Patrick Heddleston, Vice President for Business Affairs and Treasurer



### Score

0.33 / 4.00

### Responsible Party

**Michelle Sams**

Assistant Vice President and Controller  
Business Office

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### 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 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

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

**Does the institution wish to pursue Option 1 (positive sustainability investment)?:**

Yes

**Total value of the investment pool:**

105,968,041 US/Canadian \$

**Value of holdings in each of the following categories:**

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	3,709,000 US/Canadian \$
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	1,590,000 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.

**Percentage of the institution's investment pool in positive sustainability investments:**

5.00

**Does the institution wish to pursue Option 2 (investor engagement)?:**

No

**Does the institution have a publicly available sustainable investment policy?:**

No

**A copy of the sustainable investment policy:**

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**The sustainable investment policy:**

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**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:**

---

**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 have a publicly available investment policy with negative screens?:**

No

**A brief description of the negative screens and how they have been implemented:**

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**Approximate percentage of the endowment that the negative screens apply to:**

0

**Does the institution engage in policy advocacy by participating in investor networks and/or engage 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 programs or initiatives is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Data from Michelle Sams and entered by Jamie Greiner.

## Investment Disclosure

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### Score

0.00 / 1.00

### Responsible Party

**Patrick Heddleston**

Vice President for Business Affairs and Treasurer  
Business Office

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### Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

---

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

### Does the institution make a snapshot of its investment holdings available to the public?:

No

### A copy of the investment holdings snapshot:

---

### The website URL where the holdings snapshot is publicly available:

---

### Percentage of the total investment pool included in the snapshot of investment holdings at each of the following levels of detail:

	Percentage (0-100)
Specific funds and/or companies	---
Investment managers and/or basic portfolio composition (i.e. asset classes), but not specific funds or companies	---

### Does the institution engage in proxy voting?:

No

### Are proxy voting records included in the snapshot of investment holdings?:

---

**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Data from Patrick Heddleston, Vice President for Business Affairs and Treasurer

# Wellbeing & Work

**Points Claimed** 3.16

**Points Available** 7.00

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 offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and by acting to protect and positively affect the health, safety and wellbeing of the campus community.

<b>Credit</b>	<b>Points</b>
Employee Compensation	0.00 / 3.00
Assessing Employee Satisfaction	1.00 / 1.00
Wellness Program	1.00 / 1.00
Workplace Health and Safety	1.16 / 2.00

## Employee Compensation

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### Score

0.00 / 3.00

### Responsible Party

**Andrew Boothe**

Manager of Payroll and Compensation Analytics  
Human Resources

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## Criteria

### **Part 1**

More than 75 percent of the institution's employees receive a living wage (benefits excluded).

Include all regular full-time, regular part-time, and temporary (or non-regular) employees (staff and faculty). Institutions may choose to include or omit student workers.

### **Part 2**

Institution is able to verify that more than 75 percent of the employees of contractors that work on-site as part of regular and ongoing campus operations receive a living wage (benefits excluded).

Part 2 is only applicable to institutions that have one or more significant on-site contractors, which may include (but are not limited to) regular providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services (e.g. book and supply stores).

### **Part 3**

Total compensation provided to the institution's lowest paid regular (i.e. permanent) employee or pay grade meets or exceeds the local living wage.

Include regular part-time and full-time workers. Newly hired, entry-level employees may be excluded from Part 3 during the first six months of employment. Institutions may choose to include or omit student workers.

To determine the local living wage::

- U.S. institutions must use the [Living Wage Calculator](#) hosted by the Massachusetts Institute of Technology to look up the living wage for "2 [working] Adults, 2 Children" for the community in which the main campus is located.
- Canadian institutions must use [Living Wage Canada's](#) standards (if a living wage has been calculated for the community in which the main campus is located) or else the appropriate after tax [Low Income Cut-Off \(LICO\)](#) for a family of four (expressed as an hourly wage),
- Institutions located outside the U.S. and Canada must use local equivalents of the above standards if available or else the local poverty indicator for a family of four (expressed as an hourly wage).

For further guidance, see *F. Measurement*.

---



**The local living wage (based on a family of four and expressed as an hourly wage):**

14.48 US/Canadian \$

**Percentage of all employees (regular full-time, regular part-time, and temporary workers) that receive a living wage (benefits excluded) (0-100):**

57

**Does the institution have employees of contractors that work on-site as part of regular and ongoing campus operations?:**

Yes

**Percentage of employees of contractors that work on-site as part of regular and ongoing campus operations that the institution has verified as receiving a living wage (benefits excluded) (0-100; enter '0' if unknown):**

0

**The total compensation provided to the institution's lowest paid regular (i.e., permanent) employee or pay grade meets or exceeds what percentage of the living wage?:**

None of the above (i.e. the lowest paid regular employee or pay grade earns less than the basic living wage for one adult)

**A brief description of the minimum total compensation provided to the institution's lowest paid employee or pay grade, including any in-kind benefits included as part of the total compensation figure :**

\$24,627 - Includes hourly pay, tuition, medical, dental, worker's comp, life insurance, and unemployment. Average percent of salary 28% for a total of \$24,627.

**Has the institution made a formal commitment to pay a living wage?:**

No

**A copy or brief description of the institution's written policy stating its commitment to a living wage:**

---

**Has the institution made a formal commitment to provide a living wage to its student employees and/or graduate teaching/research assistants (e.g. by adopting a student bill-of-rights)?:**

No

**A brief description of the institution's commitment to a student living wage:**

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**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Information from Andrew Booth and Laura Good. Information entered by Jamie Greiner.

## Assessing Employee Satisfaction

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Score	Responsible Party
1.00 / 1.00	<b>Laura Good</b> Assistant Director of Human Resources and Employee Benefits Manager Human Resources

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### Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

---

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

### **Has the institution conducted a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement during the previous three years?:**

Yes

### **Percentage of employees (staff and faculty) assessed, directly or by representative sample (0-100):**

100

### **A brief description of the institution's methodology for evaluating employee satisfaction and engagement:**

Mount Union conducted a survey in the 2015-16 Academic Year of employee satisfaction and engagement in preparation for the development of a New Strategic Plan.

### **A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):**

Based on the feedback attained from the survey the Universities current strategic plan specifically addresses the creation of an effective and collaborative workplace culture. The objectives outlined include: a) establish benchmarks that define a quality-focused campus workplace culture, b) empower open, productive, accessible, and clear communication, c) build, communicate, and ensure compliance with trustworthy policies, d) create a workplace culture that embraces and supports adaptation to mandated and strategic change, e) improve employee morale by improving innovation, collaboration, and

employee empowerment, and f) improve and support faculty and staff diversity. An Administrative Advisory Council was developed for staff feedback/suggestions and the Faculty has adopted a Senate structure to more easily address concerns/issues.

**The website URL where information about the programs or initiatives is available:**

---

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Information from Laura Good and entered by Jamie Greiner.

## Wellness Program

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**Score**

1.00 / 1.00

**Responsible Party**

**Laura Good**

Assistant Director of Human Resources and Employee  
Benefits Manager  
Human Resources

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### Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all students, staff, and/or faculty members.

---

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

**Does the institution have a wellness program that makes counseling, referral, and wellbeing services available to all students?:**

Yes

**Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all staff?:**

Yes

**Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all faculty?:**

Yes

**A brief description of the institution's wellness and/or employee assistance program(s), including information to support each affirmative response above :**

Faculty and staff are invited to participate in the Healthy Campus Initiative, it is not mandatory. Healthy Campus provides monthly newsletters with educational information and offered services. Free Wellness Screens are offered every year to staff and faculty. All staff and faculty, and their spouses have free access to the University Fitness Center.

**The website URL where information about the programs or initiatives is available:**

<https://portal.mountunion.edu/campusoffice/humanresources/Pages/Benefits-Challenge.aspx>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Data from Laura Good and entered by Jamie Greiner.

## Workplace Health and Safety

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**Score**

1.16 / 2.00

**Responsible Party**

**Laura Good**

Assistant Director of Human Resources and Employee  
Benefits Manager  
Human Resources

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### Criteria

#### Part 1

Institution has reduced its total number of recordable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

#### Part 2

Institution has fewer than 6 recordable 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-recordable 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 *F. Measurement*, below, for further guidance on reporting injuries and disease cases.

---

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

**Please enter data in the table below:**

	Performance Year	Baseline Year
Number of recordable workplace injuries and occupational disease cases	8	13
Full-time equivalent of employees	437	381
Number of injuries and cases per FTE employee	0.02	0.03

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

	Start Date	End Date
Performance Year	June 30, 2017	June 30, 2014
Baseline Year	July 1, 2016	June 30, 2013

**A brief description of when and why the workplace health and safety baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):**

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.

**Percentage reduction in workplace injuries and occupational disease cases per FTE employee from baseline (0-100):**

46.35

**Number of workplace injuries and occupational disease cases per 100 FTE employees, performance year:**

1.83

**A brief description of the institution's workplace health and safety initiatives, including how workers are engaged in monitoring and advising on health and safety programs:**

Healthy Campus initiative

Blood borne pathogen annual training

Healthy lifting techniques

MSDS sheets

Safe handling of chemicals

**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Data provided by Laura Good, Assistant Director of Human Resources and entered by Jamie Greiner.



# Innovation & Leadership

## Exemplary Practice

**Points Claimed** 0.00

**Points Available** 0.00

Exemplary practice credits recognize specific initiatives that demonstrate sustainability leadership. Exemplary practices include:

- Emerging best practices that are not otherwise recognized in STARS (e.g. seeking independent review of STARS data prior to submission).
- Initiatives and outcomes that are a step beyond what is recognized in a standard credit (e.g. achieving third party certification for a program or exceeding the highest criterion of an existing credit).
- Exemplary initiatives and outcomes that are only relevant to a minority of institution types or regions (e.g. participation in green hospital networks).
- Exemplary practice credits may be claimed in multiple submissions as long as the criteria are being met at the time of submission.

A catalog of currently available exemplary practice credits is [available on the STARS website](#).

Credit	Points
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# Innovation

**Points Claimed** 0.00

**Points Available** 0.00

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

Credit	Points
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