



# The College of Wooster *STARS REPORT*

**Date Submitted:** Nov. 12, 2013

**Rating:** Silver

**Score:** 45.81

**Online Report:** [The College of Wooster](#)

**STARS Version:** 1.2

# Wait, Wait! Don't Print Me!

To reduce paper consumption, this document has been designed to be browsed quickly and easily on computer screens using Adobe Reader. The following special features have been embedded:

## Moving Around in the Document

- **Summary of Results Links** - Headings in the Summary of Results are links, which can be clicked to take you directly to the referenced page.
- **Bookmarks** - You can jump to segments of the document quickly and easily using the Bookmarks provided in the document. To access the Bookmarks, click on the "Bookmarks" tab on the left side of the Adobe Reader window – it's the icon that looks like a sheet of paper with a blue ribbon hanging over the upper left corner.
- **Pages** - You can quickly go to any page listed in the Table of Contents simply by typing the page number into the box that displays the current page number in the Adobe Reader window, and pressing "Return/Enter."

## Searching

- Adobe Reader's search tool allows you to see the results of your search in a menu format, similar to web search engines. Using the menu, you can choose to go directly to the occurrence of the search term that is most relevant to your interest. To access this search tool, press Shift+Ctrl+F, or choose "Search" from the "Edit" menu.

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.

The STARS framework is intended to engage and recognize the full spectrum of colleges and universities in the United States and Canada – 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.

[STARS 1.0](#), which launched on January 19, 2010, after a three-year development process, is the first version of STARS in which participants can earn a rating.

## 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](#).

# Table of Contents

<b>Summary of Results</b>	<b>5</b>
<b>Education &amp; Research</b>	<b>6</b>
Co-Curricular Education	6
Curriculum	28
Research	45
<b>Operations</b>	<b>52</b>
Buildings	52
Climate	57
Dining Services	64
Energy	76
Grounds	87
Purchasing	94
Transportation	104
Waste	122
Water	136
<b>Planning, Administration &amp; Engagement</b>	<b>147</b>
Coordination and Planning	147
Diversity and Affordability	155
Human Resources	170
Investment	180
Public Engagement	187
<b>Innovation</b>	<b>198</b>
Innovation	198

# Summary of Results

**Score** 45.81

**Rating:** Silver

<b>Education &amp; Research</b>	<b>36.28%</b>
Co-Curricular Education	13.65 / 17.75
Curriculum	12.88 / 51.00
Research	5.31 / 19.00
<b>Operations</b>	<b>49.89%</b>
Buildings	5.00 / 13.00
Climate	5.86 / 16.50
Dining Services	5.11 / 8.25
Energy	6.46 / 16.50
Grounds	2.53 / 3.25
Purchasing	5.05 / 7.50
Transportation	5.28 / 12.00
Waste	10.44 / 12.50
Water	4.04 / 10.25
<b>Planning, Administration &amp; Engagement</b>	<b>51.26%</b>
Coordination and Planning	11.00 / 18.00
Diversity and Affordability	13.75 / 13.75
Human Resources	12.67 / 19.75
Investment	0.00 / 16.75
Public Engagement	10.12 / 24.50
<b>Innovation</b>	<b>0.00</b>
Innovation	0.00 / 4.00

*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.*

# Education & Research

Score 36.28%

## Co-Curricular Education

Points Claimed 13.65

Points Available 17.75

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

Credit	Points
Student Sustainability Educators Program	1.40 / 5.00
Student Sustainability Outreach Campaign	5.00 / 5.00
Sustainability in New Student Orientation	2.00 / 2.00
Sustainability Outreach and Publications	4.00 / 4.00
Student Group	0.25 / 0.25
Organic Garden	0.25 / 0.25
Model Room in a Residence Hall	0.00 / 0.25
Themed Housing	0.25 / 0.25
Sustainable Enterprise	0.00 / 0.25
Sustainability Events	0.25 / 0.25
Outdoors Program	0.25 / 0.25
Themed Semester or Year	Not Applicable

# Student Sustainability Educators Program

---

Score	Responsible Party
1.40 / 5.00	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

## Criteria

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

- Selects or appoints students to serve as educators and formally designates the students as educators,
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or financial support to the program.

This credit focuses on programs for degree-seeking students enrolled in a for-credit program. Continuing education and/or non-credit students are excluded from this credit.

Student clubs or groups, which are covered by *Co-Curricular Education Tier Two Credit 1*, are not eligible for this credit unless the group meets the criteria outlined above.

---

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

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

2,043

## Program name (1st program):

Green Ambassadors

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

573

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

First year seminar professors volunteer 10 minutes of class time for an Ambassador to give a brief overview of sustainability on campus. Their ten minute talk covers everything from the bus system to vegetarian dining to sealing kits for drafty windows in the winter.

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

Student educators are engaged volunteers from within the sustainability programs, be it student groups or independent environmental projects.

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

We had one training session to disseminate and clarify talking points and discuss the bigger picture of this educational program. These students were already capable of answering any questions about sustainability on campus.

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

Sb, the Sustainability Coordinator, contacted and scheduled professors, sought out volunteer educators from a pool of informed students, and ran the training session.

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

---

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

---

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

---

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

---

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

---

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

---

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

---

**The website URL for 2nd program:**

---

**Program name (3rd program):**

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

---

**Number of students to whom peer-to-peer sustainability outreach and education is offered (3rd program):**

---

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

---

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

---

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

---

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

---

**The website URL for 3rd program:**

---

**Program name (All other programs):**

---

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

---

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

---

**A brief description of how the student educators are selected (All other programs):**

---

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

---

**A brief description of the staff and/or other financial support the institution provides to the program (All other**

**programs):**

---

**The website URL for all other programs:**

---

# Student Sustainability Outreach Campaign

---

Score	Responsible Party
5.00 / 5.00	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

## Criteria

Institution holds at least one sustainability-related outreach campaign directed at students. The campaign yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution, a student organization, or students in a course.

To measure if the campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign.

The campaign could take the form of a competition (such as a residence hall conservation competition), or a collective challenge (such as a campus-wide drive to achieve a specific sustainability target).

The campaign may focus on one or more sustainability issues, but educating students is a primary feature of the campaign.

The campaign may reach additional campus members (faculty, staff, visitors, etc.) as long as students are one of the audiences of the campaigns.

The following impacts are not sufficient for this credit:

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

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

## Does the institution hold a campaign that meets the criteria for this credit?:

Yes

## The name of the campaign(s):

Recycling Competition, Do It In The Dark, COWabunga

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

The Recycling Competition was a student initiative that encouraged students to recycle more and rewarded the residential hall that recycled the most over the period of a week. Volunteers weighed the recycling in each hall on campus over the course of a week. In the end, the hall with the largest total weight of recyclable material per person won a pizza party.

Do It in the Dark is a dorm-wide energy competition. The residence hall that the greatest reduction in its kWh/person won a sustainability-themed prize pack, including a reusable bag and water bottle.

COWabunga is the Goodwill donation program that puts a donation bin in every dorm as students move-out at the end of each academic year, from (spring) finals week through Commencement. The bins are picked up periodically; multiple bins are set in high-occupancy halls. Donation totals are recorded annually.

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

The Recycling Competition had an increase in recyclable materials in the residential halls. This corresponds with an increase in diversion rate, assuming the amount of waste generated is consistent.

Do It in the Dark saved 3,700 kWh of energy in the one week of the competition, compared to the average of the previous two weeks.

COWabunga donated 380 items to Goodwill services last year. This year, our goal is 400, but I have yet to hear the total.

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

<http://envs.spaces.wooster.edu/news/>

# Sustainability in New Student Orientation

---

Score	Responsible Party
2.00 / 2.00	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

## Criteria

Institution includes sustainability prominently in its new student orientation activities and programming. Sustainability activities and programming are made available to all new students and are intended to educate about the principles and practices of sustainability.

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context.

As this credit is intended to measure sustainability being infused throughout the institution, program or discipline-level orientations are not included in this credit.

---

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

## Does the institution include sustainability prominently in new student orientation?:

Yes

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

Every first year student goes through one of five summer ARCH sessions, at which they have access to the Sustainability Coordinator and an educational display about our waste disposal system (recycling, compost, electronics, re-use) and alternative transportation options available to all students. This way, first years and their parents have more opportunities to interact with a sustainability professional and ask questions, where they could not in a formal presentation.

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

---

# Sustainability Outreach and Publications

---

Score	Responsible Party
4.00 / 4.00	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

## Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
  - A sustainability newsletter
  - A vehicle to publish and disseminate student research on sustainability
  - Building signage that highlights green building features
  - Food service area signage and/or brochures that include information about sustainable food systems
  - Signage on the grounds about sustainable groundskeeping strategies employed
  - A sustainability walking map or tour
  - A guide for commuters about how to use alternative methods of transportation
  - A guide for green living and incorporating sustainability into the residential experience
  - Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
  - Other
- 

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

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

Yes

## A brief description of the central sustainability website that consolidates information about the institution's sustainability efforts:

The website is a part of Wooster's general website titled "Environmental Sustainability", under the subject of "About Wooster". The website includes specific links to information on the Sustainability Committee, Dining, Grounds, Recycling and the Sustainability Blog.

There is a second website that is in development as the new central location for sustainability information, with more news and events than the main website can stay up to date with. (

<http://envs.spaces.wooster.edu/>

)

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

<http://www.wooster.edu/about/sustainability>

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

Yes

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

The Sustainability Coordinator sends an email called ENV.News that begins "This Week In Sustainability", and lists ways students can get involved and events they can attend, related to environmentalism and sustainability. This newsletter is sent to all sustainability-related listservs, environmental studies minors, and select students who are involved.

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

---

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

Yes

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

The Sustainability Blog acts as a vehicle for information distribution and event advertizement as well as a place for environmental commentary on current events on and off campus. Often, student research is featured.

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

<http://sustainability.scotblogs.wooster.edu/>

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

No

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

---

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

---

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

Yes

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

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

Dining Services has several brochures in both dining halls, one of which is solely about sustainability. It includes information on compost, local purchases, 3rd party certification, and getting rid of cafeteria trays and disposable water bottles.

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

---

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

No

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

---

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

---

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

No

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

---

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

---

**Does the institution have a guide for commuters about how to use alternative methods of transportation?:**

No

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

---

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

---

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

Yes

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

The college has a list of sustainability tips for green living on it's main sustainability page.

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

<http://wooster.edu/about/sustainability/tips>

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

Yes

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

The Sustainability Coordinator has a weekly "Environmental Tip of the Week", related to living sustainably or events happening on campus. In addition, the recent campaigns to get the college climate-neutral and push for greater communication with students has yielded weekly articles this semester.

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

<http://thewoostervoice.spaces.wooster.edu/>

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

Yes

**A brief description of this material:**

One of the bulletin boards by a printing station in the main student center has a calendar of current sustainability events and meetings, as well as information on recycling, compost, electronics, and useful online resources specific to the Wooster campus.

**The website URL for this material:**

---

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

Yes

**A brief description of this material:**

Yes, as part of our campus tree care plan, we place signs indicating the monetary value of our trees. We have identified all of the positive environmental impacts that all the trees on campus provide. We showcase these impacts with signage; these signs are placed around campus several times a year during events. Some examples of what information the signs provide are: CO2 reduction, storm-water management, air quality, energy benefit and aesthetics.

**The website URL for this material:**

---

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

---

**A brief description of this material:**

---

**The website URL for this material:**

---

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

---

**A brief description of this material:**

---

**The website URL for this material:**

---

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

---

**A brief description of this material:**

---

**The website URL for this material:**

---

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

**material):**

---

**A brief description of this material:**

---

**The website URL for this material:**

---

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

---

**A brief description of this material:**

---

**The website URL for this material:**

---

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

---

**A brief description of this material:**

---

**The website URL for this material:**

---

# Student Group

---

Score	Responsible Party
0.25 / 0.25	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

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

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

Yes

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

GreenHouse is a student-led group that adjusts its yearly focus based on the interest of students and the needs of the school. In the past, students led the charge to get rid of trays in the cafeteria. Last year, students successfully petitioned the Board of Trustees to stop burning coal. This year, students succeeded in riding campus of water bottles sold with students' meal plans. GreenHouse also houses the Vegan CoOp.

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

Last spring, students successfully petitioned the Board of Trustees to stop burning coal. GreenHouse funds and runs the Vegan Co-Op, a free vegan meal open to all. They sponsored Reduce Reuse Recycle week, focused around AASHE's Campus Sustainability Day. The Water Bottle Committee, a branch of GreenHouse, has successfully rid campus of disposable water bottle sales with 'Flex' dollars, included in tuition.

## List other student groups that address sustainability:

Bike Club, OFarm, One Earth, WOODS, Peace by Peace

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

<http://www.wooster.edu/students/activities/organizations/special>

# Organic Garden

---

Score	Responsible Party
0.25 / 0.25	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

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

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

Yes

**A brief description of the garden:**

The College of Wooster Learning Garden is a small (roughly 2000 sq ft) garden primarily used by a Sustainable Agriculture class each fall as a combination experimental and personal gardening space. Students have a weekly lab during which they grow fall vegetables such as spinach, beets, and kale, testing different combinations of fertilizers and methods of weed control. Some produce is sold to faculty and staff and all revenues are re-invested in garden and lab materials. The garden is overseen by a faculty member in Environmental Studies. Currently in its second year of production, the near-term goal is to have student researchers also conducting empirical research in the garden over the spring and summer.

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

---

## Model Room in a Residence Hall

---

**Score**

0.00 / 0.25

**Responsible Party**

**Sb Loder**

Sustainability Coordinator

Grounds

---

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

## Themed Housing

---

Score	Responsible Party
0.25 / 0.25	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

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

**Does the institution have sustainability-themed housing (residential floor or hall, or theme house) where residents learn about sustainability together and to which residents must apply?:**

Yes

**A brief description of the themed housing, including name(s) and descriptions of theme(s):**

The 2010-2011 academic year, Sustainability House worked on small house efficiency upgrades and Organic Farm house volunteered their time and labor with local organic farms. 2011-2012, Sustainability House worked on environmental education and sustainability initiatives on campus and Wilderness House volunteered their time and labor with the Wilderness Center in Kidron, OH. 2012-2013, WOODS house teaches grade-school kids responsible outdoor activities and skills, from leave-no-trace to survival techniques, and helps them develop a connection with the environment. 2013-2014, Sustainability Educators program does a variety of educational activities, living in a residence hall suite together.

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

---

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

15

# Sustainable Enterprise

---

**Score**

0.00 / 0.25

**Responsible Party**

**Sb Loder**

Sustainability Coordinator

Grounds

---

**Submission Note:**

These are plans for Fall semester, 2013.

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

# Sustainability Events

---

**Score**

0.25 / 0.25

**Responsible Party**

**Sb Loder**  
Sustainability Coordinator  
Grounds

---

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

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

Yes

**A brief description of the event(s):**

The Energy Panel (10-9) was a panel of professors from different departments talking about the consequences of developing different energy sources. Reduce Reuse Recycle week (10-21 to 10-27) was planned around Campus Sustainability Day. This week included a Walk in the Park, Sustainability Crafts Day, Environmental Scholarship Reception, a lecture on the consequences of Unconventional Shale Gas Drilling, a recycled/found art competition and a free vegan dinner. Meat-Conscious week (Nov 12-16) includes Personal Meatless (or Animal-Free) Monday, the film "American Meat", a community vegan meal and cooking tutorial, and a diet-changing discussion. There is an Earth Day celebration yearly on campus, and we introduced a Climate Carnival this fall, focusing on carbon footprint education.

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

---

# Outdoors Program

---

**Score**

0.25 / 0.25

**Responsible Party**

**Sb Loder**  
Sustainability Coordinator  
Grounds

---

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

**Does the institution have a wilderness or outdoors program that organizes hiking, backpacking, kayaking, or other outings for students and follows Leave No Trace principles?:**

Yes

**A brief description of the program:**

WOODS is one of the older student groups on campus. They have a long tradition of taking outdoors trips over school breaks. "Fall Break" is a 4-day trip, usually to somewhere nearby, like West Virginia or Kentucky, to rock-climb or kayak/canoe and hike. "Spring Break" is a unique opportunity for students to travel across the country, because Wooster's spring vacation is two weeks long. Students usually take advantage of this unusually long break to travel far west in rented vans and personal cars, and stay the whole two weeks camping and couch-surfing in Utah, Nevada, California or Arizona, sometimes multiple states. These trips also provide the opportunity for current students to reach out to WOODS alumni, sometimes with the benefits of food or free lodging. During the school year, weekend trips are organized on the listserv or facebook, usually small groups with small travelling distances. They also organize trips to nearby climbing walls.

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

<https://sites.google.com/site/woodsoutdoorsclub/>

## Themed Semester or Year

---

### Responsible Party

**Sb Loder**

Sustainability Coordinator

Grounds

---

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

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

# Curriculum

**Points Claimed** 12.88

**Points Available** 51.00

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>
Sustainability Course Identification	3.00 / 3.00
Sustainability-Focused Courses	0.79 / 10.00
Sustainability-Related Courses	0.67 / 10.00
Sustainability Courses by Department	2.30 / 7.00
Sustainability Learning Outcomes	0.12 / 10.00
Undergraduate Program in Sustainability	4.00 / 4.00
Graduate Program in Sustainability	Not Applicable
Sustainability Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	0.00 / 2.00
Incentives for Developing Sustainability Courses	0.00 / 3.00

# Sustainability Course Identification

---

Score	Responsible Party
3.00 / 3.00	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

## Criteria

### Part 1

Institution has developed a definition of sustainability in the curriculum. The definition was developed by a committee comprised of at least three faculty members who teach courses in different departments. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

In order to report on other STARS Curriculum credits, the definition of sustainability in the curriculum should distinguish between courses that focus or concentrate on the concept of sustainability throughout the course and courses that relate to an aspect of sustainability or include sustainability as part of the course.

- Sustainability-focused courses concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.
- Sustainability-related courses incorporate sustainability as a distinct course component or module or concentrate on a single sustainability principle or issue.

### Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. A course is either sustainability-focused or sustainability-related; no course should be identified as both sustainability-focused and sustainability-related. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

### Part 3

Institution makes its sustainability course inventory publicly available online. The identification can be incorporated into the course catalog or posted as a stand-alone document.

---

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

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

Yes

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

“Sustainability” is understood as referring to practices that meet the needs of today without compromising the ability to meet those needs in the future, emphasizing the interdependence among economic, social, and ecological needs. Sustainability can and must be approached from multiple disciplinary perspectives, including those of natural science, social science, arts, and humanities. However, individual courses may not include all of these perspectives.

- Sustainability-focused courses concentrate on the concept of sustainability, including its social, economic, and environmental dimensions and the relationships between them; or examine their core content explicitly using sustainability as a lens.
- Sustainability-related courses incorporate sustainability as a distinct course component or unit, or concentrate on a single sustainability principle or issue during the course.

The specific criteria for designation of sustainability-focused courses are:

- Sustainability is a major theme, though not necessarily the sole theme, of the course.
- Explicit reference to sustainability is included in the course syllabus.
- Course learning goals support attainment of at least two of the sustainability competencies and dispositions listed below.
- Students engage in deep and focused exploration of sustainability and its multiple dimensions
- Students consider and practice effective communication of sustainability issues, analysis, and recommendations
- The course enhances student ability to generate recommendations and/or solutions to sustainability problems

The specific criteria for designation of sustainability-related courses are:

- The course explicitly draws connections between its content and sustainability. The connections cannot merely be implied.
- Course learning goals support attainment of at least one of the sustainability competencies and dispositions.
- Students learn how knowledge and methods from a specific field can be applied or made relevant to inquiries about sustainability, and develop their competencies in knowledge and methods of that field.

Sustainability competencies and dispositions include the following:

- Basic grasp of the philosophical or theoretical frameworks through which to view environmental and sustainability issues
- Understanding of historical patterns that have produced modern challenges to sustainability
- Understanding the resources provided by the natural environment, their interactions through life-cycle relations and assessment of their availability and accessibility
- Understanding of the complex social networks, power dynamics, and global systems of power in which sustainability issues exist (i.e., connections between social sciences and sustainability)
- Ability to analyze literature, non-fiction, arts, and architecture that have some bearing on sustainability issues past and present (i.e., connections between humanities and sustainability)
- Understanding of the scientific method and the laws of science and how they apply to natural systems and environmental issues (i.e., connections between natural sciences and sustainability)

**Has the institution identified its sustainability-focused and sustainability-related course offerings?:**

Yes

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

From our Course Catalog, we identified courses that have sustainability as an element of course goals

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

Yes

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

<http://wooster.edu/academics/areas/environmental-studies/courses>

# Sustainability-Focused Courses

---

**Score**

0.79 / 10.00

**Responsible Party**

**Sb Loder**  
Sustainability Coordinator  
Grounds

---

## Criteria

Institution offers sustainability-focused academic courses.

This credit does not include continuing education and extension courses, which are covered by *PAE Credit 21: Sustainability in Continuing Education*.

---

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

## The number of sustainability-focused courses offered :

9

## The total number of courses offered :

1,143

## Number of years covered by the data:

Three

## A list of sustainability-focused courses offered:

ENVS 11000: Science, Society & Environment  
ENVS 20001-20015: Environmental Analysis & Action  
ENVS 20500: Entrepreneurship & the Environment  
ENVS 22000: From Farm to Table: Understanding the Food System  
ENVS 23000: Sustainable Agriculture: Theory & Practice  
ENVS 31000: Sustainable Development: Principles & Practices  
ENVS 40700, 40800: Internship

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

<http://envs.spaces.wooster.edu/course-descriptions/>

## A copy of the sustainability course inventory:

---

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



## Sustainability-Related Courses

---

Score	Responsible Party
0.67 / 10.00	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

### Criteria

Institution offers sustainability-related academic courses.

This credit does not include continuing education and extension courses, which are covered by *PAE Credit 21: Sustainability in Continuing Education*.

---

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

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

23

### The total number of courses offered :

1,143

### Number of years covered by the data:

Three

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

Biology 10000-10005: Topics in Biology  
Biology 20000: Foundations of Biology  
Biology 20200: Gateway to Ecology, Evolution, & Organismal Biology  
Biology 35000: Population & Community Ecology  
Biology 35200: Animal Behavior  
Biology 35600: Conservation Biology  
Chemistry 10103: Chemistry & the Environment – Water  
Chemistry 21600: Environmental Chemistry  
Geology 10500: Geology of Natural Hazards  
Geology 11000: Environmental Geology  
Geology 21000: Climate Change  
Geology 22000: Introduction to Geographic Information Systems (GIS)  
Economics 24000: Environmental & Natural Resource Economics  
History 30141: Problems in History (Environmental History)  
Political Science 20200: Environmental Policy  
Psychology 22500: Environmental Psychology  
[stars.aashe.org](http://stars.aashe.org)

Sociology 20300: Environmental Sociology  
English 16003: Nature & Environmental Writing  
English 24022: Green Romanticism  
Philosophy 21600: Environmental Ethics  
Philosophy 29909: Environment, Justice & Knowledge  
Religion 26911: Religion & the Environment  
Theatre and Dance 44304: Advanced Seminar in the Visual Text: Green Theatre

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

<http://envs.spaces.wooster.edu/course-descriptions/>

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

---

# Sustainability Courses by Department

---

Score	Responsible Party
2.30 / 7.00	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

## Criteria

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

---

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

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

13

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

44

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

Biology  
Chemistry  
Economics  
English  
Environmental Studies  
Geology  
History  
Philosophy  
Political Science  
Psychology  
Religious Studies  
Sociology/Anthropology  
Theatre and Dance

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

---

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

---



# Sustainability Learning Outcomes

---

**Score**

0.12 / 10.00

**Responsible Party**

**Sb Loder**  
Sustainability Coordinator  
Grounds

---

## Criteria

Institution's students graduate from programs that include sustainability as a required learning outcome or include multiple sustainability learning outcomes.

For this credit, learning outcomes at the course level count if the course is required to earn the degree. This credit includes graduate as well as undergraduate programs. For this credit, "programs" include majors, minors, concentrations, certificates, and other academic designations. Programs that include co-curricular aspects may count as long as there is an academic component of the program.

---

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

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

25

**Total number of graduates :**

2,043

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

Environmental Studies Minor

**The website URL where the publicly available sustainability course inventory that includes a list of degree programs that have specified sustainability learning outcomes is available:**

---

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

---

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

---

# Undergraduate Program in Sustainability

---

Score	Responsible Party
4.00 / 4.00	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

## Criteria

Institution offers at least one sustainability-focused undergraduate major, degree program, or equivalent.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a major (e.g. a concentration on sustainable business within the business major) do not count for this credit.

---

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

## Does the institution offer an undergraduate degree program that meets the criteria for this credit?:

Yes

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

Environmental Studies Minor

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

<http://envs.spaces.wooster.edu/requirements/>

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

---

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

---

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

---

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

---

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

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

---

# Graduate Program in Sustainability

---

## Responsible Party

**Sb Loder**

Sustainability Coordinator

Grounds

---

## Criteria

Institution offers at least one sustainability-focused degree program or equivalent for graduate students.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count for this credit as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a degree program (e.g. a concentration on sustainable business within an MBA program) do not count for this credit.

---

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

*Institution offers fewer than 25 distinct graduate programs.*

# Sustainability Immersive Experience

---

Score	Responsible Party
2.00 / 2.00	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

## Criteria

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

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

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

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

---

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

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

Yes

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

<http://www.wooster.edu/academics/offcampus/programs/woosterin/programs/ecuador>

<http://www.wooster.edu/academics/offcampus/programs/woosterin/programs/trinidadtobago>

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

---

# Sustainability Literacy Assessment

---

**Score**

0.00 / 2.00

**Responsible Party**

**Sb Loder**  
Sustainability Coordinator  
Grounds

---

## Criteria

### *Part 1*

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics, not values or beliefs.

### *Part 2*

Institution conducts a follow-up assessment of the same cohort group using the same instrument.

---

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

## Incentives for Developing Sustainability Courses

---

**Score**

0.00 / 3.00

**Responsible Party**

**Sb Loder**  
Sustainability Coordinator  
Grounds

---

### Criteria

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

Incentives may include release time, funding for professional development, and trainings offered by the institution.

Incentives for expanding sustainability offerings in academic, non-credit, and/or continuing education courses count for this credit.

---

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

# Research

**Points Claimed** 5.31

**Points Available** 19.00

This subcategory seeks to recognize institutions that are conducting research related to or focused on sustainability. Conducting research is a major function of many colleges and universities. By researching sustainability issues and refining theories and concepts, higher education institutions can continue to help the world understand sustainability challenges and develop new technologies, strategies, and approaches to address those challenges.

<b>Credit</b>	<b>Points</b>
Sustainability Research Identification	0.00 / 3.00
Faculty Engaged in Sustainability Research	3.86 / 10.00
Departments Engaged in Sustainability Research	1.45 / 6.00
Sustainability Research Incentives	Not Applicable
Interdisciplinary Research in Tenure and Promotion	Not Applicable

# Sustainability Research Identification

---

Score	Responsible Party
0.00 / 3.00	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

## Criteria

### Part 1

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

### Part 2

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

### Part 3

Institution makes its sustainability research inventory publicly available online.

---

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

# Faculty Engaged in Sustainability Research

---

Score	Responsible Party
3.86 / 10.00	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

## Criteria

Institution's faculty members conduct research on sustainability topics.

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

---

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

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

14

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

145

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

Melissa Schultz (chemistry), Paul Edmiston (chemistry), Laura Sirot (biology), Richard Lehtinen (biology), Greg Wiles (geology), Susan Clayton (psychology), James Burnell (economics), Mark Weaver (political science), David McConnell (anthropology), Matthew Mariola (sociology/environmental studies)

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

---

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

---

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

---

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

---

## Departments Engaged in Sustainability Research

---

Score	Responsible Party
1.45 / 6.00	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

### Criteria

Institution's academic departments include faculty members who conduct sustainability research.

Any level of sustainability research by a faculty member in a department is sufficient for this credit.

---

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

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

44

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

8

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

geology, biology, chemistry, psychology, sociology/anthropology, economics, political science, environmental studies

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

---

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

---

# Sustainability Research Incentives

---

## Responsible Party

---

### Criteria

#### Part 1

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

#### Part 2

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

---

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

*Research is not considered during faculty tenure and promotion decisions.*

# Interdisciplinary Research in Tenure and Promotion

---

## Responsible Party

---

### Criteria

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

---

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

*Research is not considered during faculty tenure and promotion decisions.*

# Operations

Score 49.89%

## Buildings

Points Claimed 5.00

Points Available 13.00

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.

Credit	Points
Building Operations and Maintenance	0.00 / 7.00
Building Design and Construction	3.00 / 4.00
Indoor Air Quality	2.00 / 2.00

# Building Operations and Maintenance

---

**Score**

0.00 / 7.00

**Responsible Party**

**Doug Laditka**

Director of Facilities and Physical Plant Operations.  
Physical Plant

---

## Criteria

Institution owns and operates buildings that are:

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

and/or

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

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

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

# Building Design and Construction

---

Score	Responsible Party
3.00 / 4.00	<b>Doug Laditka</b> Director of Facilities and Physical Plant Operations. Physical Plant

---

## Criteria

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

1) Certified under the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems,

and/or

2) Designed and built in accordance with green building guidelines and policies that cover the following topics:

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

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

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

125,000 *Square Feet*

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

0 *Square Feet*

## **New building space that is LEED Certified :**

0 *Square Feet*

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

0 *Square Feet*

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

125,000 *Square Feet*

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

*0 Square Feet*

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

---

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

---

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

---

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

---

**The names of all buildings that are certified under the LEED for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems:**

The Scot Center is LEED certified Gold.

<http://www.woosterathletics.com/scotcenter/index>

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

---

# Indoor Air Quality

---

Score	Responsible Party
2.00 / 2.00	<b>Doug Laditka</b> Director of Facilities and Physical Plant Operations. Physical Plant

---

## Criteria

Institution has adopted an indoor air quality management policy, plan, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints. Policies and plans adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

---

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

## Occupied building space covered by an indoor air quality plan, policy, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints :

1,878,848 *Square Feet*

## Total occupied building space :

1,878,848 *Square Feet*

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

Our indoor air quality policy reviews the purpose, the location of the written policy, prevention, reporting problems, investigation, and updating of the spaces in the report.

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

<http://www3.wooster.edu/plant/indoor-air-policy.pdf>

# Climate

**Points Claimed** 5.86

**Points Available** 16.50

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas emissions. Global warming is expected to have myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are expected to be particularly pronounced for poor communities and countries.

<b>Credit</b>	<b>Points</b>
Greenhouse Gas Emissions Inventory	1.00 / 2.00
Greenhouse Gas Emissions Reduction	4.86 / 14.00
Air Travel Emissions	0.00 / 0.25
Local Offsets Program	0.00 / 0.25

# Greenhouse Gas Emissions Inventory

---

Score	Responsible Party
1.00 / 2.00	<b>Doug Laditka</b> Director of Facilities and Physical Plant Operations. Physical Plant

---

## Criteria

### Part 1

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

### Part 2

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

---

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

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

<http://sustainability.scotblogs.wooster.edu/2013/11/12/from-sbs-desk-greenhouse-gas-emissions/>

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

Yes

### Does the inventory include emissions from air travel?:

No

### Does the inventory include emissions from commuting?:

No

### Does the inventory include embodied emissions from food purchases?:

No

### Does the inventory include embodied emissions from other purchased products?:

No

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

No

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

No

**If yes, please specify:**

---

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

---

**If yes, please specify :**

---

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

---

**If yes, please specify :**

---

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

---

**If yes, please specify :**

---

# Greenhouse Gas Emissions Reduction

---

**Score**

4.86 / 14.00

**Responsible Party**

**Doug Laditka**

Director of Facilities and Physical Plant Operations.  
Physical Plant

---

## Criteria

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

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

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

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

---

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

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

22,205.47 Metric Tons of CO2 Equivalent

## Off-site, institution-catalyzed carbon offsets generated, 2005:

0 Metric Tons of CO2 Equivalent

## Third-party verified carbon offsets purchased, 2005:

0 Metric Tons of CO2 Equivalent

## On-campus residents, 2005:

1,683

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

633

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

36

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

16,580.36 *Metric Tons of CO2 Equivalent*

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

0 *Metric Tons of CO2 Equivalent*

**Carbon offsets purchased, performance year:**

0 *Metric Tons of CO2 Equivalent*

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

Jan1- Dec31 2012

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

2,033

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

584

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

36

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

Jan1- Dec31 2012

## Air Travel Emissions

---

Score	Responsible Party
0.00 / 0.25	<b>Doug Laditka</b> Director of Facilities and Physical Plant Operations. Physical Plant

---

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

## Local Offsets Program

---

Score	Responsible Party
0.00 / 0.25	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

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

# Dining Services

**Points Claimed** 5.11

**Points Available** 8.25

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water, which has potentially dangerous impacts on wildlife and human health. Furthermore, the often long-distance transportation of food to institutions produces greenhouse gas emissions and other pollution. Additionally, farm workers are often paid substandard wages, subjected to harsh working conditions, and exposed to dangerous pesticides. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly farming methods; and help alleviate poverty for farmers.

Please note that while dining services can also play an important role in conserving energy and water, reducing waste, and purchasing environmentally preferable materials other than food, STARS measures these impacts across the institution instead of by department; therefore, the benefits of these actions are captured in the Energy, Water, Waste, and Purchasing subcategories, respectively.

<b>Credit</b>	<b>Points</b>
Food and Beverage Purchasing	3.36 / 6.00
Trayless Dining	0.25 / 0.25
Vegan Dining	0.25 / 0.25
Trans-Fats	0.25 / 0.25
Guidelines for Franchisees	Not Applicable
Pre-Consumer Food Waste Composting	0.25 / 0.25
PostConsumer Food Waste Composting	0.25 / 0.25
Food Donation	0.00 / 0.25
Recycled Content Napkins	0.25 / 0.25
Reusable Container Discounts	0.25 / 0.25
Reusable To-Go Containers	0.00 / 0.25

# Food and Beverage Purchasing

---

Score	Responsible Party
3.36 / 6.00	<b>Chuck Wagers</b> Director of Campus Dining Services Campus Dining Services

---

## Criteria

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

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

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

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

---

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

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

28

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

Dining halls and MacLeod's coffee bar & convenience store offer products from area farmers supplied by Local Roots Cafe & Market, Wooster, Ohio. Dining hall menus feature fresh locally grown produce such as tomatoes, peaches, pears, grapes, strawberries, corn, beans, apples, squashes, and potatoes supplied by local farmers and our Prime Vendor. Dining hall menus feature locally produced cheese, chicken, meats, and dairy. Fresh chicken is all-natural, growth hormone and steroid free. Liquid milk is locally produced and is rBST-Free. Dining halls and Mom's Truckstop exclusively offers Wooster Blend certified organic, fair trade coffee roasted by a family owned company in Ohio.

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

<http://www.wooster.edu/students/dining/sustainable>

# Trayless Dining

---

Score	Responsible Party
0.25 / 0.25	<b>Chuck Wagers</b> Director of Campus Dining Services Campus Dining Services

---

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

**Does the institution have a trayless dining program in which trays are removed from or not available in dining halls?:**

Yes

**A brief description of the trayless dining program:**

The dining halls have been converted to allow for trayless dining and has eliminated the use of cafeteria trays- saving energy, water, chemical use, and staff handling time by not washing cafeteria trays.

**List the year the program was started:**

Aug. 1, 2009

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

100

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

100

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

100

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

100

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

<http://www.wooster.edu/students/dining/sustainable>

## Vegan Dining

---

**Score**

0.25 / 0.25

**Responsible Party**

**Chuck Wagers**

Director of Campus Dining Services  
Campus Dining Services

---

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

**Does the institution offer diverse, complete-protein vegan dining options during every meal?:**

Yes

**A brief description of the vegan dining program:**

Vegetarian and vegan selections are available at each dining hall meal and at each retail location.

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

<http://www.wooster.edu/students/dining/nutrition>

## Trans-Fats

---

Score	Responsible Party
0.25 / 0.25	<b>Chuck Wagers</b> Director of Campus Dining Services Campus Dining Services

---

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

**Does the institution use frying oil that does not include trans-fats and seek to avoid foods that include trans-fats in its dining operations?:**

Yes

**A brief description of the trans-fats avoidance program, policy, or practice:**

An olive/canola oil blend is used for cooking. Trans-fat free frying oil is used for frying at Lowry and Mom's Truck Stop and all frying oil is recycled for use as fuel for select campus vehicles. Trans-fat free grill shortening is used for cooking.

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

<http://www.wooster.edu/students/dining/nutrition>

## Guidelines for Franchisees

---

### Responsible Party

---

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

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

# Pre-Consumer Food Waste Composting

---

Score	Responsible Party
0.25 / 0.25	<b>Chuck Wagers</b> Director of Campus Dining Services Campus Dining Services

---

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

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

Yes

**A brief description of the pre-consumer food waste composting program:**

Pre-consumer food waste is collected throughout the main dining hall kitchen and delivered daily to the local compost facility along with the post-consumer food waste

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

75

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

85

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

10

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

25

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

<http://www.wooster.edu/students/dining/sustainable>

# PostConsumer Food Waste Composting

---

Score	Responsible Party
0.25 / 0.25	<b>Chuck Wagers</b> Director of Campus Dining Services Campus Dining Services

---

## Submission Note:

<http://www.youtube.com/watch?v=2ziDEnSjS68>

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

## Does the institution have a postconsumer food waste composting program?:

Yes

## A brief description of the postconsumer food waste composting program:

Post-consumer food waste is collected by way of the dining hall conveyor and pulper, and delivered daily to the local compost facility along with the pre-consumer food waste

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

75

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

85

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

10

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

25

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

<http://www.wooster.edu/students/dining/sustainable>

## Food Donation

---

**Score**

0.00 / 0.25

**Responsible Party**

**Chuck Wagers**

Director of Campus Dining Services

Campus Dining Services

---

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

## Recycled Content Napkins

---

**Score**

0.25 / 0.25

**Responsible Party**

**Chuck Wagers**

Director of Campus Dining Services

Campus Dining Services

---

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

**Does the institution use recycled content napkins in its dining service operations?:**

Yes

**A brief description of the purchasing behavior:**

We purchase only napkins made with 100% unbleached, recycled materials for all student dining locations.

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

<http://www.wooster.edu/students/dining/sustainable>

## Reusable Container Discounts

---

**Score**

0.25 / 0.25

**Responsible Party**

**Chuck Wagers**

Director of Campus Dining Services  
Campus Dining Services

---

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

**Does campus dining operations offer discounts to customers who use reusable mugs instead of disposable cups in to-go food service operations?:**

Yes

**A brief description of the reusable mug program:**

Any student, faculty or staff member can obtain a mug and receive a beverage discount by swiping their COW Card to check out a mug when visiting MacLeod's, Old Main Cafe, or Mom's Truckstop. The mug can be returned at any time to one of those locations, and checked back in by swiping your COW Card. The mug will be washed and sanitized, and available for future use. There will be only one mug available per person, free of charge so you cannot check out an infinite number of mugs. Additional mugs are available for purchase.

**Amount of the discount offered for using reusable mugs:**

0.25

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

---

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

<http://www.wooster.edu/students/dining/sustainable>

## Reusable To-Go Containers

---

**Score**

0.00 / 0.25

**Responsible Party**

**Chuck Wagers**

Director of Campus Dining Services  
Campus Dining Services

---

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

# Energy

**Points Claimed** 6.46

**Points Available** 16.50

This subcategory seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global warming. Global warming is expected to have myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are expected to be particularly pronounced for poor communities and countries. In addition to causing global warming, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil and gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower floods habitat and disrupts fish migration.

Implementing conservation measures and switching to renewable sources of energy can help institutions save money and protect them from utility rate volatility. Renewable energy may be generated locally and allow campuses to support local economic development. Furthermore, institutions can help shape markets by creating demand for cleaner, renewable sources of energy.

<b>Credit</b>	<b>Points</b>
Building Energy Consumption	4.89 / 8.00
Clean and Renewable Energy	0.07 / 7.00
Timers for Temperature Control	0.25 / 0.25
Lighting Sensors	0.25 / 0.25
LED Lighting	0.25 / 0.25
Vending Machine Sensors	0.25 / 0.25
Energy Management System	0.25 / 0.25
Energy Metering	0.25 / 0.25

# Building Energy Consumption

---

Score	Responsible Party
4.89 / 8.00	<b>Doug Laditka</b> Director of Facilities and Physical Plant Operations. Physical Plant

---

## Criteria

Institution has reduced its total building energy consumption per gross square foot of building space compared to a 2005 baseline.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

---

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

## Total building energy consumption, 2005:

254,627.74 MMBtu

## Building space, 2005 :

1,763,510 Gross Square Feet

## Total building energy consumption, performance year:

188,441.40 MMBtu

## Building space, performance year:

1,878,848 Gross Square Feet

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

1-1-12 to 12-31-12

# Clean and Renewable Energy

---

**Score**

0.07 / 7.00

**Responsible Party**

**Doug Laditka**

Director of Facilities and Physical Plant Operations.  
Physical Plant

---

## Criteria

Institution supports the development and use of clean and renewable energy sources using any one or combination of the following options.

Option 1: Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here). The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Option 2: Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.

Option 3: Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.

Option 4: Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

Option 5: Using cogeneration technologies to generate electricity more efficiently. Note: generating electricity using cogeneration technology and a renewable fuel, such as biomass, is considered Option 1 and should not be counted twice.

Since this credit is intended to recognize institutions that are generating new sources of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution count for this credit.

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies are captured by *OP Credit 5: Greenhouse Gas Emissions Reductions* and *OP Credit 7: Building Energy Consumption*.

Transportation fuels, which are covered by *OP Credit 14: Campus Fleet*, are not included in this credit.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU

---

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

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

1,109.50 MMBtu

**Option 2: Non-electric renewable energy generated:**

0 MMBtu

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

0 MMBtu

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

0 MMBtu

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

2,798.50 MMBtu

**Total energy consumed during the performance year :**

188,441.40 MMBtu

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

We generate electricity with a solar array on the roof of our athletic facility.

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

---

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

---

**A brief description of RECs or other similar renewable energy products purchased during the previous year, including contract timeframes:**

---

**A brief description of cogeneration technologies deployed:**

We use a back-pressure turbine operating on high-pressure to low-pressure steam

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

---

## Timers for Temperature Control

---

**Score**

0.25 / 0.25

**Responsible Party**

**Doug Laditka**

Director of Facilities and Physical Plant Operations.  
Physical Plant

---

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

**Does the institution use timers to regulate temperatures based on occupancy hours in at least one building?:**

Yes

**A brief description of the technology used:**

Centralized building automation system utilizes occupied and unoccupied schedules across campus.

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

---

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

---

# Lighting Sensors

---

Score	Responsible Party
0.25 / 0.25	<b>Doug Laditka</b> Director of Facilities and Physical Plant Operations. Physical Plant

---

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

**Does the institution use motion, infrared, and/or light sensors to reduce energy use for lighting in at least one building?:**

Yes

**A brief description of the technology used:**

Lighting occupancy sensors utilized in all academic, administrative and residential halls.

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

---

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

---

# LED Lighting

---

Score	Responsible Party
0.25 / 0.25	<b>Doug Laditka</b> Director of Facilities and Physical Plant Operations. Physical Plant

---

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

**Does the institution use Light Emitting Diode (LED) technology in at least one lighting application? LED applications in exit signs and remote controls do not count for this credit.:**

Yes

**A brief description of the technology used:**

New exterior post fixtures at the Scot Center and LED ceiling fixtures in Andrews (residential) Hall.

**The percentage of building space with LED lighting:**

---

**The percentage of parking deck space with LED lighting:**

---

**The percentage of outdoor space that uses LED lighting:**

---

**The percentage of building space with efficient, non-LED lighting (compact fluorescent, automatic daylight shutoff, or other energy-saving features):**

95

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

---

## Vending Machine Sensors

---

Score	Responsible Party
0.25 / 0.25	<b>Doug Laditka</b> Director of Facilities and Physical Plant Operations. Physical Plant

---

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

**Has the institution installed vending machine motion sensors for at least one vending machine?:**

Yes

**A brief description of the technology used:**

All vending machines on campus have motion/occupancy sensors.

**The percentage of vending machines with sensors:**

100

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

---

# Energy Management System

---

Score	Responsible Party
0.25 / 0.25	<b>Doug Laditka</b> Director of Facilities and Physical Plant Operations. Physical Plant

---

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

**Does the institution use a centralized energy management system that allows it to track energy consumption and performance in multiple buildings in a central location?:**

Yes

**A brief description of the management system:**

Automated Logic building automation system serves as the central system for HVAC across campus' major buildings

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

---

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

Chillers, boilers, air handlers, VAV boxes... general mechanical equipment.

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

---

# Energy Metering

---

Score	Responsible Party
0.25 / 0.25	<b>Doug Laditka</b> Director of Facilities and Physical Plant Operations. Physical Plant

---

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

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

Yes

**A brief description of the metering system:**

Electric, steam, gas, and water meters are installed in numerous buildings across campus. A dozen electric and steam meters for the largest energy-using buildings are tied to the central building automation systems.

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

100

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

---

# Grounds

**Points Claimed** 2.53

**Points Available** 3.25

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

<b>Credit</b>	<b>Points</b>
Integrated Pest Management	1.28 / 2.00
Native Plants	0.25 / 0.25
Wildlife Habitat	0.25 / 0.25
Tree Campus USA	0.25 / 0.25
Snow and Ice Removal	0.25 / 0.25
Landscape Waste Composting	0.25 / 0.25

# Integrated Pest Management

---

Score	Responsible Party
1.28 / 2.00	<b>Beau Mastrine</b> Director of Grounds Campus Grounds

---

## Criteria

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

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

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

## The size of the campus grounds :

250 Acres

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

160 Acres

## A brief description of the IPM plan(s) :

Weed control is done by spot-treating unwanted vegetation. Insect control is done on plant material when the threshold of aesthetic value is jeopardized. Insect control on turf has a preventative plan. Disease control on the golf course greens and natural turf athletic fields also has a preventative plan. Turf is fertilized using slow release and combination products. Isolated plant material is fertilized at point of installation. Soil samples are collected on an annual basis. New plants are on a fertilization plan for the first few years. New varieties of turfgrass and plants less susceptible to insects and disease are installed, along with drought tolerant species. Insects are monitored yearly.

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

---

## Native Plants

---

Score	Responsible Party
0.25 / 0.25	<b>Beau Mastrine</b> Director of Grounds Campus Grounds

---

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

### **Does the institution prioritize the use of native plant species in landscaping?:**

Yes

### **A brief description of the native plant program, policy, or practice:**

Different varieties of native plants are used in support of commonly used landscape plants. Some of our campus trees are hundreds of years old and of several native varieties. Over the past 15 years we have made strong efforts to incorporate additional native trees with in the landscape.

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

---

## Wildlife Habitat

---

Score	Responsible Party
0.25 / 0.25	<b>Beau Mastrine</b> Director of Grounds Campus Grounds

---

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

**Does the institution have programs in place to protect and/or create wildlife habitat on institution-owned land?:**

Yes

**A brief description of the wildlife habitat program, policy, or practice:**

We have birdhouses on the golf course and butterfly gardens using native plants on campus.

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

---

# Tree Campus USA

---

Score	Responsible Party
0.25 / 0.25	<b>Beau Mastrine</b> Director of Grounds Campus Grounds

---

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

## Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program?:

Yes

## A brief description of the institution's Tree Campus USA program:

We have a Campus Tree Advisory Committee of 2 students, 2 professors, 2 staff members and 1 community member. They work closely with 7 state officials, research professors and private consultants.

Our Tree Care Plan consists of tree care and protection plans, damage assessment, prohibited practices, arboricultural terms and communication strategies.

The College spends \$35,000 every year on tree care and plantings. The grounds department monitors gypsy moths on campus by counting caterpillars. Student workers help count and document the data. Grounds also helps with first year student orientation and partners with the OARDC with planting trees and landscape maintenance.

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

---

## Snow and Ice Removal

---

**Score**

0.25 / 0.25

**Responsible Party**

**Beau Mastrine**  
Director of Grounds  
Campus Grounds

---

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

**Has the institution implemented technologies or strategies to reduce the environmental impacts of snow and ice removal?:**

Yes

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

13 grounds department employees are on call 24/7 to plow and/or brush campus parking lots and sidewalks. The buildings are hand-shoveled and ice melt is used on all ramps and at all doors. Parking lots receive road salt at 0.003lbs/sf, sidewalks receive road salts at 0.06lbs/sf, buildings receive blended ice melt (safe on vegetation and concrete) at 0.02lbs/sf and liquid de-icer on buildings and sidewalks is all natural and biodegradable (1gal/500sf).

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

---

# Landscape Waste Composting

---

Score	Responsible Party
0.25 / 0.25	<b>Beau Mastrine</b> Director of Grounds Campus Grounds

---

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

**Does the institution compost or mulch waste from grounds keeping, including grass trimmings?:**

Yes

**A brief description of the composting or mulching program:**

The College of Wooster composts all of its landscape waste on a yearly basis. We store all material and contract a debris grinding contractor to mulch the waste once a year. Double-ground mulch is the only material made from the landscape waste. 2012 produced 1500 yards of premium double-ground mulch.

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

100

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

0

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

---

# Purchasing

**Points Claimed** 5.05

**Points Available** 7.50

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>
Computer Purchasing	2.00 / 2.00
Cleaning Products Purchasing	1.70 / 2.00
Office Paper Purchasing	1.10 / 2.00
Vendor Code of Conduct	0.00 / 1.00
Historically Underutilized Businesses	0.00 / 0.25
Local Businesses	0.25 / 0.25

# Computer Purchasing

---

Score	Responsible Party
2.00 / 2.00	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

## Criteria

### Part 1

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

### Part 2

Institution purchases Electronic Product Environmental Assessment Tool (EPEAT) Silver and/or Gold registered products for standard desktop and notebook/laptop computers and monitors. This credit does not include specialized computers for which no EPEAT certified products are available.

---

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

## Does the institution have an institution-wide stated preference to purchase EPEAT Silver or higher computers and monitors?:

Yes

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

<http://www.technology.spaces.wooster.edu/personal-technology-purchases/>

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

Technology purchasing is centralized through IT, departments are required to go through IT to purchase technology. As a result, only our standard models are purchased on campus.

We partner with Apple, Lenovo and Dell for our standard models, companies with long established policies designed to produce energy-efficient computing equipment. We recommend those models to our students for purchase as well.

## Does the institution wish to pursue points for Part 2 of this credit (expenditures on EPEAT computers)?:

Yes

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

234,833.03 *US/Canadian \$*

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

0 *US/Canadian \$*

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

234,833.03 *US/Canadian \$*

# Cleaning Products Purchasing

---

Score	Responsible Party
1.70 / 2.00	<b>Ken Fletcher</b> Director of Custodial Services Service Center

---

## Criteria

### Part 1

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogo™ certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning products. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

### Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or EcoLogo certified cleaning products. This credit does not include cleaning products for which no Green Seal or EcoLogo certified products are available.

---

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

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

Yes

**The website URL where the green cleaning product purchasing policy, directive, or guidelines are posted:**

<http://www3.wooster.edu/plant/default.php>

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

The Department of Custodial Services is committed to a program of Green Seal and/or EcoLogo accredited, sustainable products. The department utilizes a dilution control system with green seal product certifications to standardize our campus operations in an environmentally friendly workplace.

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

Yes

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

187,000 US/Canadian \$

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

**Total expenditures on cleaning products :**

234,000 *US/Canadian \$*

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

---

# Office Paper Purchasing

---

Score	Responsible Party
1.10 / 2.00	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

### *Part 2*

Institution purchases recycled content office paper.

---

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

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

Yes

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

<http://www.boiseinc.com/boise/products/office/aspen/aspen30.html>

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

All paper purchasing is controlled through IT. We have standardized our paper ordering to offer one product to campus: Boise Aspen30, which is 30% recycled material. We worked with Office max and Boise Inc to obtain receive direct shipment from the manufacturer by ordering 5 pallets at a time, which directly reduces the carbon footprint of our orders by eliminating the supply chain.

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

Yes

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

0 US/Canadian \$

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

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

36,273 US/Canadian \$

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

0 US/Canadian \$

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

0 US/Canadian \$

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

0 US/Canadian \$

**Total expenditures on office paper :**

36,273 US/Canadian \$

## Vendor Code of Conduct

---

Score	Responsible Party
0.00 / 1.00	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

### Criteria

Institution has and acts on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business. Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

---

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

## Historically Underutilized Businesses

---

**Score**

0.00 / 0.25

**Responsible Party**

**Sb Loder**

Sustainability Coordinator

Grounds

---

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

## Local Businesses

---

Score	Responsible Party
0.25 / 0.25	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

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

**Does the institution give preference to local products and businesses in its purchasing decisions? Local food purchases, which are covered in OP Credit 6: Food Purchasing, are not included in this credit.:**

Yes

**A brief description of the program:**

We send out RFPs to the surrounding area for most contracted services. The RFPs involve both goods and services. This past year, we requested furniture for our new athletic facility and renovated library areas from Ohio companies.

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

---

# Transportation

**Points Claimed** 5.28

**Points Available** 12.00

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	0.15 / 2.00
Student Commute Modal Split	3.98 / 4.00
Employee Commute Modal Split	0.15 / 3.00
Bicycle Sharing	0.25 / 0.25
Facilities for Bicyclists	0.00 / 0.25
Bicycle and Pedestrian Plan	0.00 / 0.25
Mass Transit Programs	0.25 / 0.25
Condensed Work Week	0.00 / 0.25
Telecommuting	0.00 / 0.25
Carpool/Vanpool Matching	0.25 / 0.25
Cash-out of Parking	0.00 / 0.25
Carpool Discount	0.00 / 0.25
Local Housing	0.00 / 0.25
Prohibiting Idling	0.00 / 0.25
Car Sharing	0.25 / 0.25

# Campus Fleet

---

Score	Responsible Party
0.15 / 2.00	<b>Doug Laditka</b> Director of Facilities and Physical Plant Operations. Physical Plant

---

## Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet (cars, trucks, tractors, buses) vehicles that are:

1. Gasoline-electric hybrid
2. Diesel-electric hybrid
3. Plug-in hybrid
4. 100 percent electric
5. Fueled with Compressed Natural Gas (CNG)
6. Hydrogen fueled
7. Fueled with B20 or higher biofuel for more than 6 months of the year; and/or
8. Fueled with E85 or higher ethanol for more than 6 months of the year.

For this credit, the institution's motorized fleet includes all institution-owned and operated vehicles that are used for transporting people and/or goods. Heavy construction equipment (e.g. excavators and pavers) and maintenance equipment (e.g. lawn-mowers and leaf blowers) are not included in this credit.

---

### Submission Note:

Vehicles in the fleet include golf carts, since they are used as the main mode of transportation of people and goods on a daily basis.

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

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

0

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

0

### Plug-in hybrid vehicles in the institution's fleet :

0

### 100 percent electric vehicles in the institution's fleet :

4

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

0

**Hydrogen fueled vehicles in the institution's fleet :**

0

**Vehicles in the institution's fleet that are fueled with B20 or higher biofuel for more than 6 months of the year :**

1

**Vehicles in the institution's fleet that are fueled with E85 or higher ethanol for more than 6 months of the year :**

0

**Total number of vehicles in the institution's fleet, including all of the above :**

68

# Student Commute Modal Split

---

Score	Responsible Party
3.98 / 4.00	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

## Criteria

Institution's students commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options. Students who live on campus should be included in the calculation based on how they get to and from their classes.

---

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

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

99.50

**The percentage (0-100) of institution's students who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation:**

0.50

**The percentage (0-100) of institution's students who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents :**

99

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

0.50

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

0

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

0

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

---

# Employee Commute Modal Split

---

Score	Responsible Party
0.15 / 3.00	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

## Criteria

Institution's employees (faculty, staff, and administrators) commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options. Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

---

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

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

5

**The percentage (0-100) of institution's employees who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation :**

95

**The percentage (0-100) of institution's employees who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents:**

3

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

1.80

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

0.10

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

0.10

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

---



## Bicycle Sharing

---

Score	Responsible Party
0.25 / 0.25	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

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

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

Yes

**A brief description of the program, including an indication of its scope (e.g., the number of bicycles the program makes available, participation levels, etc.):**

Bike Club is a student-run rental program. The past system of infinite, penalty-free rentals resulted in the destruction of much of the inventory. A new security deposit system will be tested with the remaining ten functioning bikes this spring, 2013.

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

<http://www.wooster.edu/students/activities/organizations/volunteer/bike>

## Facilities for Bicyclists

---

Score	Responsible Party
0.00 / 0.25	<b>Doug Laditka</b> Director of Facilities and Physical Plant Operations. Physical Plant

---

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

## Bicycle and Pedestrian Plan

---

**Score**

0.00 / 0.25

**Responsible Party**

**Doug Laditka**

Director of Facilities and Physical Plant Operations.

Physical Plant

---

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

# Mass Transit Programs

---

Score	Responsible Party
0.25 / 0.25	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

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

**Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle?:**

Yes

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

Wooster Hospitality Transit is the local bus system. Students, faculty and staff receive free transportation with their COW Card ID. The bus runs uptown to downtown every hour, 10am-10pm, except for 3-5pm, and stops on campus twice every hour. Participation varies by hour, week and month. The bus schedule is posted outside the main student center.

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

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

## Condensed Work Week

---

**Score**

0.00 / 0.25

**Responsible Party**

**Sb Loder**

Sustainability Coordinator

Grounds

---

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

## Telecommuting

---

**Score**

0.00 / 0.25

**Responsible Party**

**Sb Loder**

Sustainability Coordinator

Grounds

---

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

## Carpool/Vanpool Matching

---

**Score**

0.25 / 0.25

**Responsible Party**

**Doug Laditka**

Director of Facilities and Physical Plant Operations.  
Physical Plant

---

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

**Does the institution participate in a carpool/vanpool matching program?:**

Yes

**A brief description of the program:**

At the beginning and end of every break, shuttles transport students to and from near-by airports.

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

---

## Cash-out of Parking

---

Score	Responsible Party
0.00 / 0.25	<b>Doug Laditka</b> Director of Facilities and Physical Plant Operations. Physical Plant

---

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

## Carpool Discount

---

Score	Responsible Party
0.00 / 0.25	<b>Doug Laditka</b> Director of Facilities and Physical Plant Operations. Physical Plant

---

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

## Local Housing

---

**Score**

0.00 / 0.25

**Responsible Party**

**Sb Loder**

Sustainability Coordinator

Grounds

---

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

## Prohibiting Idling

---

Score	Responsible Party
0.00 / 0.25	<b>Doug Laditka</b> Director of Facilities and Physical Plant Operations. Physical Plant

---

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

## Car Sharing

---

Score	Responsible Party
0.25 / 0.25	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

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

**Does the institution participate in a car sharing program, such as ZipCar or HourCar?:**

Yes

**A brief description of the program:**

Hertz On-Demand offers free registration and membership. Monitored by Security and Protective Services, any college member can sign up online and rent a car.

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

<http://www.wooster.edu/students/security/hertz>

# Waste

**Points Claimed** 10.44

**Points Available** 12.50

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 Reduction	5.00 / 5.00
Waste Diversion	1.45 / 3.00
Construction and Demolition Waste Diversion	0.74 / 1.00
Electronic Waste Recycling Program	1.00 / 1.00
Hazardous Waste Management	1.00 / 1.00
Materials Exchange	0.25 / 0.25
Limiting Printing	0.25 / 0.25
Materials Online	0.25 / 0.25
Chemical Reuse Inventory	0.00 / 0.25
Move-In Waste Reduction	0.25 / 0.25
Move-Out Waste Reduction	0.25 / 0.25

# Waste Reduction

---

**Score**

5.00 / 5.00

**Responsible Party**

**Ken Fletcher**

Director of Custodial Services  
Service Center

---

## Criteria

Institution has implemented source reduction strategies to reduce total waste generation (garbage, recycling, and compost) per weighted campus user compared to a 2005 baseline.

Total waste generation includes all materials recycled, composted, and disposed of as trash except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

---

### Submission Note:

The numbers for the 2005 baseline were obtained from an extrapolation of three years of data, beginning in 2008. Because of a contract change in 2008, we have no data before this year.

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

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

243.80 Tons

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

0 Tons

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

1,221.30 Tons

**Weight of materials recycled, performance year :**

74.28 Tons

**Weight of materials composted, performance year :**

48.50 Tons

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

132.63 Tons

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

7/1/11 to 6/30/12

**On-campus residents, 2005:**

1,683

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

633

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

36

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

2,022

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

584

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

36

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

7/1/11 to 6/30/12

**Indication of whether institution has a stated commitment to waste-reduction goals, such as zero waste:**

No

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

---

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

---

# Waste Diversion

---

**Score**

1.45 / 3.00

**Responsible Party**

**Ken Fletcher**

Director of Custodial Services  
Service Center

---

## Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

---

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

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

124.28 Tons

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

132.63 Tons

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

Single-stream recycling is all over campus. Pre- and post-consumer waste composting is in all dining halls and bins are located at the student center. Paper is reused at the copy center to make single-sided notepads. Move-out has Goodwill donation bins in every dorm and is picked up four times as students leave campus for the summer. The Bookstore collects and resells or donates old text books.

# Construction and Demolition Waste Diversion

---

**Score**

0.74 / 1.00

**Responsible Party**

**Ken Fletcher**

Director of Custodial Services  
Service Center

---

## 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.

---

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

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

45.09 *Tons*

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

16.06 *Tons*

## A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contribute to the diversion rate for construction and demolition waste:

Part of the contract agreement with the builders of the new athletic facility and library renovations was to divert as much waste as possible to reuse and recycling.

# Electronic Waste Recycling Program

---

Score	Responsible Party
1.00 / 1.00	<b>Ken Fletcher</b> Director of Custodial Services Service Center

---

## Criteria

### *Part 1*

Institution has a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution. Institution takes measures to ensure that the electronic waste is recycled responsibly.

### *Part 2*

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by students. Institution takes measures to ensure that the electronic waste is recycled responsibly.

---

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

**Does the institution have a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution and take measures to ensure that the electronic waste is recycled responsibly?:**

Yes

**Does the institution have a program in place to recycle, reuse, and/or refurbish electronic waste generated by students and take measures to ensure that the electronic waste is recycled responsibly?:**

Yes

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

Designated e-waste bins are in all dorms on campus, our student center and in our I.T. department. This bins collect a variety of materials, and brought to the service center to be hand-sorted, inventoried, and sent for processing.

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

The I.T. department, which is responsible for all institution-owned electronics on campus, distributes all electronic waste to responsible processing.

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

All dorms and the student center contain an electronics waste bin along with a list of accepted items. These bins are brought to the service center for responsible processing, through Waste Management.

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

---

# Hazardous Waste Management

---

**Score**

1.00 / 1.00

**Responsible Party**

**Ken Fletcher**

Director of Custodial Services  
Service Center

---

## Criteria

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

---

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

**Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:**

Yes

**A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:**

Departments have reduced the purchase of products to basic necessity by regulating the quantity as well as product. Also we have switched to 'green' products as often as possible.

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

We contract through an outside vendor for all hazardous, universal and non-regulated chemical. Green Light LLC does our light bulbs, Battery House does our batteries, and Chemical Analytics does our chemical waste.

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

---

# Materials Exchange

---

Score	Responsible Party
0.25 / 0.25	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

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

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

Yes

**A brief description of the program:**

Tartan Traders began as a staff-only materials exchange, but has recently expanded to include student use. The site is essentially a college-community Craigslist, with ads for free, for-sale and requested goods and services.

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

<http://traders.sites.wooster.edu/>

## Limiting Printing

---

Score	Responsible Party
0.25 / 0.25	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

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

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

Yes

### **A brief description of how printing is limited:**

Each student at the college is given a printing allocation based on class year. Students with first-year and sophomore standing will be given a printing account of \$60.00 per semester, the equivalent of 1,200 pages. Juniors will receive \$75.00 (1,500 pages) and seniors will receive a \$100.00 (2,000 pages) per semester. Once their account limit is exceeded, students will be charged 5 cents per printed page.

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

<https://wiki.wooster.edu/display/itdocumentation/Printing+FAQ>

**Score**

0.25 / 0.25

**Responsible Party**

**Ken Fletcher**  
Director of Custodial Services  
Service Center

---

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

**Is the institution's default not to print course catalogs, course schedules, and directories, but instead make these materials available online?:**

Yes

**A brief description of the practice:**

We no longer supply all students with course catalogs as of 2008, while some professors still receive them. Course schedules are always online. Directories are distributed based on departmental needs, but is also available online.

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

<http://www.wooster.edu/offices/directory>

# Chemical Reuse Inventory

---

**Score**

0.00 / 0.25

**Responsible Party**

**Ken Fletcher**  
Director of Custodial Services  
Service Center

---

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

## Move-In Waste Reduction

---

**Score**

0.25 / 0.25

**Responsible Party**

**Ken Fletcher**  
Director of Custodial Services  
Service Center

---

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

**Does the institution have a program to reduce residence hall move-in waste?:**

Yes

**A brief description of the program:**

During move-in, recycling roll-off dumpsters are provided around campus to divert all recyclables (mostly cardboard) out of the waste stream.

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

---

## Move-Out Waste Reduction

---

Score	Responsible Party
0.25 / 0.25	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

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

**Does the institution have a program to reduce residence hall move-out waste?:**

Yes

**A brief description of the program:**

COWabunga is a Goodwill donation program that takes place from the Monday of finals week until the day after Commencement, when all graduates are required to leave the residence halls. Student volunteers distribute Goodwill laundry hampers to each residence hall and help Goodwill employees collect the donations four times before the end of the academic year.

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

---

# Water

**Points Claimed** 4.04

**Points Available** 10.25

This subcategory seeks to recognize institutions that are conserving water and making efforts to protect water quality. Pumping, delivering, and treating water is a major energy user, so institutions can help reduce energy consumption and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation and effective stormwater management are important in maintaining and protecting finite groundwater supplies. Water conservation and effective stormwater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

<b>Credit</b>	<b>Points</b>
Water Consumption	1.29 / 7.00
Stormwater Management	2.00 / 2.00
Waterless Urinals	0.00 / 0.25
Building Water Metering	0.25 / 0.25
Non-Potable Water Usage	0.00 / 0.25
Xeriscaping	0.25 / 0.25
Weather-Informed Irrigation	0.25 / 0.25

# Water Consumption

---

Score	Responsible Party
1.29 / 7.00	<b>Doug Laditka</b> Director of Facilities and Physical Plant Operations. Physical Plant

---

## Criteria

Institution has reduced its total water consumption per weighted campus user compared to a 2005 baseline.

Total water consumption includes both potable and non-potable water.

---

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

### Water consumption, 2005 baseline year:

44,934,624 Gallons

### Water consumption, performance year :

48,316,800 Gallons

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

1-1-12 to 12-31-12

### On-campus residents, 2005:

1,683

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

633

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

36

### On-campus residents, performance year:

2,022

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

584

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

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

1-1-12 to 12-31-12

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

Yes

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

Since November of 2010, we have been installing low-flow devices all over campus, and have reached every large building. All new construction includes low-flow devices.

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

---

# Stormwater Management

---

Score	Responsible Party
2.00 / 2.00	<b>Beau Mastrine</b> Director of Grounds Campus Grounds

---

## Criteria

### **Part 1**

Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

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

### **Part 2**

Institution has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

The policy, plan, or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for this credit.

---

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

**Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from new development projects? :**

Yes

**Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations? :**

Yes

**A brief description of the institution's stormwater management initiatives:**

There are a couple parking lots designed to contain all stormwater produced by the parking lot and surrounding areas, having very little runoff going off site. We are also in the early stages of a campus-wide plan to drastically reduce the amount of runoff. This will be a partnership with a local company. The product that will be used has been developed on campus, this product removes a broad range of contaminants.

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

<http://www.absmaterials.com/announcements>

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

No

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

---

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

No

**A brief description of the institution's porous paving:**

---

**Does the institution have retention ponds?:**

Yes

**A brief description of the institution's retention ponds:**

No retention ponds, but we have detention ponds on campus. We prefer a detention pond over a retention pond. The reason we prefer these types of ponds, is that we are able to maintain the space. With no standing water, it cuts down on unwanted insects and safer for the surrounding areas. If all possible, we are trying to avoid these systems. They take up a lot of space that can be used for other purposes.

**Does the institution have stone swales?:**

No

**A brief description of the institution's stone swales:**

---

**Does the institution have vegetated swales?:**

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

Yes

**A brief description of the institution's vegetated swales:**

We use these swales where water containment is needed, but we are still able to have usable green space. It is important that we have attractive functional spaces on campus

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

Yes

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

We are currently using a product called Osorb. It is a glass-like material produced by ABS Materials, Inc. used for the capture of a broad range of contaminants. . The product is used in the planting mixture in our rain garden. We are currently using an underground stormwater management system from Advanced Drainage Systems (ADS). This product is called Storm Tech. This system allows us to maximize our green or parking space.

## Waterless Urinals

---

Score	Responsible Party
0.00 / 0.25	<b>Doug Laditka</b> Director of Facilities and Physical Plant Operations. Physical Plant

---

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

## Building Water Metering

---

**Score**

0.25 / 0.25

**Responsible Party**

**Doug Laditka**

Director of Facilities and Physical Plant Operations.  
Physical Plant

---

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

**Does the institution have building-level water consumption meters for at least one building?:**

Yes

**A brief description of the water metering employed:**

Numerous buildings have water meters across campus.

**The percentage of building space with water metering:**

90

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

---

## Non-Potable Water Usage

---

**Score**

0.00 / 0.25

**Responsible Party**

**Beau Mastrine**  
Director of Grounds  
Campus Grounds

---

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

## Xeriscaping

---

Score	Responsible Party
0.25 / 0.25	<b>Beau Mastrine</b> Director of Grounds Campus Grounds

---

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

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

Yes

**A brief description of the program or practice:**

The Grounds Department uses a mixture of different stone materials as a cover mulch. We use these materials as a substitute to wood/bark mulch. Any time we are selecting plant material, we constantly select plants that tolerate drought and are of dwarf varieties.

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

---

## Weather-Informed Irrigation

---

Score	Responsible Party
0.25 / 0.25	<b>Beau Mastrine</b> Director of Grounds Campus Grounds

---

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

**Does the institution use weather data or weather sensors to automatically adjust irrigation practices?:**

Yes

**A brief description of how weather data or sensors are used:**

We use rain sensors on our newly installed irrigation systems. We are currently using rain sensors from RainBird.

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

---

# Planning, Administration & Engagement

Score 51.26%

## Coordination and Planning

Points Claimed 11.00

Points Available 18.00

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution's priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

Credit	Points
Sustainability Coordination	3.00 / 3.00
Strategic Plan	4.00 / 6.00
Physical Campus Plan	4.00 / 4.00
Sustainability Plan	0.00 / 3.00
Climate Action Plan	0.00 / 2.00

# Sustainability Coordination

---

Score	Responsible Party
3.00 / 3.00	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

## Criteria

Institution has a sustainability committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus.

The committee, office, and/or coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

---

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

## Does the institution have a sustainability committee?:

Yes

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

The committee is charged to review campus practices and make recommendations for changes in those practices that will reduce harmful effects on the natural environment; reduce energy consumption and employ sustainable energy sources when possible; enhance awareness and experience of the natural world on campus; advance adherence to The Colleges Commitment to Environmental Stewardship.

## Members of the committee, including affiliations:

Susan Clayton, Professor of Psychology, Chair of Environmental Studies.

Kenneth Fletcher, Director of Custodial Services.

Beau Mastrine, Director of Campus Grounds.

Chuck Wagers, Director of Campus Dining Services.

Doug Laditka, Director of Physical Plant Operations.

Peg Cornwell, Associate to the President for Community, Trustee, Parent Relations.

Matt Mariola, Visiting Professor of Environmental Studies.

Melissa Schultz, Professor of Chemistry.

Karen Lewis, Professor of Physics.

Jeff Roche, Professor of History.

Matt Policastro, senior, president of GreenHouse.

Alissa Weinman, sophomore.

John Wu, sophomore, Environmental Studies intern.

Gus Fuguitt, senior, president of Water Bottle Committee.

Lauren Swank, freshman.

Caroline Kamen, freshman.

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

<http://www.wooster.edu/about/sustainability/campus>

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

No

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

---

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

---

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

---

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

Yes

**Sustainability coordinator's name:**

Sb Loder

**Sustainability coordinator's position title:**

Sustainability Coordinator

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

Student support and developing leadership; communication with and between staff, faculty and students; encourage and develop  
Revolving Environmental Efficiency Fund proposals; install initiatives; run appropriate events and information campaigns.

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

<http://sustainability.scotblogs.wooster.edu/>

# Strategic Plan

---

Score	Responsible Party
4.00 / 6.00	<b>Laurie Stickelmaier</b> Vice President for Finance & Business Vice President for Finance & Business

---

## Criteria

Institution's current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in *PAE Credit 3: Physical Campus Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 5: Sustainability Plan*) counts for this credit.

---

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

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

2,010

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

Yes

## A brief description of how the strategic plan or amendment addresses the environmental dimensions of sustainability:

In our Core Value of "Social and Intellectual Responsibility" we note that we seek to extend the benefits of learning beyond the campus and beyond ourselves, endeavoring to analyze problems, create solutions, exercise civic and intellectual leadership, and contribute to the welfare of humanity and the environment.

In our specific strategic initiatives, an element of our "Resource Allocation & Stewardship Plan" includes updating the College's facilities master plan consistent with our core mission and values, and developing a new sustainability plan for buildings and grounds.

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

Yes

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

In our Core Value of "Social and Intellectual Responsibility" we note that we seek to extend the benefits of learning beyond the campus and beyond ourselves, endeavoring to analyze problems, create solutions, exercise civic and intellectual leadership, and contribute to the welfare of humanity and the environment.

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

No

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

---

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

<http://strategicplanning.scotblogs.wooster.edu/>

# Physical Campus Plan

---

Score	Responsible Party
4.00 / 4.00	<b>Doug Laditka</b> Director of Facilities and Physical Plant Operations. Physical Plant

---

## Criteria

Institution's current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in *PAE Credit 2: Strategic Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 4: Sustainability Plan*) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution's entire physical campus are eligible for this credit.

---

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

## Does the institution's physical campus plan include sustainability at a high level?:

Yes

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

The Physical Campus Plan includes recommendations to make a conversion from coal to natural gas (in progress), replace steam absorption chillers with high efficiency electric (in progress), ground water source heat pumps in a hybrid system or, if the heat load is too large, review microturbines. There are also plans to install a biomass digester.

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

2,012

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

---

# Sustainability Plan

---

Score	Responsible Party
0.00 / 3.00	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

## Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by *PAE Credit 5: Climate Plan*, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

---

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

# Climate Action Plan

---

Score	Responsible Party
0.00 / 2.00	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

### Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution’s administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward *PAE Credit 4: Sustainability Plan*.

---

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

# Diversity and Affordability

**Points Claimed** 13.75

**Points Available** 13.75

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

<b>Credit</b>	<b>Points</b>
Diversity and Equity Coordination	2.00 / 2.00
Measuring Campus Diversity Culture	2.00 / 2.00
Support Programs for Underrepresented Groups	2.00 / 2.00
Support Programs for Future Faculty	4.00 / 4.00
Affordability and Access Programs	3.00 / 3.00
Gender Neutral Housing	0.25 / 0.25
Employee Training Opportunities	0.25 / 0.25
Student Training Opportunities	0.25 / 0.25

# Diversity and Equity Coordination

---

Score	Responsible Party
2.00 / 2.00	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

## Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus.

---

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

### Does the institution have a diversity and equity committee?:

No

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

---

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

---

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

---

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

Yes

### A brief description of the diversity office:

The Center for Diversity and Global Engagement is a nexus of offices that works in concert with the College's student life and academic programs (1) to promote a diverse, welcoming campus climate for the College's students, staff, and faculty and (2) to foster global understanding and commitment to global engagement for all members of our community.

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

9

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

---

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

No

**Diversity coordinator's name:**

---

**Diversity coordinator's position title:**

---

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

---

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

---

# Measuring Campus Diversity Culture

---

Score	Responsible Party
2.00 / 2.00	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

## Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

---

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

## Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit?:

Yes

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

1. As a means of assessing one element of our Graduate Qualities, we administer the Global Perspectives Inventory to all new students and seniors
2. Our senior survey (administered bi-annually) includes items relating to campus diversity.
3. We administer the Higher Education Research Institute's Faculty survey every three years; the survey includes several questions assessing faculty perspectives on campus diversity.
4. The Center for Diversity and Global Engagement (CDGE) conducts periodic assessment through multiple means to inform its programs and initiatives as well as College-wide initiatives.

## Year the assessment was last administered:

2,012

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

We used focus groups in 2011-12 to assess the campuses attitudes towards and beliefs about global engagement as a concept as a campus commitment. We conducted focus groups and gathered data to assess the effectiveness of the College's Wooster In. . . Programs (courses taught on our campus with a brief off-campus component built into the course). The Ambassadors Program collects data on the perception of the quality of student Ambassadors' presentations in College classes as well as in K-12 schools throughout Wayne County. Our Cross-cultural Connections (C3) program (a learning-living program) uses surveys to gather indirect evidence about student response

to the Program's events. These data have been used in the CDGE to improve programming.

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

---

# Support Programs for Underrepresented Groups

---

Score	Responsible Party
2.00 / 2.00	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

## Criteria

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

---

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

## Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus?:

Yes

## A brief description of the programs sponsored by the institution to support underrepresented groups within the student body:

New Student Orientation Diversity Workshop Training ("More than Meets the Eye") for student facilitators and for incoming first year students.

Two revisions of the film, "Beneath the Surface" for the Orientation diversity workshop that features interviews with students at the College of Wooster.

Training for student ARCHers (current students who work for the Summer ARCH program) to lead a diversity training for incoming students called "Marginality and Mattering."

Multicultural Student Council

Cross-Cultural Learning programming in the CDGE.

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

Diversion Group – for diverse faculty and staff (e.g., of color, LGBTQ); the group meetings informally once a month to discuss their experiences at the college; the group is supported by the Office of the President.

Cross-Cultural Learning programming in the CDGE.

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

Diversion Group – for diverse faculty and staff (e.g., of color, LGBTQ); the group meetings informally once a month to discuss their experiences at the college; the group is supported by the Office of the President.

Cross-Cultural Learning programming in the CDGE.

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

---

# Support Programs for Future Faculty

---

Score	Responsible Party
4.00 / 4.00	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

## Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
  - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students to pursue further education and careers as faculty members.
  - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
- 

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

## Does the institution administer and/or participate in programs that meet the criteria for this credit?:

Yes

## A brief description of the institution's programs that help increase the diversity of higher education faculty :

- 1) We participate in the Preparing Future Faculty program at OSU, which pairs OSU Ph.D. students with Wooster faculty in a mentoring relationship. PFF is not solely for minority students/faculty, though it is a focus.
- 2) We current have an \$600,00 NSF STEM grant that provides scholarships to financially needy students interested in Science. We hope with this program to attract minority students.
- 3) We have a \$200,000 grant from the Clare Boothe Luce foundation to provide research training for women in the sciences, particularly minority women, to encourage them to continue in science.
- 4) We have applied for a Merck Post-doctoral position (sponsored by the NAACP) for a STEM post-doc faculty member.
- 5) We are a member of the Consortium for Faculty Diversity, which places minority faculty in post-doc positions. We have a times brought in a post-doc from this program (two of our faculty currently came to us from this program). We also use the registry to recruit minority faculty.

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

---



# Affordability and Access Programs

---

Score	Responsible Party
3.00 / 3.00	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

## Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education such as the federal TRIO programs
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

---

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

## Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes

## A brief description of the institution's participation in federal TRIO programs:

The College of Wooster does not receive any TRIO funding, but the admissions office collaborates with high schools and community-based organizations that participate in TRIO funding. Admissions staff members actively recruit TRIO students in addition to the college hosting group visitation and educational sessions for participating schools and non-profit organizations.

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

Our financial aid advisors review each aid application one at a time in order to award the appropriate amount of need-based aid. We have an extensive institutional need-based aid program to assist students who demonstrate need. This aid stems from institutional funding, participation in federal and state need-based aid programs, and endowed scholarships. Many of the endowed awards require recipients to demonstrate high need. The College also works with outside organizations/foundations to secure funding for low-income students. One

example is the Resch Foundation Scholarship. This scholarship provides funding for students who demonstrate a need and reside in Trumbull, Mahoning, and Columbiana counties (OH).

**A brief description of the institution's programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:**

We have had several workshops on teaching first-generation college students. New Faculty orientation addresses issues of race/class/gender in the classroom

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

Each year, The College of Wooster hosts over 25 visitation programs for students primarily from low-income school districts or community-based organizations (CBO); examples include Yes Prep, Upward Bound and College Now Greater Cleveland. The programs provide college planning sessions with topics ranging from completing an application to understanding financial aid.

Additionally, for years, Wooster has provided the opportunity for academically-gifted students from low-income households in Youngstown, Ohio to attend a special two-week on-campus, overnight educational experience. The session includes class experiences, one-on-one tutoring with faculty and current students as well as information sessions with various student services offices on campus.

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

Through a program called POSSE, we provide full scholarship to 10-11 students annually.

Our financial aid advisors review each aid application one at a time in order to award the appropriate amount of need-based aid. We have an extensive institutional need-based aid program to assist students who demonstrate need. This aid stems from institutional funding, participation in federal and state need-based aid programs, and endowed scholarships. Many of the endowed awards require recipients to demonstrate high need.

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

Annually, members of the admissions and financial aid offices travel to regional and national high school college night programs and CBO-related events to provide information regarding college planning and the financial aid process.

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

Each fall and spring, Wooster's admissions staff members dedicate over ten weeks of extensive national (and international) travel to connect with counselors, students and families regarding the Wooster experience. Each week includes a variety of college night programs and fairs, individual high school visits and off-campus admission interviews. The staff's charge includes identifying high schools and regions that serve low-income, underrepresented populations.

The College of Wooster is a proud member institution of the POSSE scholarship program in Atlanta, Georgia since July 2007.

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

In addition to need-based assistance, The College of Wooster provides a robust merit-scholarship program to recognize all students' achievements in- and out-of-the classroom. Scholarships range from \$2,000 (performing arts scholarships) to \$25,000 (competitive-based scholarships) annually and are guaranteed each year (for four years) if the student remains in good academic standing.

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

The College of Wooster provides a customized financial aid and scholarship estimator to high school seniors between August-December of their senior year. The Early Aid Estimator differs from the federally-required Net Price Calculator; the estimated package is determined by human beings (not software) and uses current institution's packaging policies. This tool provides the admissions and financial aid offices the opportunity to counsel families earlier in the process regarding the affordability of Wooster.

**A brief description of the institution's other policies and programs not covered above:**

The average indebtedness of a Wooster graduate is less than the national average of all liberal arts colleges and universities.

**The website URL where information about programs in each of the areas listed above is available:**

---

# Gender Neutral Housing

---

**Score**

0.25 / 0.25

**Responsible Party**

**Sb Loder**

Sustainability Coordinator  
Grounds

---

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

**Does the institution offer housing options to accommodate the special needs of transgender and transitioning students (either as a matter of policy or as standard practice)?:**

Yes

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

We are committed to offering gender-neutral housing options for both returning upper-class students and first-year students. The housing option is open to any students who are committed to the purpose of Gender Neutral Housing and feel it meets their own needs. Gender-neutral housing for returning students is typically housed within a suite-style setup for 12-15 students, and first-year students desiring to live in a gender-neutral environment are housed on a floor of a traditional residence hall. The housing option is open to any students who are committed to the purpose of Gender Neutral Housing and feel it meets their own needs.

Gender Neutral housing is an environment where student housing is not restricted to traditional limitations of the gender binary. Students may choose a roommate of any gender, and will not be asked by The Office of Residence Life to identify their own gender during the selection process. Students who do not have a roommate will be assigned a roommate without the consideration of gender. The housing option is open to any students who are committed to the purpose of Gender Neutral Housing and feel it meets their own needs.

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

---

# Employee Training Opportunities

---

Score	Responsible Party
0.25 / 0.25	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

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

**Does the institution make cultural competence trainings and activities available to all employees?:**

Yes

**A brief description of the cultural competence trainings and activities:**

1. Safe Zone Ally Training (Beginning in January 2013)
2. Workshops on recognizing and dealing with micro-aggressions
3. Survivor Support Network

**The website URL where information about the trainings and activities are available:**

---

## Student Training Opportunities

---

Score	Responsible Party
0.25 / 0.25	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

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

**Does the institution make cultural competence trainings and activities available to all students?:**

Yes

**A brief description of the cultural competence trainings and activities:**

Safe Zone Ally Training (beginning in April 2013)

**The website URL where information about the trainings and activities are available:**

---

# Human Resources

**Points Claimed** 12.67

**Points Available** 19.75

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

In addition, this subcategory recognizes faculty and staff training and development programs in sustainability. Faculty and staff members' daily decisions impact an institution's sustainability performance. Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

<b>Credit</b>	<b>Points</b>
Sustainable Compensation	7.92 / 8.00
Employee Satisfaction Evaluation	2.00 / 2.00
Staff Professional Development in Sustainability	0.00 / 2.00
Sustainability in New Employee Orientation	2.00 / 2.00
Employee Sustainability Educators Program	0.00 / 5.00
Childcare	0.25 / 0.25
Employee Wellness Program	0.25 / 0.25
Socially Responsible Retirement Plan	0.25 / 0.25

# Sustainable Compensation

---

**Score**

7.92 / 8.00

**Responsible Party**

**Sb Loder**  
Sustainability Coordinator  
Grounds

---

## Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

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

---

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

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

777

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

769

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

The College of Wooster is committed to providing wages and benefits that sustain our employees. Using a local living wage calculator, the College annually assesses and adjusts all wages that fall below certain thresholds. Additionally, our health care premiums are subsidized at lower income levels so that all employees can afford quality health care. A generous retirement plan is also provided.

## **The most recent year total compensation for the institution's lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable:**

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

2,012

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

---

# Employee Satisfaction Evaluation

---

Score	Responsible Party
2.00 / 2.00	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

## Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

---

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

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

Yes

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

There was an employee survey done in 2009 and a benefits satisfaction survey done in 2011 and an HR satisfaction survey done in 2012. The results of the latter are on the HR web site and are being used to refine HR services, as were the two previous surveys. The next survey has not yet been planned as the search for the new AVP of HR has not yet been completed.

## The year the employee satisfaction evaluation was last administered:

2,009

## The website URL where information about the institution's employee satisfaction evaluation process is available:

---

# Staff Professional Development in Sustainability

---

**Score**

0.00 / 2.00

**Responsible Party**

**Sb Loder**

Sustainability Coordinator  
Grounds

---

## Criteria

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

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

# Sustainability in New Employee Orientation

---

Score	Responsible Party
2.00 / 2.00	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

## Criteria

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

---

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

### **Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff?:**

Yes

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

A comprehensive document of sustainability information is included in new employee and faculty orientation. The sheet includes facts, times and websites about the city of Wooster, community events and ways to stay connected, alternative transportation options, multiple waste streams including recycling, compost and e-cycling, where to find local and organic food, and multiple water/carbon footprint calculators. Orientation also includes the current bus schedule, which drives through the college campus regularly.

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

---

# Employee Sustainability Educators Program

---

**Score**

0.00 / 5.00

**Responsible Party**

**Sb Loder**  
Sustainability Coordinator  
Grounds

---

## Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

---

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

## Childcare

---

**Score**

0.25 / 0.25

**Responsible Party**

**Sb Loder**

Sustainability Coordinator  
Grounds

---

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

**Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of students, faculty, and staff?:**

Yes

**A brief description of the child care program, policy, or practice:**

The college has an onsite nursery school, but does not subsidize costs.

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

---

# Employee Wellness Program

---

Score	Responsible Party
0.25 / 0.25	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

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

**Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees?:**

Yes

**A brief description of the employee wellness program, policy, or practice:**

The Wellness program provides class, health assessments, exercise facilities and cash rewards for healthy behavior. The assistance program provides free counseling and referrals.

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

---

## Socially Responsible Retirement Plan

---

Score	Responsible Party
0.25 / 0.25	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

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

**Does the institution offer a socially responsible investment option for retirement plans?:**

Yes

**A brief description of the socially responsible investment option for retirement plans:**

A socially responsible fund is available through TIAA\_CREFF

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

---

# Investment

**Points Claimed** 0.00

**Points Available** 16.75

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

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

<b>Credit</b>	<b>Points</b>
Committee on Investor Responsibility	0.00 / 2.00
Shareholder Advocacy	0.00 / 5.00
Positive Sustainability Investments	0.00 / 9.00
Student-Managed Sustainable Investment Fund	0.00 / 0.25
Sustainable Investment Policy	0.00 / 0.25
Investment Disclosure	0.00 / 0.25

# Committee on Investor Responsibility

---

**Score**

0.00 / 2.00

**Responsible Party**

**Laurie Stickelmaier**

Vice President for Finance & Business

Vice President for Finance & Business

---

## Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

---

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

# Shareholder Advocacy

---

**Score**

0.00 / 5.00

**Responsible Party**

**Laurie Stickelmaier**

Vice President for Finance & Business

Vice President for Finance & Business

---

## Criteria

There are two possible approaches to earning this credit.

1) Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but \$2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

---

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

# Positive Sustainability Investments

---

**Score**

0.00 / 9.00

**Responsible Party**

**Laurie Stickelmaier**

Vice President for Finance & Business

Vice President for Finance & Business

---

## Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

---

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

## Student-Managed Sustainable Investment Fund

---

**Score**

0.00 / 0.25

**Responsible Party**

**Laurie Stickelmaier**

Vice President for Finance & Business

Vice President for Finance & Business

---

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

## Sustainable Investment Policy

---

**Score**

0.00 / 0.25

**Responsible Party**

**Laurie Stickelmaier**

Vice President for Finance & Business

Vice President for Finance & Business

---

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

## Investment Disclosure

---

Score	Responsible Party
0.00 / 0.25	<b>Laurie Stickelmaier</b> Vice President for Finance & Business Vice President for Finance & Business

---

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

# Public Engagement

**Points Claimed** 10.12

**Points Available** 24.50

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

<b>Credit</b>	<b>Points</b>
Community Sustainability Partnerships	0.00 / 2.00
Inter-Campus Collaboration on Sustainability	2.00 / 2.00
Sustainability in Continuing Education	Not Applicable
Community Service Participation	2.06 / 6.00
Community Service Hours	2.06 / 6.00
Sustainability Policy Advocacy	0.00 / 4.00
Trademark Licensing	4.00 / 4.00
Graduation Pledge	0.00 / 0.25
Community Service on Transcripts	0.00 / 0.25
Farmers' Market	Not Applicable

## Community Sustainability Partnerships

---

**Score**

0.00 / 2.00

**Responsible Party**

**Sb Loder**  
Sustainability Coordinator  
Grounds

---

### Criteria

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

---

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

# Inter-Campus Collaboration on Sustainability

---

Score	Responsible Party
2.00 / 2.00	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

## Criteria

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

---

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

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

Yes

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

We have held, as well as participated in, workshops funded by the GLCA to encourage inter-institutional discussions of how to advance sustainability in all areas of campus functioning.

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

AASHE and Great Lakes Colleges Association

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

Our student groups are involved in the Ohio Student Environmental Coalition and a few local activists who are interested in providing resources to Wooster students.

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

---

# Sustainability in Continuing Education

---

## Responsible Party

---

### Criteria

#### *Part 1*

Institution offers continuing education courses that are focused on or related to sustainability.

Courses that can be taken for academic credit are not included in this credit. They are covered by the *Curriculum* subcategory.

#### *Part 2*

Institution has a sustainability-related certificate program through its continuing education or extension department.

---

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

*Institution does not offer continuing education or community education programs.*

# Community Service Participation

---

Score	Responsible Party
2.06 / 6.00	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

## Criteria

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

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

---

### Submission Note:

The number of students is a combination of students who do volunteer work through program houses, greek groups, student clubs, and other activities. This is a low-limit estimation.

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

### The number of students engaged in community service:

700

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

2,043

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

---

## Community Service Hours

---

**Score**

2.06 / 6.00

**Responsible Party**

**Sb Loder**  
Sustainability Coordinator  
Grounds

---

### Criteria

Institution engages students in community service, as measured by average hours contributed per full-time student per year.

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

---

### Submission Note:

The hours are the addition of program and Greek house work.

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

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

14,000

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

2,043

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

---

# Sustainability Policy Advocacy

---

**Score**

0.00 / 4.00

**Responsible Party**

**Sb Loder**

Sustainability Coordinator

Grounds

---

## Criteria

Institution advocates for federal, state, or local public policies that support campus sustainability or that otherwise advance sustainability.

The policy advocacy must be done by the institution, not by students or a student group.

---

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

# Trademark Licensing

---

Score	Responsible Party
4.00 / 4.00	<b>Sb Loder</b> Sustainability Coordinator Grounds

---

## Criteria

### *Part 1*

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

### *Part 2*

Institution has signed on to participate in the Designated Suppliers Program.

---

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

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

Yes

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

Yes

**Has the institution expressed intention to participate in the Designated Suppliers Program? :**

Yes

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

---

## Graduation Pledge

---

**Score**

0.00 / 0.25

**Responsible Party**

**Sb Loder**

Sustainability Coordinator

Grounds

---

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

## Community Service on Transcripts

---

**Score**

0.00 / 0.25

**Responsible Party**

**Sb Loder**

Sustainability Coordinator

Grounds

---

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

# Farmers' Market

---

## Responsible Party

**Sb Loder**  
Sustainability Coordinator  
Grounds

---

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

*Institution is located in an area that is served by an existing farmers' market.*

# Innovation

Score 0.00

## Innovation

Points Claimed 0.00

Points Available 4.00

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
Innovation 1	0.00 / 1.00
Innovation 2	0.00 / 1.00
Innovation 3	0.00 / 1.00
Innovation 4	0.00 / 1.00

# Innovation 1

---

Score

Responsible Party

0.00 / 1.00

---

## Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
  - 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
  - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
  - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
  - 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
  - 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
  - 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
  - 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
  - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
  - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
- 

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

## Innovation 2

---

Score

Responsible Party

0.00 / 1.00

---

### Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
  - 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
  - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
  - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
  - 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
  - 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
  - 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
  - 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
  - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
  - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
- 

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

## Innovation 3

---

Score

Responsible Party

0.00 / 1.00

---

### Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
  - 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
  - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
  - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
  - 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
  - 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
  - 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
  - 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
  - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
  - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
- 

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

## Innovation 4

---

Score

Responsible Party

0.00 / 1.00

---

### Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
  - 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
  - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
  - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
  - 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
  - 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
  - 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
  - 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
  - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
  - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
- 

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