

# Green Mountain College

The following information was submitted through the [STARS Reporting Tool](#).

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

# Institutional Characteristics

## Institutional Characteristics

The passthrough subcategory for the boundary

<b>Credit</b>
Institutional Boundary
Operational Characteristics
Academics and Demographics

# Institutional Boundary

## Criteria

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### Submission Note:

The Killington campus is included in the institutional boundary for all credits unless otherwise noted. The two major contractors on campus, Chartwells (Dining Services) and DTZ (Facilities), are also included in the institutional boundary unless otherwise noted.

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

## Institution type:

Baccalaureate

## Institutional control:

Private non-profit

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

	Present?	Included?
<b>Agricultural school</b>	No	No
<b>Medical school</b>	No	No
<b>Pharmacy school</b>	No	No
<b>Public health school</b>	No	No
<b>Veterinary school</b>	No	No
<b>Satellite campus</b>	Yes	Yes
<b>Hospital</b>	No	No
<b>Farm larger than 5 acres or 2 hectares</b>	Yes	Yes

<b>Agricultural experiment station larger than 5 acres or 2 hectares</b>	No	No
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**Reason for excluding agricultural school:**

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**Reason for excluding medical school:**

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**Reason for excluding pharmacy school:**

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**Reason for excluding public health school:**

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**Reason for excluding veterinary school:**

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**Reason for excluding satellite campus:**

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**Reason for excluding hospital:**

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**Reason for excluding farm:**

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**Reason for excluding agricultural experiment station:**

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**Narrative:**

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# Operational Characteristics

## Criteria

n/a

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### Submission Note:

Performance year is FY 2014 for energy numbers. Electricity percentages based on on-campus solar production and off-campus New England grid sources. Heating numbers based on MMBTUs produced by three heating sources: woodchips, #6 heating oil, and #2 heating oil. The Killington campus is included in these calculations for both electricity and heat. Given that the credit asks only for heat, propane used for cooking is not counted here.

Total acreage includes the Poultney and Killington campuses, but does not include the 85-acre Dean's Preserve, which is off-campus and is used primarily for research purposes.

Endowment snapshot is from November 30th, 2014, which is the most recent data point available.

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

### Endowment size:

3,405,845 US/Canadian \$

### Total campus area:

125 Acres

### IECC climate region:

Cold

### Locale:

Small town

### Gross floor area of building space:

493,298 Gross Square Feet

### Conditioned floor area:

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### Floor area of laboratory space:

4,735 Square Feet

### Floor area of healthcare space:

0 Square Feet

**Floor area of other energy intensive space:***14,568 Square Feet***Floor area of residential space:***202,435 Square Feet***Electricity use by source::**

	Percentage of total electricity use (0-100)
<b>Biomass</b>	3.36
<b>Coal</b>	5.98
<b>Geothermal</b>	0
<b>Hydro</b>	7.46
<b>Natural gas</b>	37.16
<b>Nuclear</b>	33.73
<b>Solar photovoltaic</b>	0.19
<b>Wind</b>	1.69
<b>Other (please specify and explain below)</b>	10.44

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

Other includes additional sources from the New England Grid, including the following: oil, oil gas, refuse, steam, landfill gas, methane refuse, and steam refuse. For details on exactly what these sources entail visit:

[http://www.iso-ne.com/nwsiss/grid\\_mkts/enrgy\\_srcs/index.html](http://www.iso-ne.com/nwsiss/grid_mkts/enrgy_srcs/index.html)

**Energy used for heating buildings, by source::**

	Percentage of total energy used to heat buildings (0-100)
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<b>Biomass</b>	84.93
<b>Coal</b>	0
<b>Electricity</b>	0
<b>Fuel oil</b>	15.07
<b>Geothermal</b>	0
<b>Natural gas</b>	0
<b>Other (please specify and explain below)</b>	0

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

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# Academics and Demographics

## Criteria

n/a

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### Submission Note:

The performance year for this credit is FY 2014.

Green Mountain College is a small school focused on sustainability education across the liberal arts and pre-professional curriculum. Consequently, in our 2011 STARS report, it seemed most appropriate to consider the entire school the same division. Not only is our entire school smaller than many divisions at larger schools, but faculty teach classes in multiple programs across the school. We continue that practice in this report.

The College eliminated academic departments in 2008 and increased its emphasis on interdisciplinary teaching. Given how small our academic programs are and the wide ranges of faculty responsibilities across multiple programs, we decided not to operate under the traditional department model. We created three program clusters for administrative purposes, each encompassing approximately 15 full-time faculty each and multiple academic programs. As in our 2011 STARS report, we are interpreting these clusters as most closely analogous to STARS "departments." Thus, we are listing them as departments here. One of these clusters includes our small satellite campus at Killington, the Killington School of Resort Management.

The enrollment numbers here include students under continuous enrollment.

The full-time equivalent employee numbers include employees working for the two permanent on-site contractors: Chartwells (Dining Services) and DTZ (Facilities).

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

### Number of academic divisions:

1

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

3

### Full-time equivalent enrollment:

827

### Full-time equivalent of employees:

180.80

### Full-time equivalent of distance education students:

250

**Total number of undergraduate students:**

589

**Total number of graduate students:**

250

**Number of degree-seeking students:**

828

**Number of non-credit students:**

11

**Number of employees:**

240

**Number of residential students:**

496

**Number of residential employees:**

5

**Number of in-patient hospital beds:**

0

# Academics

## Curriculum

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

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

## Responsible Party

**Bill Throop**

Provost

Provost's Office

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## Criteria

### *Part 1*

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

### *Part 2*

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

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

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

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

- A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the [Earth Charter](#)).
- A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

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

Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty and departments to self-identify sustainability courses and courses that include sustainability using the definitions outlined in *Standards and Terms* or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

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

**Submission Note:**

Courses included in the inventory are from FY 2013 (including Fall 2012 and Spring 2013). One-credit and zero-credit courses were not counted in the inventory under sustainability course categories or in the total course list. Courses ranging from two to six credits were all counted as one course evenly. Graduate courses were included.

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

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

	Undergraduate	Graduate
<b>Total number of courses offered by the institution</b>	309	61
<b>Number of sustainability courses offered</b>	48	24
<b>Number of courses offered that include sustainability</b>	89	30

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

3

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

3

**Number of years covered by the data:**

One

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

[Official.Course.List.Sustainability.FY.2013.Revised.FINAL.pdf](#)

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

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

[http://sustainability.greenmtn.edu/living\\_learning/classroom.aspx](http://sustainability.greenmtn.edu/living_learning/classroom.aspx)

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

First, the Provost, Bill Throop, and the Sustainability Director, Aaron Witham categorized all courses offered in Fiscal Year 2013 by reading course descriptions. For courses that did not clearly belong to a category, they reached out to individual faculty members and asked them to explain a course's relation to sustainability, if there was one.

After the initial list was constructed, the provost and sustainability director brought the list to the Campus Sustainability Council (which consists of three faculty members, two students, and two staff in addition to the provost and sustainability director). The council met to discuss the definitions outlined in STARS 2.0, and then were given the list of courses to fact check. After revisions were made by the council, the council voted to approve the list for submission to STARS.

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

Each offering or section of a course was counted as an individual course

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

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

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

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

No

**Does the institution designate sustainability courses on student transcripts?:**

No



# Learning Outcomes

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## Responsible Party

**Bill Throop**

Provost

Provost's Office

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## Criteria

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

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

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

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

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

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### Submission Note:

At the heart of the College's sustainability mission is the 37-credit Environmental Liberal Arts general education curriculum, which all GMC undergraduate students complete. ELA Learning Outcomes apply to all courses. All three graduate programs that the College offers also adhere to sustainability learning outcomes as they are sustainability-focused and train students to be sustainability professionals.

The reporting year for this question is the academic year 2013-2014. The total number of graduates includes Masters students.

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

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

201

**Total number of graduates from degree programs:**

201

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

[GMC Degree Programs with Sustainability Learning Outcomes FY 2014.docx](#)

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

All undergraduate programs require completion of the ELA program, which has 23 sustainability learning outcomes. Additionally, all graduate programs include a significant number of sustainability learning outcomes. The programs listed here are ones that offer the most focus on sustainability.

Undergraduate programs with significant sustainability learning outcomes beyond the general education curriculum:

Adventure Education (BS)  
Biology (BA/BS)  
Sustainable Business (BS)  
Environmental Studies (BA)  
Natural Resources Management (BS)  
Renewable Energy and Ecological Design (BA)  
Resort Management (BS)  
Sustainable Agriculture & Food Production (BA)

All graduate programs include significant sustainability learning outcomes:

Environmental Studies (MS)  
Sustainable Business (MBA)  
Sustainable Food Systems (MS)

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

Green Mountain College Environmental Liberal Arts (ELA) Goals & Learning Outcomes:

All undergraduates at GMC must complete at least two ELA core and multiple distribution courses. All ELA courses must make explicit connections between the course content and ELA sustainability learning outcomes, which are:

**I. Systems Thinking**

Students will understand the structure and dynamics of representative social and natural systems and their interrelationships.

1. Students will demonstrate knowledge of social systems and their historical development.
2. Students will demonstrate knowledge of ecological systems and how they have been historically conceived.
3. Students will demonstrate the ability to integrate knowledge of social and ecological systems to predict, assess, and analyze the effects of human activities.

**II. Critical Thinking and Communication**

Students will develop and apply strong problem-solving skills and communication skills.

1. Students will demonstrate the ability to communicate complex issues and ideas to diverse audiences in a variety of media.
2. Students will demonstrate the ability to evaluate reasoning and to create effective arguments that address these issues.
3. Students will demonstrate information literacy through the ability to access, understand, apply, and evaluate sources of information critically and to distinguish fact from opinion.
4. Students will apply these skills in service to their community.

### III. Environmental Awareness

Students will understand the factors contributing to our domestic and global ecological challenges and demonstrate the ability to evaluate proposals for creating a more sustainable future.

1. Students will understand contemporary environmental issues such as climate change, resource depletion and biodiversity loss as well as the complexity of proposed solutions.
2. Students will understand the history of land use and the changing relationship between humans and nature over time.
3. Students will be able to articulate a positive vision for a just and sustainable society.

### IV. Reflective Self Awareness and Responsibility

Students will demonstrate ethical responsibility, aesthetic sensitivity, and multicultural awareness.

1. Students will demonstrate reflective self-awareness of their strengths and weaknesses.
2. Students will demonstrate empathy for others and the ability to entertain multiple perspectives.
3. Students will demonstrate the ability to clearly identify the ethical dimensions of environmental issues.
4. Students will understand the roles that concepts such as race, gender, sexual identity, religion, socioeconomic status, and ethnicity may play in identifying problems or responding to events.
5. Students will demonstrate an ability to respond to and reason about aesthetic considerations.

### V. Liberal Arts Understanding

Students will demonstrate interdisciplinary integration of traditional liberal arts areas.

1. Students will demonstrate familiarity with the subject matter and methodologies of the arts, humanities, natural sciences, mathematics, and social sciences.
2. Students will draw on the knowledge base or methodologies of two or more disciplines to analyze, evaluate, or solve a complex problem.
3. Students will demonstrate the ability to use quantitative and qualitative methodologies to interpret and analyze natural and social phenomena.

Since GMC only offers sustainability-related graduate programs, all graduate students also meet sustainability learning outcomes, which are available on the graduate program website:

<http://masters.greenmtn.edu/>

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

<http://www.greenmtn.edu/academics/ela/learning-outcomes.aspx>

# Undergraduate Program

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## Responsible Party

**Bill Throop**

Provost

Provost's Office

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## Criteria

Institution offers at least one:

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

And/or

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

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

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## Submission Note:

Reporting year is academic year 2013-2014.

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

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

Yes

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

Sustainable Agriculture and Food Production

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

The way humans produce food can intensify problems like global warming, water scarcity and energy shortages. Farming methods can also become part of the solution for a more habitable world. Green Mountain College's Sustainable Agriculture & Food Production program shows students how to take part in the current food revolution that is transforming farming and how we view food.

In the Sustainable Agriculture & Food Production program, agriculture and food systems are presented through the lenses of history, anthropology, the natural sciences, philosophy, business, economics, and art. The College's 22 acre Cerridwen Farm serves as an agricultural laboratory right on campus. And the Solar Harvest Center, just a few steps away from the farm, provides office and classroom space for the Farm & Food Project and other regional organizations.

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

[http://www.greenmtn.edu/sustainable\\_agriculture.aspx](http://www.greenmtn.edu/sustainable_agriculture.aspx)

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

Renewable Energy and Ecological Design (REED)

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

REED is an undergraduate program designed to help students explore the renewable energy and green building fields. This customizable major offers depth of study in renewable energy and ecological design, while allowing students to specialize in a specific area of interest including art, business, and sustainable agriculture.

Benefits include:

- Mentoring by expert GMC faculty and leading practitioners in the EcoDesign and renewable energy fields
- A hands-on curriculum that allows you to combine theoretical knowledge with engagement in real-world solutions
- Preparation for a variety of career and graduate school opportunities in renewable system installation, design/build companies and advocacy organizations.

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

<http://www.greenmtn.edu/reed.aspx>

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

Environmental Studies

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

The Environmental Studies program challenges students to examine their views on how humans interact with their natural and social environments. Students learn by doing; Vermont's diverse ecosystems provide a living laboratory, while local issues engage students in ethics and policy classes. The GMC Block Course and the EcoLeague Consortium offer opportunities for interdisciplinary learning, and students graduate ready to address the complexities of environmental problems today.

Tied integrally to the mission of Green Mountain College, environmental studies is one of the largest and most diverse programs at the school. Nationally prominent environmental philosophers, writers, and policy makers teach courses, granting students access to the scholars who are shaping environmental thought today.

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

[http://www.greenmtn.edu/environmental\\_studies.aspx](http://www.greenmtn.edu/environmental_studies.aspx)

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

Natural Resources Management (BS):

[http://www.greenmtn.edu/natural\\_resources\\_management.aspx](http://www.greenmtn.edu/natural_resources_management.aspx)

Sustainable Business (BS):

[http://www.greenmtn.edu/business\\_economics.aspx](http://www.greenmtn.edu/business_economics.aspx)

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

Yes

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

Minor in Managing for Sustainability

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

The minor in Managing for Sustainability (also known as the Sustainable Business minor) is designed to provide students who have majors outside the sustainable business program with a background in fundamentals of sustainable business and non-profit organization management. The minor is open to all Green Mountain College students other than those in the sustainable business degree program.

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

[http://www.greenmtn.edu/business\\_economics.aspx](http://www.greenmtn.edu/business_economics.aspx)

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

Minor in Chemistry

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

GMC's program places special emphasis on green chemistry -- a topic that fits well with Green Mountain College's sustainability mission. Green chemistry focuses on the reduction or elimination of the generation of hazardous substances in the design, manufacture and application of chemical products. GMC Professor Sue Sutheimer is a leader in this field - she is a 2010 recipient of the American Chemical Society & Committee on Environmental Improvement Award for Incorporating Sustainability into Chemistry Education. Over the last several years, she has continued her leadership in the field by researching and teaching about energy chemistry, climate change chemistry, and water chemistry. Her recent presentations include:

Sutheimer, S. (2012). Bridging Green Chemistry, Materials Science and Nanotechnology: Creating a Course on The Chemistry of Energy. The Biennial Conference on Chemical Education.

Sutheimer, S. (2012). Focusing on Water: A Green General Chemistry Lab Curriculum. The Biennial Conference on Chemical Education.

Sutheimer, S. & King, D. (2012). Global Climate Change: Integrative Curriculum Development for General Chemistry. AASHE Conference. Los Angeles, CA.

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

<http://www.greenmtn.edu/chemistry.aspx>

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

Minor in Animal Studies

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

Animal Studies is a new interdisciplinary field that is emerging as a response to the profound impact of human practices on other species and rising concern about animal use and treatment. The study of animals in an interdisciplinary context—the natural and social sciences, the humanities, law and policy, etc.—bears on how students understand themselves and on what policies they will endorse in relation to nonhuman nature.

In addition to biological study of animal behavior and conservation, students in this minor will have an opportunity to explore issues associated with, among others: livestock agriculture, animal rights law, wildlife management, hunting, traditional animal husbandry, animal experimentation, veterinary care, landscape sustainability, threatened biodiversity and invasive species, companion animals, vegetarianism and veganism, animals in entertainment, animals in recreation, activist ethics, the moral standing of animals, animal pain and suffering, animal cognition, culture in animals, bushmeat, and trade in endangered species.

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

<http://www.greenmtn.edu/animal-studies.aspx>

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

Minor in Environmental Education:

<http://www.greenmtn.edu/education.aspx>

Minor in Environmental Studies:

[http://www.greenmtn.edu/environmental\\_studies.aspx](http://www.greenmtn.edu/environmental_studies.aspx)

Certificate in Renewable Energy & Ecological Design:

<http://www.greenmtn.edu/reed.aspx>





# Graduate Program

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## Responsible Party

**Aaron Witham**  
Director of Sustainability  
Sustainability Office

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## Criteria

Institution offers at least one:

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

And/or

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

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

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## Submission Note:

Reporting year is academic year 2012-2013. For more information about Green Mountain College's graduate program visit the following link:

<http://masters.greenmtn.edu/>

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

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

Yes

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

Green MBA

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

Green Mountain College offers the premier, 100% Online Sustainable MBA. "Green" isn't just a word we throw around. We truly practice what we teach. Green Mountain College has been teaching sustainability for more than fifteen years and we have been recognized many times for our mission. Our online Sustainable MBA program has been offered since 2006. Our faculty is very experienced, both in the corporate world, as well as in online instruction, which provides our students with a rich, meaningful learning experience.

Our online Sustainable MBA program is 37 credits. Each course lasts six weeks, with a one week break before the start of the next course. We cap each course at 20 students, but our typical class size is 10-18 students, the perfect size for individualized attention and quality group discussion. Our faculty members have highly regarded work backgrounds, and they are committed to helping students understand green business issues.

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

<http://greenmba.greenmtn.edu/>

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

M.S. in Environmental Studies

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

At Green Mountain College, we've focused on teaching about the environment for over 15 years. Our distance MSES program is designed to help working professionals develop expertise in environmental issues, then put it to work in their own communities.

Unlike other graduate programs, the GMC master's degree combines the best of online learning with intensive locally applied experience. We call it a bioregional approach to distance education. Rather than learning about environmental studies solely through examples in a textbook, students in each of our courses use their local ecosystems as laboratories in which to experiment with new concepts and skills.

Students choose between three concentrations—conservation biology, writing and communication, and self-design—and graduate as experts in the workings of their own bioregions. This emphasis on practical application of knowledge prepares students for professional work, whether they are just launching a career or looking for growth in an established position.

Our MSES students graduate with the knowledge and confidence to become leaders. They join a cutting-edge community ready to make a difference.

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

<http://masters.greenmtn.edu/mseshome.aspx>

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

M.S. in Sustainable Food Systems

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

In today's world of complex food and agriculture systems, we need leaders. Our Master of Science in Sustainable Food Systems program prepares future leaders in the burgeoning food movement with a graduate level interdisciplinary understanding of sustainable agricultural production, and a deep knowledge of the economic, ecological, and social forces driving food systems.

At Green Mountain College, we've been teaching about sustainability for over fifteen years. Our distance MSFS program -- built on the success of the College's undergraduate major in sustainable agriculture and on the surging interest in food and agriculture in the U.S. and beyond -- is designed to provide students with the skills to conduct in-depth interdisciplinary investigations into the complex arena of their own bioregional food systems. Our MSFS students graduate with the knowledge and confidence to become leaders and join a cutting-edge community ready to make a difference.

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

<http://masters.greenmtn.edu/msfs.aspx>

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

Master of Science in Resilient and Sustainable Communities (begins in 2015):

<http://masters.greenmtn.edu/mrsc.aspx>

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

No

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

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

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

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

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

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

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

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

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

[Campus Sustainability Data Collector | AASHE](#)

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

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# Immersive Experience

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## Responsible Party

**Bill Throop**

Provost

Provost's Office

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## Criteria

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

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

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

And/or

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

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

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

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### Submission Note:

For more information about the "Local Resilience in a Changing Climate" block course, visit:

<http://theropeswing.greenmtn.edu/blog/2013/10/24/climate-change-block-course.html>

For more information about the solar garage block course, visit:

<https://reedgmc.jux.com/>

For more information about the summer farm intensive, visit:

[http://www.greenmtn.edu/sustainable\\_agriculture/farm\\_intensive.aspx](http://www.greenmtn.edu/sustainable_agriculture/farm_intensive.aspx)

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

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

Yes

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

For over a decade, Green Mountain College has offered a series of sustainability immersion courses in various formats. One format for these courses is the nine to fifteen-credit block course. Block courses engage students in understanding the complex social, economic and ecological dynamics of the region and wrestle with competing visions of the region's future. These have included courses on the northern forest, the local foodshed, the Adirondack Mountains, the Hudson river, and sustainable building. For example, in Fall 2012, professor of environmental studies, Steve Letendre, and assistant professor of renewable energy and ecological design, Lucas Brown, co-taught a fifteen credit course which designed and built a solar garage on the campus farm from start to finish in one semester. The course included analysis of local supplies and energy sources, as well as professional buildings skills such as concrete filling, siding, and professional solar installation. The building is heated by passive solar and boasts a 3.86 kW array on the roof that can charge an electric vehicle parked inside the unit, leaving room for a workshop, storage loft, and a seed germination wall. The project taught students interdisciplinary skill sets and the ability to navigate the complex terrain of social, natural, and financial impacts in the building industry.

In 2014, a block course on climate change and adaptation was taught. This ten-credit block course was entitled "Local Resilience in a Changing Climate". It included four classes and four professors: "Climate Change Law and Policy" with Christopher Brooks, "Sustainable Development: Theory and Practice" with Jacob Park, "Climate Dynamics" with John Van Hoesen, and "Media Advocacy and Campaigns" with Jason Schmidt. The interdisciplinary course explored the intersection of climate science, policy, community development, and media advocacy as tools to foster and develop community resilience in response to a changing climate. Students investigated best practices and mitigation strategies through relevant case-studies to develop recommendations for effective climate change adaptation and preparation. Through a collaborative service-learning project with the Rutland Regional Planning Commission (RRPC), course participants engaged in the local planning process to create deliverables to share with local communities about how best to position social and financial resources and strengthen their resilience in the face of global climate change.

Another format for immersion classes is the "intensive." Some of the intensives have been offered as part of the block courses and others have been offered on their own. For example, every summer a sustainable farm intensive is offered. During this field and table intensive, students plow the fields, milk the cows, plant the crops and manage the community supported agriculture program. They take classes and conduct research on topics like organic agriculture and farm systems. They also learn how to live differently. At the end of the day, dinner is about more than food: It's about coming together to cook, laugh and connect. The meal? It's made from produce harvested just down the gravel path from the dining table. Field work weaves into class, which weaves into living. Together, the experience helps students understand how consumption is tied to production, allowing them to navigate complex front burner issues about energy, agriculture and sustainability. Students also leave with a new appreciation for community - how to build it and what it means.

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

[http://www.greenmtn.edu/environmental\\_studies/block\\_course.aspx](http://www.greenmtn.edu/environmental_studies/block_course.aspx)

# Sustainability Literacy Assessment

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## Responsible Party

**Bill Throop**

Provost

Provost's Office

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## Criteria

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

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

This credit includes graduate as well as undergraduate students.

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## Submission Note:

The performance year is FY 2014. All undergraduates are formally assessed for sustainability literacy. The NSSE survey is given to freshmen and to seniors meeting the criteria for a follow-up assessment. The ELA assessment is given every year, but it is not constructed to provide follow up assessment of individuals. Two out of the three graduate programs (MSFS and MBA) are assessed annually for sustainability as part of the assessment of the sustainability-oriented learning outcomes associated with their programs, but these assessments only measure graduates' demonstrated achievement of the learning outcomes. The other graduate program (MSES) is assessed for skills related to sustainability, but the assessment does not meet the criteria for this credit; therefore, the MSES population is excluded from the headcount of students assessed for sustainability literacy.

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

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

78.50

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

14.20

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

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

The ELA assessment program and the graduate degree assessment programs do not have specific questions that are asked directly of the students. However, the NSSE survey given to undergraduates does have specific questions given to students. Those questions are provided here:

#### National Survey of Student Engagement (NSSE) SUSTAINABILITY EDUCATION CONSORTIUM (2013)

##### Academic and Intellectual Experiences

1. In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very Often

- a. Completed an assignment that evaluates the sustainability of some activity.
- b. Made significant contributions in a group project.
- c. Integrated knowledge from multiple academic disciplines in working on a project.
- d. Completed an assignment that evaluates our responsibilities to future generations.

##### Mental Activities

2. During the current school year, how much has your coursework emphasized the following mental activities? 1=Very little, 2=Some, 3= Quite a bit, 4= Very much

- a. Understanding the complex relationships between economic, social, and ecological systems.
- b. Evaluating the moral dimensions of social and environmental problems.
- c. Comprehending ways in which human activities may exceed the carrying capacity of systems that support us.

##### Additional Collegiate Experiences

3. During the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3= Often, 4=Very Often

- a. Participated in a campus or community sustainability project.
- b. Altered your behavior to become more sustainable.
- c. Went on a field trip in your bioregion.

##### Institutional Environment

4. To what extent does your institution emphasize each of the following? 1=Very little, 2=Some, 3= Quite a bit, 4= Very much

- a. Taking responsibility for the health of your communities.
- b. Learning about sustainability.
- c. Understanding local economies and/or ecosystems.

##### Educational and Personal Growth

5. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=Very little, 2=Some, 3= Quite a bit, 4= Very much

- a. Articulating a vision of a just and sustainable society.
- b. Acquiring skills to lead or facilitate group activities.
- c. Understanding the consequences of your choices.
- d. Understanding the economic dimensions of sustainability.
- e. Acquiring the skills to help organizations become more sustainable.
- f. Understanding issues of social justice.
- g. Persevering in achieving long-term goals despite adversity.



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

The assessments for undergraduates include a sustainability section of the NSSE survey (National Survey of Student Engagement) and a special assessment of ELA (Environmental Liberal Arts) learning outcomes.

Green Mountain College (GMC) and Luther College (LC) created the NSSE sustainability education consortium in fall 2010. GMC Provost William Throop and LC faculty member Jon Jensen developed a draft set of 20 sustainability questions to be added to the standard NSSE survey which is administered at an average of 700 colleges annually. The survey instrument was circulated to the Association for Advancement of Sustainability in Higher Education (AASHE) board of directors for comments and to the NSSE survey team. After revisions, the survey questions were presented at the 2010 AASHE conference. The survey was administered to first year and senior students at eight colleges during spring 2011 and the data were presented at the annual AASHE conference in fall 2011. This survey provided a baseline evaluation of first year students' sustainability understanding which was then compared to the same cohort in 2013.

Green Mountain College also assesses sustainability competencies through assessments of the general education learning outcomes for the Environmental Liberal Arts core curriculum program (ELA), which all degree-seeking undergraduates participate in. This assessment system was originally initiated in fall 2008 with the help of a grant from the Davis Educational Foundation and has since been revised by the faculty.

Graduate students in the MSFS and MBA programs are assessed for learning outcomes in sustainability as part of their normal program assessment. These assessment mechanisms were developed by the faculty committees that created the programs.

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

The NSSE survey is administered in the spring every two or three years year, both paper and web-based formats.

The assessment of the ELA learning outcomes is done by faculty in a four-year cycle. Any particular ELA class is meant to meet 4-5 of the overall ELA goals (which can be found here:

<http://www.greenmtn.edu/academics/ela/learning-outcomes.aspx>

). In each core course, they collect (using Moodle) a random sample of 30 papers/projects/exams and a small team of 2-3 faculty evaluates how students did on one or two goals each year as part of a four-year cycle. The faculty team develops a rubric that fits the particular goal(s), assesses the work, and generates a report. The report includes suggestions for improvement based on the data, and these suggestions are considered at the annual faculty workshop, as faculty discuss different strategies for improving particular courses. For distribution courses, the process is similar, though it is more of a snapshot of a particular semester's offerings. This can be done in either semester, and the team is made up of faculty who regularly teach in that area of the distribution, but not necessarily in the same semester as the assessment. As with the core, the four-year assessment cycle requires that one goal is examined per year. After four years, each core course and distribution area gets assessed and then faculty report on all the goals. At the end of this period, a record of the percentage of graduates who meet these competencies is also available.

Additionally, students are given a writing assignment to synthesize their reflections on what they have learned during their time at GMC, especially in the ELA program and to envision how the skills and knowledge they've gained will enable them to meet their goals during the next ten years. For the assignment, students are asked to answer the following questions:

1. What are the local and global issues that you hope to address now and in the future? Think about specific environmental, social, and political issues that are meaningful to you. (Since reflection is best done with information, you're expected to show research with cited sources).

2. What skills, knowledge, and character traits have you acquired that are important to your sense of what contributions you can make to your (local, national, or global) community? Reflect here about your ELA and other relevant educational experience thus far. Be specific. Keep the ELA-Delicate Balance goals in mind.

3. What skills, knowledge, and character traits do you still need to acquire in order to engage with the issues above? How will you achieve these?

Graduate students in the MSFS and MBA programs are assessed for sustainability knowledge by their respective program directors who go through and look at portfolio and capstone work and write up to what extent students meet the learning outcomes affiliated with their sustainability-focused degrees.

Learning outcomes for the MSFS (Master's in Sustainable Food Systems) include:

- Acquire a solid foundation in the historical context, economic realities, ecological considerations, policy aspects, and cultural values that have created our contemporary food systems, including regional differences.
- Develop a solid understanding of best practices in sustainable agricultural production in the vegetable, fruit, and livestock sectors, including the distinctions in production methods within different scales and bioregions.
- Develop the ability to analyze different components of a food system -- production, processing, distribution, preparation, and consumption -- in order to assess that food system's strengths and weaknesses with regard to economic, ecological, and social sustainability.
- Learn how to leverage food system change within businesses, regional communities, the nonprofit sector, and/or policymaking organizations.
- Learn to use the interdisciplinary knowledge from their masters coursework to research, analyze, and develop potential solutions for food system issues in their home bioregions.

Learning outcomes for the Sustainable MBA (Master's in Business Administration) include:

- Acquire a solid foundation in the core areas of business administration, including finance, accounting, marketing, organizational leadership, business law, and ethics; while grounding that knowledge in the relationships that define the communities in which they live and work.
- Gain the knowledge to achieve economic objectives while addressing the needs of employees, their community, and other stakeholders by focusing on the triple-bottom-line.
- Demonstrate the ability to understand the environmental and social context in which economic activity takes place.
- Acquire a thorough understanding of contemporary issues, theories, and skills related to their area of focus within sustainable business.
- Demonstrate their mastery of the above through completing an approved Capstone Project.

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

For the NSSE survey, Green Mountain College's mean responses for all 20 questions given to freshmen and seniors in 2013 exceeded the means for the Sustainability Education Consortium, our benchmark group of colleges.

The results of the ELA assessment are forthcoming as they have not yet completed the four-year cycle of evaluation. Results are expected later in 2014.

The results of the graduate program assessment are not yet publicly available. The first MSFS assessment is being completed now (2014) as the first cohort is graduating.

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



# Incentives for Developing Courses

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## Responsible Party

**Bill Throop**

Provost

Provost's Office

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## Criteria

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

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

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

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

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

Yes

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

GMC pays faculty to create graduate courses in the three sustainability-focused graduate programs. The payment is \$3,000 per course. A recent example is development of courses for the Masters in Resilient and Sustainable Communities. Twelve courses are currently being developed for this program, as of 2014. GMC carried out a similar program when creating the general education curriculum, even though this happened before the 3-year window for STARS credit reflected in this report. But, all faculty who currently teach in the Environmental Liberal Arts general education program have to develop and re-develop sustainability courses in order to remain actively engaged in the program.

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

Faculty receive a \$3,000 payment per course that is developed for the graduate programs focused on sustainability. Additionally, all faculty must develop and re-develop sustainability courses as needed for the various undergraduate sustainability-focused majors they teach and for the environmental liberal arts general education curriculum that all students take.

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

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# Campus as a Living Laboratory

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## Responsible Party

**Aaron Witham**

Director of Sustainability  
Sustainability Office

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## Criteria

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

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

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

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

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### Submission Note:

Green Mountain College serves as a living laboratory for many topics. The examples described here are only a portion of the projects that are relevant to this credit.

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

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

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

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

The transportation footprint of the biennial greenhouse gas inventory is completed with the help of classes in order for students to gain surveying skills, while helping the College find innovative ways to reduce the greenhouse gas emissions associated with transportation. In 2013, an ELA core curriculum class (Voices) helped create and implement the transportation survey. After results were collected, students in a GIS class analyzed the data, looking for patterns that could be used to expand carpooling opportunities.

Over 2014-2015, GMC aims to involve classes in the research and selection of a carbon offset provider sufficient to meet the College's needs and mission when it completes its greenhouse gas inventory in the summer of 2015.

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

In 2012, the Renewable Energy and Ecological Design program held a block class of 15 credits that built a garage on campus to model energy efficiency and renewable energy. The Olwen Solar Garage boasts a 3.8 kW solar PV array on the roof, a passive heat system from a ground slab, and a large south facing glass wall designed for germinating seeds for the campus farm. The class learned everything from how to design a green building, to how to pour a concrete foundation, to how to install solar.

In 2013, a weatherization class conducted a thermal audit of the College's Two Editor's Inn, which was paid for by the Student Campus Greening Fund, a group run by students. The audit discovered that approximately \$12,000 in renovations could save the college 40% on its energy bills. The Sustainability Office then proposed the project to the Campus Sustainability Council for consideration for green revolving loan funding. The CSC and Cabinet approved the project in the spring of 2014 and the renovation was completed by early summer. As part of a media internship, two students were involved in documenting the renovation process and showcasing the building's features. They produced a video, which can be viewed here:

<https://www.youtube.com/watch?v=3x0LTXh7p40>

as well as a professional plaque that will be hung in the living room. Quantitative classes will also be involved in testing the energy efficiency performance of the building, with special attention to the cold climate heat pump that is projected to offset a large percentage of the heating load from the oil boiler.

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

Several related class projects have focused on analyzing the environmental impacts of food purchasing and trying to display those impacts to the wider campus community. In 2012 and 2013, students in a Delicate Balance class created a proposal to install a food dashboard in the dining hall that would display embodied energy, distance shipped and other impacts associated with food being served. The project received funding from the Student Campus Greening Fund in 2013 to hire a local food assistant and build a live food dashboard. The local food assistant began working on a system to track the embodied energy and embodied carbon. A Master's student in sustainable food systems also helped with the project. In collaboration with the director of Chartwells (The dining services provider) the group found a beta tool being tested by the Chartwells company that tracks energy and carbon from food. This tool has the potential to streamline much of the data needed for the project. As of 2014, the director of Chartwells is still working with the tool to understand how to incorporate it into a dashboard. The student-run Slow Foods & Center of the Plate Club have taken on the responsibility of seeing the project completed.

Meanwhile, in 2013, a class analyzed the embodied energy in specific types of food being served in the dining hall (e.g. chicken, milk, cookies, apple sauce, etc.) and made several displays that can communicate these impacts to patrons. One of the methods displayed the embodied energy in terms of its equivalent of miles driven in a car.

As an outcome of both of these initiatives, the dining hall now has data they can use to make more informed decisions about food purchasing and display useful metrics to patrons. They want to begin making greenhouse gas mitigation plans for their monthly purchases.

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

Various classes have analyzed the College's fuel purchases and helped to set goals for improvement over the last couple of years. In 2013, students from an energy and environment class analyzed data of fossil fuel use on campus to compare it to the global production rate of renewable energy. They were following the principle outlined in the College's strategic plan that GMC shouldn't use fossil fuels at a rate greater than that at which renewables are being developed.

In 2013, a natural resources class did a comprehensive environmental, social, and economic analysis of the College's biomass fuel supply to understand the impacts it has. In 2014, another class examined the biomass plant itself and analyzed the various narratives surrounding its use to determine which were accurate and which were not.

All of the information gathered through these projects is useful to the Sustainability Office, the Campus Sustainability Council and the Sustainability 2020 Steering Committee in making decisions about energy sourcing.

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

For the last three years, the natural areas crew has worked closely with a botany professor to actively control invasive species on campus grounds. Several of these efforts have been associated with environmental science classes. The crew also hosts an invasive species pull during Earth Week to educate the broader campus community about invasives. Every year, a similar educational program is carried out during orientation to teach incoming students about the problem. The result of all of these efforts is a strong ethic on campus to control invasive species and a high awareness among students of the problems with invasive species. As students graduate, others take their places and shepherd the project.

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

In 2013, a quantitative environmental analysis class developed an environmental footprint analysis of the aggregate of all college purchases. The analysis covered a range of impact factors such as energy use, greenhouse gas emissions, water use, and toxic pollutants.

In 2014, a group of students in a public policy class used the analysis to help guide creation of a new purchasing policy that would put more weight on higher impact sectors of college purchasing. This purchasing policy was passed by Cabinet in August of 2014.

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

In 2013, a student helped form a focus group on transportation as a class project. The focus group was tasked by the Sustainability Office and Office of Student Involvement with thinking about how to increase carpooling on campus. The focus group met four times for an hour each over the course of the spring semester. Participants included students, staff, and faculty members. The group helped to design the transportation survey, which included questions about carpooling and roadblocks to taking alternative modes of transportation. Based on the focus group's brainstorming and analysis of the results of the survey, a series of important recommendations were made including



which online carpool program to use, how to promote it effectively, and how to shift behavior surrounding other modes of sustainable transportation. The carpooling program Go Vermont was chosen.

In 2013-2014, a Delicate Balance project, proposed by several students, received \$10,000 in funding to build a bike shelter centrally located on campus. Construction was completed in the spring of 2014. The purpose of the bike shelter is to promote more bicycle use on campus and help to display the bikes available for rental through the free Green Bikes program.

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

In 2013-2014, the student reuse manager in the Sustainability Office carried out a cost-benefit analysis as part of a business class project to analyze the impact of shifting from solitary waste bins to a more streamlined waste station models containing three waste streams in a each location (recycling, composting, and landfill). Meanwhile, the student sustainability office manager and a member of the waste crew started researching various models for the three bin system. They began plugging the numbers into the cost benefit analysis model to run scenarios.

In 2014, a group of students in an advocacy class built a prototype for the three bin station and displayed it during Earth Week. They received funding for the project from the Student Campus Greening Fund. Two staff in the facilities department helped mentor them through the construction process. The prototype was made from over 90% recycled materials. The students in the Sustainability Office then began an experiment, testing the prototype in one of the residence halls to see if it would change behavior. They collected data on waste disposal amounts before the station was installed and then after it was installed. Results of this effort showed a 39% drop in the trash stream by weight after the waste station was installed.

In the fall of 2014, students earned another SCGF grant to fund the building of 26 additional waste stations, enough to cover every floor in every residence hall on the main campus in Poultney. The bins are now being constructed with a majority of recycled material by students and staff working together.

Also in 2014, students in an advocacy class launched a campaign to educate the campus about the impacts of paper towel use in the bathrooms. They produced several videos which can be viewed here:

<https://www.facebook.com/events/668745343192644/>

. As part of the campaign they held a Go Towelless competition during Earth Week.

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

In 2013-2014, a student carried out a project to ban the sale of bottled water on campus through her delicate balance class. Steps included interviews with stakeholders who could potentially be affected by the ban, a water tasting event to see if students could tell the difference between bottled and tap water, production of a video documenting the campaign, and collection of a list of signatures supporting the ban. The campaign was successful and on August 15th, 2014, the College banned the sale of bottled water. The dining services company Chartwells and the vending machine company PepsiCo both signed on to the ban.

### **A brief description of how the institution is using the campus as a living laboratory for Coordination, Planning & Governance and the positive outcomes associated with the work:**

Students have been involved in every step of the development and implementation of GMC's strategic plan, Sustainability 2020. Students served on the committees that decided on goals and later chose metrics for measuring progress. The broader student body voted on the plan as well in 2012. In 2013, the metrics for those goals were shared with the campus body through a community conversation attended by over 100 people. The student who served on the metrics committee helped organize the event and take notes during the event, while another student spoke at the event giving her perspective on the metrics. A third student helped organize the following community conversation in 2014, where the first results of data collection were shared. This student also spoke at the event, sharing her ideas about how to advance the plan. Several classes were involved in developing portions of the surveys used for data collection. Many other classes were involved in analyzing the data afterwards. The outcome of these efforts is a broader and deeper engagement of the student body in the College's mission and future plans.

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

In 2013, a psychology class developed the diversity and inclusion section of the College's social capital survey that was then implemented in 2014. The class discussed the diversity and inclusion goals of the College's strategic plan, Sustainability 2020, and then researched which questions would best measure progress toward those goals. After the survey data were collected, several ELA classes and a leadership class were involved in analyzing and discussing the results in order to brainstorm ideas for increasing diversity and inclusion on campus. Many of these students attended the community conversation in the spring of 2014, where they shared their ideas on big sheets of paper. Those ideas were later transcribed into a list that was emailed to the entire campus community to spur change in relevant areas. The Sustainability 2020 Steering committee also addressed many of the ideas in the list. Additionally, the leadership class produced a separate list of ideas for leveraging change, which were shared with top officials in relevant areas, including the sustainability director.

In regards to affordability, a 2013 class was involved in analyzing the data from the annual alumni survey which asks about financial ability to cover general household expenses including student loan debt.

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

In 2013-2014, a group of students launched a student-run health and well-being program to provide information about alternative health to the campus. The project received \$7,000 of funding from the Student Campus Greening Fund and included three paid positions to implement the program. This program, known as SWELL, launched in the spring of 2014 and since then has carried out multiple workshops on campus and released regular newsletters.

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

In 2013, a group of students led a divestment campaign to convince the Board of Trustees of the College to divest endowment holdings from fossil fuel companies. Students, staff, and faculty, learned a lot from the campaign about how to work together across various sectors of the College to accomplish a goal. A major part of the campaign was a teach-in that featured three prominent professors with economic and environmental backgrounds. One of these was Bill McKibben, who spoke at the event via Skype. At the end of the semester, the Board of Trustees voted to divest from its fossil fuel holdings, following the criteria of 350.org's list of the 200 companies with the largest holdings.

The educational process continues as the CIR works on issues of making more positive investments, such as creating an ESG framework. Two students serve on the CIR committee.

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

In the spring of 2014, Assistant Professor of Communication Studies, Jason Schmitt, taught a class called Media Advocacy and Campaigns. The class challenged his students to attempt real campaigns on campus, most of which were related to sustainability topics. Many of the projects impacted campus in tangible ways through engagement in the College's fuel sources and waste habits.

**COURSE DESCRIPTION:**

This course will provide the scope to the complexities associated with informing and empowering social movements and societal behavior. Investigating mediated tools (videos, photos, Vines, Twitter, Facebook, geo-location, etc.) and learning how these tools alter perception, change awareness, inform populations and ultimately become change catalysts is the cornerstone of our course. In addition to investigative reading and researching in the field of advocacy, the course will also create and execute real world campaigns designed to make the student of this course aware of both theoretical implications and practical tools revolving around advocacy work.

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

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

[http://sustainability.greenmtn.edu/living\\_learning.aspx](http://sustainability.greenmtn.edu/living_learning.aspx)

# Research

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

<b>Credit</b>
Academic Research
Support for Research
Access to Research

## Responsible Party

**Aaron Witham**  
Director of Sustainability  
Sustainability Office

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## Criteria

### *Part 1*

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

### *Part 2*

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

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

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

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

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### **Submission Note:**

Performance year for the number of people engaged in research is Fiscal Year 2014. The headcount for faculty and staff engaged in research includes all full-time faculty, both part-time faculty, and two staff members. The headcount does not include adjuncts and does not include most staff members, even though many adjuncts at Green Mountain College are engaged in sustainability research. For example, Adjunct Professor Kathy Doyle regularly presents on her research on conservation planning and inventorying and Adjunct Professor Ken Welch regularly presents on his research in energy efficiency and cold climate heat pumps.

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

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

24

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

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

3

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

3

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

[Articles.Books.Presentations. Related to Sustainability.FY14.pdf](#)

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

List of faculty with the academic programs in which they are primarily affiliated:

- \*Ackerman-Leist, Philip: Sustainable Agriculture/Environmental Studies in the ESM division
- \*Brown, Lucas: Environmental Studies/REED in the ESM division
- \*Christensen, Laird: English/Environmental Studies in the HEArts division
- \*Coe, Natalie: Biology in the SOL division
- \*Coker, Teresa: Environmental Education in ESM division
- \*Currey, Robin: Sustainable Food Systems in ESM division
- \*Edwards, Sam: Environmental Studies in the ESM division
- \*Fesmire, Steven: Environmental Studies/Philosophy in the ESM division
- \*Graves, James: Biology/Environmental Studies
- \*Hammond, Elizabeth (Staff): Cerridwen Farm in the ESM division
- \*Harding, James: Natural Resources Management in the ESM division
- \*Jackson, Vance: Psychology in the SOL division
- \*Keith, Heather: Philosophy in the ESM division
- \*Landesman, Bill: Biology in the SOL division
- \*Letendre, Steven: Environmental Studies in the ESM division
- \*Mayberry, Matt: Business and Economics in the ESM division
- \*Mittlefehldt, Sarah: Environmental Studies in the ESM division
- \*Mulder, Kenneth: Sustainable Agriculture/Environmental Studies in the ESM division
- \*Park, Jacob: Business and Economics in the ESM division
- \*Sutheimer, Susan: Chemistry in the SOL division
- \*Throop, William: Philosophy/Environmental Studies in the ESM division
- \*Tison, Eleanor: Anthropology/Sustainable Agriculture in the ESM division
- \*Van Hoesen, John: Geology/Environmental Studies in the ESM division
- \*Witham, Aaron (Staff): Sustainability Office

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

The provost and sustainability director met and surveyed the original list from the last STARS report, highlighting anybody whom they weren't sure was involved in sustainability research in FY 2013. Given our small campus, the research of most faculty is well known. Then, the sustainability director contacted the individuals in question, asking them if they had done sustainability research and requesting descriptions of papers, presentations, or projects to back up the claim. Additionally, the sustainability director emailed a survey to all faculty requesting citations for sustainability-related presentations or publications. The list was updated in FY 2014 by the sustainability director who verified that two individuals had left the institution and the two new individuals who replaced them are actively engaged in sustainability research.

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

This list of accomplishments is not comprehensive. It is only a sample of the research faculty and staff are engaged in.

#### **Books & Book Chapters:**

Ackerman-Leist, P. (2012). *Rebuilding the Foodshed: Remapping Our Expectations for the Food We Share*. Chelsea Green Press.

Keith, H. (2012). "Natural Caring: A Pragmatist Ecofeminist Approach to Ethics in the More-Than-Human World." In Hammington, M. & Bardwell-Jones, C. (Eds) *Contemporary Feminist Pragmatism*. Routledge.

Mauhs-Pugh, T. & Brooks, M. (2013). "Seeking 'Productive, Caring, and Fulfilling Lives' Through the Environmental Liberal Arts at Green Mountain College." In J.L. DeVitis (Ed.) *The College Curriculum: A Reader*. Peter Lang Publishing.

Mittlefehldt, S. (2013). *Tangled Roots: The Appalachian Trail and American Environmental Politics*. University of Washington Press.

Sutheimer, S. & Pyles, J. (2011). "Integrating Sustainability and Service Learning into the Science Curriculum." In T. McDonald (Ed.) *Social Responsibility and Sustainability: Multidisciplinary Perspectives Through Service Learning*.

Throop, W. (2013). "From Environmental Advocates to Sustainability Entrepreneurs: Rethinking a Sustainability-Focused General Education Program." In P.F. Barlett, G.W. Chase (Eds.) *Sustainability in Higher Education: Stories and Strategies for Transformation*. MIT Press.

Throop, W. & Fesmire, S. (2013). "Environmental Pragmatism." In White, K.K. (Ed.) *America Goes Green: An Encyclopedia of Eco-Friendly Culture in the United States*. ABC-CLIO.

#### **Articles & Reports:**

Christensen, L. (2012). "A Tree Falls in the Forest". *Whole Terrain: Reflective Environmental Practice*.

Edwards, S. (2012). "Protecting Culture and Marine Ecosystems Under the Law in Micronesia." *International Journal of Cultural Property*, 19(2), 197-216.

Park, J. (February, 2014). "Education and Career Pathways for Sustainability in an Era of Disruptive Change, Part 1". *Sustainability: Journal of Record*, 7(1), 21-26.

Farley, J., Burke, M., Flomenhoft, G., Kelly, B., Murray, D.F., Posner, S., Putnam, M., Scanlan, A., Witham, A. (2013). "Monetary and Fiscal Policies for a Finite Planet." *Sustainability*, 5, 2802-2826.

Letendre, S. et al. (2014). *Intelligent Vehicle Charging Benefits Assessment Using EV Project Data*. Department of Energy Report. Pacific Northwest National Laboratory.

Letendre, S. , Makhoun, M., & Taylor, M. (2014). Predicting Solar Power Production: Irradiance Forecasting Models, Applications and Future Prospects. SEPA. Washington, D.C.

Titus, V.R.; Bell, R.C.; Becker, C.G.; Zamudio, K.R. Connectivity and gene flow among eastern tiger salamander (*Ambystoma tigrinum tigrinum*) populations in highly modified anthropogenic landscapes. *Conservation Genetics*. 2014, 15, 1447-1462

Titus, V.R.; Madison, D.M.; Green, T.M. The importance of maintaining upland forest habitat surrounding salamander breeding ponds: case study of the eastern tiger salamander in New York, USA. *Forests*. 2014 in press.

Van Hoesen, J.G. and Letendre, S. (2013). "Characterizing the spatiotemporal evolution of building-stock age in Poultney, Vermont: a GIS-based approach to improve thermal efficiency in historical buildings". *Environment and Planning B: Planning and Design*, 40, 630-643.

Van Hoesen, J.G., Bunkley, B., Currier, C. (2013). "A GIS-based methodology toward refining the concept of rural food deserts: a case study from Rutland County, Vermont". *Journal of Agriculture, Food Systems, and Community Development*.

#### Awards:

In 2014, Assistant Professor Robin Currey designed an initiative with Kompanion (a financial institution in Kyrgyzstan) that earned a \$100,000 microfinance prize by the Second Selection Committee for the 5th European Microfinance Award. Microfinance is a source of loans for low-income entrepreneurs and small businesses. The project is the "Pasture Land Management Training Initiative: an Ethnoecological Approach to Pasture Land Preservation" implemented by Kompanion in the Kyrgyz Republic. Ethnoecology, the study of how people make decisions about natural resources management, and "finance," are two disciplines that rarely intersect. Dr. Currey developed the ethnoecological approach and curriculum utilized in the project, which honors traditional practices of livestock farmers of Kyrgyzstan while they receive training. The project also includes a specialized "Credit for Conservation" loan that incentivizes natural resources preservation, especially pasture land. Through this program, Kompanion works to address widespread land degradation in the country. Since the launch of the program in 2011, more than 24,000 farmers were trained and increased their incomes by 30%. The objective of the award is to highlight opportunities for microfinance to improve environmental issues in developing countries and encourage the industry to find innovative solutions for global environmental concerns. The winner was chosen by the High Jury November 13, during European Microfinance Week.

Prof. John Van Hoesen (geology and environmental studies) received the 2013 Biggs Award for Excellence in Earth Science Teaching. The award, presented annually to one person by the Geological Society of America, recognizes innovative and effective teaching of earth science among early career faculty.

The work of Assistant Professor Sarah Mittlefehldt (Environmental Studies) and Associate Professor James Harding (Natural Resources Management) on the Poultney Woodshed Project earned the College the Governor's Award for Environmental Excellence in 2013. The award recognizes the research and programmatic efforts behind creating the Poultney Woodshed Project (a community-based supply chain for sourcing the biomass plant's woodchips locally), building the biomass plant, installing an energy use dashboard, achieving climate neutrality and educating the community about renewable energy.

#### Presentations:

Ackerman-Leist, P. (2014). What the Devil Do we Eat? Forum. Sanford School of Public Policy at Duke University.

Brown, L. & Magnuson, C. (2013). A Design-Build Block Semester: Student Engagement Through the Creation of a Solar Garage. AASHE Conference. Nashville, TN.

Coker, T. (2012). EE Standards for Pre-Service Education Workshop. North American Association of Environmental Education's Annual conference. Oakland, CA.



- Coker, T. & Walters, M. (2012). Favorite Interactive EE Activities for Pre-Service and In-service Teachers. North American Association of Environmental Education's Annual conference. Oakland, CA.
- Coker, T. & Walters, M. (2013). Sense of Wonder - Nature Journaling. North American Association of Environmental Education's Annual conference. Baltimore, MD.
- Dube, B. & Mulder, K.(2013). Farming Without Oil: Land, Labor, and Energy Demands of Alternative Farm Systems.In Panel: Developing Sustainable Biophysical Systems I. United States Society for Ecological Economics Conference. Burlington, VT.
- Edwards, S. (2013). Apologies and the law: Saying I'm sorry in collectivist cultures. Rescuing Relationships: Apology, Forgiveness, and Reconciliation Symposium. Straus Institute for Dispute Resolution, Pepperdine University School of Law.
- Edwards, S. (2013). Free speech & the digital right to assemble: The digital revolution and Constitutional law. New York State Political Science Association Annual Conference. Syracuse University.
- Graves, J. (2013). Horticulture for conservation and education: a native plant restoration nursery goes to college. Poster presented at the annual meeting of the American Public Gardens Association (APGA) in Phoenix, Arizona, May 20-25, 2013.
- Graves, J.( 2012). Biodiversity conservation as a sustainability program on the college campus: How STARS defines sustainability. Oral Presentation at the Annual Conference of the Ecological Society of America, Portland, Oregon, August 8, 2012.
- Graves, J. (2012). The Campus Flora Project: conservation biology education for many audiences. Poster presented at the annual meeting of the American Public Gardens Association (APGA). Columbus, OH.
- Graves, J. (2011). Teaching conservation biology in college gardens and natural areas: student Programs that succeed. Poster presented at the annual meeting of the American Public Gardens Association (APGA). Philadelphia, PA.
- Harding, J. (2011). Poultney Woodshed Project. Society of American Foresters National Convention. Honolulu, HI.
- Harman, N. & Witham, A (2014). A Zero-Waste Community: Bridging the Gap Between Goals & Behavior. AASHE Conference. Portland, OR.
- Keith, H. (2011). Pragmatist Feminists Gone Wild: Addams, Noddings, and a Relational Approach to Environmental Ethics. Society for the Advancement of American Philosophy. Spokane, WA.
- Mayberry, M. & Morgan, J. (2013). A Holistic Approach to Culture Change on Campus: A New Model of Liberal Arts Education. AASHE Conference. Nashville, TN.
- Mayberry, M. & Throop, B. (2012). Setting Stretch Goals: Sustainability as the Organizing Principle for a Strategic Plan. AASHE Conference. Los Angeles, CA.
- Mittlefehldt, S. (2013). The Path of Public-Private Partnership. Yale Forest Forum. School of Forestry and Environmental Studies at Yale University.
- Mulder,K. (2013). The Nexus of Food and Energy: Realities and Prospects (Can we have our cake and burn it too?). Green Mountain Power's College Connections Lecture Series. Energy Innovation Center. Rutland, VT.
- Mulder, K. (2013). Farming Without Fossil Fuels: Humans, Animals, Systems. Northeast Organic Farming Association of Vermont Winter Conference.

- Mulder, K. & Dube, B. (2013). Farming Without Fossil Fuels: Humans, Animals, Systems. Midwest Organic Research Symposium.
- Parker, S. & Letendre, S. (2013). Addressing Market Failures to Accelerate Energy Efficiency and Renewable Energy Adoption: Theory & Practice. United States Society for Ecological Economics Conference. Burlington, VT.
- Sutheimer, S. (2012). Bridging Green Chemistry, Materials Science and Nanotechnology: Creating a Course on The Chemistry of Energy. The Biennial Conference on Chemical Education.
- Sutheimer, S. (2012). Focusing on Water: A Green General Chemistry Lab Curriculum. The Biennial Conference on Chemical Education.
- Sutheimer, S. & King, D. (2012). Global Climate Change: Integrative Curriculum Development for General Chemistry. AASHE Conference. Los Angeles, CA.
- Throop, W. (2014). The Impact of Education for Sustainability. AASHE Conference. Portland, OR.
- Tison, E. & Mason, G. (2012). Gleaning & Frash Freezing Excess Produce from Farms. Sustainable Agriculture Education Association.
- Titus, V.R.; Bell, R.C.; Becker, C.G.; Zamudio, K.R., Madison, D.M.; Green, T.M. The importance of forest habitat connectivity for species of Ambystomid salamanders, focusing on the eastern tiger salamander. XXIV IUFRO World Congress 2014 – Salt Lake City, UT, United States, 5-11 October 2014.
- Van Hoesen, J.G. (2013). Leveraging a GIS & the Emerging GeoWeb: Towards Improving the Communication of Geologic Mapping Endeavors to Community Stakeholders. Geological Society of America Abstracts with Programs, v.45(1), p49.
- Witham, A. (2013). Energy Planning on Campus: The Role of Universities. Energy Action Series. University of Vermont, Burlington, VT.
- Witham, A. (2013). Reaching for the STARS and Beyond: Green Mountain College's Attempt to Measure Authentic Sustainability. AASHE Conference. Nashville, TN.
- Witham, A. (2014). Strength Training the Social & Human Capital Muscle. AASHE Conference. Portland, OR.
- Witham, A. (2012). Poster: “The Power of Partnership: Redefining Closed Loop Recycling. AASHE Conference. Los Angeles, CA.
- Witham, A., Posner, S., & Esposito, V. (2013). Encouraging and Modeling Policies & Practices for a Sustainable World: A Case Study of Vermont Colleges and Universities. United States Society for Ecological Economics Conference. Burlington, VT.

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

[http://sustainability.greenmtn.edu/living\\_learning/research.aspx](http://sustainability.greenmtn.edu/living_learning/research.aspx)

## Responsible Party

**Bill Throop**

Provost

Provost's Office

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## Criteria

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

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships. The program specifically aims to increase student sustainability research.
  - An ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops. The program specifically aims to increase faculty sustainability research.
  - Formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.
  - Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and e-learning objects focused on sustainability.
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## Submission Note:

This is a link to our research database, Environment Complete :

<http://web.b.ebscohost.com/ehost/search/advanced?sid=e91f4c1b-795d-437e-981c-30ec751f17d9%40sessionmgr111&vid=1&hid=126>

The database provides citations and abstracts for 1,600+ publications that focus on the natural environment. Accompanying full-text coverage is available for 600+ of the titles

This links to Agricola/Agriculture Journals:

<http://search.proquest.com/advanced?accountid=26436&selectids=10000055,1007160>

Agriculture and related fields of study are the focus of the database. Both historical and current literature in the form of journal articles, book chapters, technical reports, and more are available in this database.

The following homepage links take the library researcher to specific subject guides that support the study of sustainability :

Research Guides by Subject

Agriculture--<http://greenmtn.libguides.com/content.php?pid=208969>

Biology--<http://greenmtn.libguides.com/content.php?pid=220746>

Business--<http://greenmtn.libguides.com/content.php?pid=220823>

Economics--<http://greenmtn.libguides.com/content.php?pid=221057>

Environmental Studies--<http://greenmtn.libguides.com/content.php?pid=221100>

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

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

Yes

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

The institution encourages student research in sustainability in three ways.

First, to graduate, every undergraduate Green Mountain College student must conduct a substantive piece of sustainability research in the capstone ELA course entitled "A Delicate Balance" and must earn a passing grade. The general description of this assignment is provided here:

The "Delicate Balance Project" Assignment

Project Overview: The Delicate Balance project is a culminating service activity that you research, design, carry out, and write up. The project is both scholarly and action oriented: that is, you both write a paper that supports your project and carry out the project. Required elements include:

1. Project Proposal (group (if applicable), 5%) (pitch presentation and written proposal)
2. Essay #1 (individual, 10%) (5-7 pages)
3. Essay #2 (individual, 10%) (5-7 pages)
4. Poster Presentation (group (if applicable), 5%)
5. Final Project "Package" (synthesis of #2 + #3, individual, 10%)

Project Description: This is where you are to put your well-researched ideas and idealism into action. The project is the scholarly and real-world expression of your environmental and social ethics—a public activity that addresses a need. You are to find a problem involving community sustainability (broadly defined), use your research skills to understand and contextualize the problem and possible solutions, and deliver a solution through civic engagement. Projects will be negotiated in class, based on your interests, goals, disciplinary skills, and the needs of the community. Past examples will be made available. The default is that you'll work in a small group—working individually requires instructor approval.

Second, full-time faculty can provide \$500 of funding per semester to Undergraduate Research Assistants (URAs). Four out of the eleven URAs in 2013 were working with faculty engaged in sustainability research.

Finally, in FY 2013, two scholarships were offered to students, for which sustainability research or sustainability projects were an important consideration in the application. These include the following:

Program: Sustainability 2020 Award

Eligibility: Awarded to students who have demonstrated excellence through past and current participation in community service, leadership roles in academic and extracurricular settings, and/or dedication to environmental practices.

Award Amount: Ranges in amount up to \$7,000 per year.

How to Apply: Submit a detailed resume of community service, leadership and/or environmental advancement experience with the admissions application.

Deadline: A detailed resume or the Sustainability 2020 Award Worksheet must be submitted with the application for admission.

How to Maintain: Renewed annually as long as the student remains in good academic standing.

Program: Demonstrated Excellence in Environmental Practices Scholarship (DEEP)

Eligibility: Offered to students once they are a part of the Green Mountain College community. Students must demonstrate a passion for the environment through academic research, community service, poetry or art.

Award Amount: \$1,000 awarded each year.

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

<http://www.greenmtn.edu/academics/ela/projects.aspx>

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

No

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

Because of the College's mission and academic focus on sustainability, we encourage all faculty to engage in sustainability-related research, and most of those faculty engaged in research do so (see faculty research in AC 9). Consequently we do not need a specific program to encourage sustainability research. During contract renewal and promotion, we do give extra weight to research that advances the College's strategic plan Sustainability 2020.

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

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

Yes

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

Yes, we give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions because this kind of research is essential to the structure of our academic programs.

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

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

Yes

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

Griswold Library at Green Mountain College supports the institution's broader sustainability efforts by subscribing to a series of carefully selected and specific research databases. Two of the leading databases are Environment Complete and Agricola/Agriculture Journals. Also of value and receiving much use by library patrons are the databases BioOne and JSTOR Biological Sciences. The library homepage directs patrons to LibGuides that provide the researcher with guided tutorials in a number sustainability subject areas (see links below in the notes section).

In addition, Griswold Library is committed to offering library patrons access to new and historical resources and therefore actively purchases books, serials, and DVD/documentaries in a variety of subject areas to include environmental studies and sustainability studies in general, and in particular the subjects agriculture, animal studies, ecological design, environmental ethics, food systems, natural resources management, renewable energy, and sustainable/green business.

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

[http://www.greenmtn.edu/library/research\\_databases.aspx](http://www.greenmtn.edu/library/research_databases.aspx)

## Access to Research

### Criteria

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

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

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

# Engagement

## Campus Engagement

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

In addition, this subcategory recognizes institutions that support faculty and staff engagement, training, and development programs in sustainability. Faculty and staff members' daily decisions impact an institution's sustainability performance. Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

<b>Credit</b>
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development



# Student Educators Program

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## Responsible Party

**Aaron Witham**  
Director of Sustainability  
Sustainability

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## Criteria

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

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

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

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

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

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### Submission Note:

The performance year for this credit is FY 2014.

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

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

Yes

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

828

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

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

496

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

Green Job Corps training sessions are held every year during the fall semester for all work study students that are part of the Green Job Corps program. The director of sustainability and the sustainability office student manager run the training sessions in collaboration with other departments to educate the students about the College's sustainability initiatives, how to engage in those initiatives, and how to educate their peers about the initiatives. Resident assistants attend this training and also receive additional training over the summer that is specifically designed for RAs.

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

All students who are hired as work study students in departments participating in the Green Job Corps program are required to attend the fall training sessions. Participating departments are diverse, including Admissions, the Learning Center, Sustainability, Student Involvement, Green Map, Cerridwen Farm, Residence Life and others. Workers are hired based on skill sets that meet the traditional job responsibilities outlined by their department as well as innovative job responsibilities required of the Green Job Corps, including the ability to promote and improve social, financial, and environmental systems on campus. Many of the job descriptions outline all of the job duties within the triple-bottom line categories and place a Green Job Corps logo on the document so that students know the job they are applying to is included in the program, and should be viewed in the context of sustainability.

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

The primary way student educators are trained through this program is through the fall training sessions. During these sessions, which last two and a half hours, students first listen to a presentation on "sustainability 101," which familiarizes them with all of the College's current, major sustainability initiatives and gives them an opportunity to ask questions about these initiatives. This trains participants to be a first line of defense for spreading information about sustainability efforts on campus and dispelling myths that oversell or undersell the impact of the programs. Students are then asked to list all the ways they've personally and professionally helped advance sustainability goals on campus. This list is used as an impetus for small groups to begin making lists of departmental goals for the year. Groups are then provided with poster paper and asked to develop a wheel-and-cogs model for creating inter-departmental goals. One representative for each department stays at each table, while the other participants walk around to different tables adding goals to other posters. Students pledge to share these goals with their supervisors and institutionalize them into their official duties for the year. Finally, students are taught how to incorporate Green Job Corps goals into their resumes when they succeed at accomplishing them. Similar training is also provided to staff supervisors and follow-up communication directs students and staff to incorporate goals into their official duties and use them as benchmarks for official work evaluations.

Resident Assistants receive additional training before the fall training sessions in order to be prepared to educate new residents about sustainability. This preemptive training takes place in August before the new students arrive on campus. Training covers the existing sustainability systems and sustainability goals so that RAs can help new students participate in these systems and feel motivated to help the College reach its goals. The training also includes sustainability ideas that can be incorporated into their floor programs that they carry-out for residents. Examples of past sustainability-related floor programs have included sewing and patching, local food sampling, sustainable holiday planning, floor-wide clothing swapping, recycling, sustainable living, and paper-making. Finally the session also covers one topic in-depth. In 2013, the topic was knowing your bioregion. RAs were taught why it's important to be able to name a handful of plant and animal species in your region. If you have a close relationship with a few species, then you can notice even the

slightest changes to their population sizes and habitats. It's a way of keeping track locally of large abstract phenomena such as global climate change or loss of biodiversity. RAs are encouraged to find ways to communicate the main lesson of the training session to their residents.

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

The director of sustainability, the sustainability office manager, and several key staff members in the Provost's Office and Career Services work closely to develop the major Green Job Corp training sessions. The Sustainability Office provides a free meal during the training for all participants, as well as follow-up consultation and guidance throughout the year. This follow-up guidance includes copies of the presentation, copies of the goals the students created, and tips on how to make the most of out of the Green Job Corps experience.

The Sustainability Office also develops the preemptive training for the RAs, which is supported by Residence Life. Residence Life gives RAs \$40 each month for floor programming, but it is not required that they spend this money on sustainability-related programming, even though they often do. The Sustainability Office also provides every RA with a "cheat sheet" outlining major sustainability initiatives and facts that they can share with their residents. Throughout the year, the Sustainability Office provides additional guidance and consultation upon request.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

[http://sustainability.greenmtn.edu/living\\_learning/beyond\\_classroom/job\\_corps.aspx](http://sustainability.greenmtn.edu/living_learning/beyond_classroom/job_corps.aspx)

# Student Orientation

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## Responsible Party

**Aaron Witham**

Director of Sustainability  
Sustainability Office

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## Criteria

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

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

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

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### Submission Note:

Performance year for this credit is FY 2014.

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

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

100

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

All undergraduate, graduate and transfer students are offered sustainability orientation as an integrated part of their normal orientation program.

For the graduate students it includes a discussion of the Sustainability 2020 strategic plan and a sustainability tour of campus with explanations of heating sources, recycling systems, sustainable transportation options, the campus farm and other areas.

For the undergraduate orientation, the offering is more robust and is described below:

Most of GMC's "green" orientation activities originated as a student project in 2008 and have since been built on by staff and student workers in the Sustainability Office and Student Involvement office. The current orientation incorporates practices and activities that instill the message of sustainability in new students and introduces them to the values and mission of the College.

#### First-Year Impressions or Wilderness Adventure Experience--

Before students arrive on campus for the traditional orientation, they are given the opportunity to participate in a group-bonding trip. Some of the trips take place in the back-country, where LNT (Leave-no-trace) principles are taught and the students engage in community service opportunities. Other trips take place within the surrounding towns as students build relationships with community groups and local businesses. For all of these experiences, community service work plays a central role as a way to emphasize social sustainability.

After students arrive on campus for the start of the fall semester, they engage in a more traditional orientation that includes a number of prominent sustainability components outlined here:

#### Green Guide--

A Green guide on living sustainability at Green Mountain College (written by a current student) is handed out at many of the following events, and to minimize printing, the guide is also offered online as a flipbook (

[http://greenmtn.edu/flipbooks/green\\_guide/index.html](http://greenmtn.edu/flipbooks/green_guide/index.html)

). Staff hand out small strips of paper with the url to the guide on them, and show hard copies only as examples.

#### Compost & Recycling Available at All Events & Meals--

All events during orientation offer composting and recycling receptacles with examples of items taped to the side of the bins in order to teach students what goes into each bin.

#### Free Sale--

In an effort to teach new students the value of reusing items rather than buying new items, a free sale is held. High-value items from the Free Store and Freepo (our two reuse stores) are placed prominently on the front lawn, so that new students are tempted to check out the reuse stores. Sustainability helpers lead these students to the stores to pick out what they need for their residence halls.

#### Sustainability Table during Check-In--

The Sustainability Office (including the director of sustainability, outreach coordinator, and Green Job Corps workers) sits at a table exclusively dedicated to sustainability. They give out flyers on various sustainability practices on campus as well as the url to the Green Guide (to minimize paper use). A vermiculture bin is also set up at the table to teach students how to compost. Additionally, high-value items from the Freestore and Freepo are featured at the table to pique student interest in visiting these reuse stores. Information on sustainable transportation options on campus are also handed out, including Go Vermont, Zipcar, and the Green Bikes program. Finally, the local bike shop sets up a table across from the sustainability table offering bikes and bike accessories for sale to promote sustainable transportation on campus.

#### Family and Friends Session--

The director of sustainability attends the family and friends session and speaks to parents about how their students can take advantage of the sustainable transportation options on campus. He passes out copies of the bus schedule (which students can ride for free), gives out discount codes for use of Zipcar (the car sharing program), explains how students can register for the free online carpooling tool Go Vermont, and answers any questions or concerns parents have about alternative modes.

#### Commuter Meeting GMC Coffee House--

The director of sustainability attends the commuter meeting to discuss sustainability systems on campus. He also hands out a pamphlet on how to green your commute, whether commuters are driving their cars, thinking of taking the bus, or looking to carpool.

#### Images Dinner—

First-year students are enrolled in the Images of Nature class, the first core course in the Environmental Liberal Arts curriculum. As their introduction to their new teachers and fellow classmates, the students take dinner-to-go to faculty residences. To minimize waste during this event, water jugs are filled with water to avoid the use of plastic bottles or disposable cups. Students are asked to bring their own reusable bottle. In addition, every undergraduate teaching assistant assigned to each class is given a composting bin and recycling bag to bring to dinner in order to divert waste at the various locations. The director of sustainability eats dinner with the transfer student group so that he can answer questions about waste diversion and anything sustainability-related.

#### Coffee House Open Mic Night—

Student sustainability office workers ask trivia questions (provided) at intervals between open mic acts and buy food prizes for the winners. During this event, the url to the Green Guide is also handed out.

#### Orientation Play--

The student play highlights the sustainability culture of Green Mountain College.

Topics covered include how composting works on campus and the focus of our Environmental Liberal Arts Curriculum.

#### Bike Ride with College President—

New students are encouraged to go on a bike ride with the president, helping to build social capital with the top administrator, while seeing, first-hand, how sustainable transportation is part of the culture at the College.

#### Natural Areas & Invasive Species Orientation--

Students are given a tour of the natural areas on campus with lessons on practicing leave-no trace principles so that natural capital can be protected. They are also told about opportunities to help remove invasive species, especially glossy buckthorn and garlic mustard.

#### Farm and Food Orientation --

Students are introduced to the sustainable campus farm, how to help with the farm chores and how the farm contributes to the local foodshed both on and off campus. Students learn how to process farm produce for items to be distributed through the local food pantry.

#### Sustainability-themed Convocation Speakers--

Convocation takes place the first week of classes. The College has a tradition of selecting convocation speakers who are environmental leaders. In 2013, Robert Michael Pyle spoke. Dr. Pyle is the renowned author of 12 books on the natural sciences. He gave the fall convocation address and spoke in several classes about sustainability, his personal pursuit of nature, and how to thrive in a world facing many ecological crises. First-year students as well as many staff and faculty members read his nonfiction book *The Thunder Tree: Lessons from an Urban Wildland*. Last year, Mitch Thomashow, current Director of the Presidential Fellows Program at Second Nature, spoke about his passion for education and sustainability.

#### Sustainable Transportation Fair—

Separate from the orientation events, a sustainable transportation fair during the second week of school orients new and returning students to the alternative transportation options available on campus, along with incentives for trying each mode. Featured modes include bicycles, electric bicycles, Go Vermont carpooling, carsharing with Zip Car, the campus shuttle, and the regional bus service which is free for students, staff, and faculty to ride.

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

[http://greenmtn.edu/flipbooks/green\\_guide/index.html](http://greenmtn.edu/flipbooks/green_guide/index.html)



## Responsible Party

**Aaron Witham**  
Director of Sustainability  
Sustainability Office

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## Criteria

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

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

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

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

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

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

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

Green Mountain College offers many opportunities for students to get involved in sustainability outside of the classroom. A number of student clubs and organizations focus on some aspect of sustainability. All of these clubs are student governed:

### **Bio/Enviro:**

A strong force for environmental action on campus, including raising awareness of issues and implementing solutions for change.

### **Center of the Plate:**

The COTPC is a club focused on getting more local food into the Chartwells Dining Hall. Through donations, bartering or purchases, local farms give food to the Center of the Plate Club to process in the Solar Harvest Center weekly. The goal is to provide service opportunities for students, create relationships with local farms and enhance the food quality in the Dining Hall.

### **Student Campus Greening Fund:**

SCGF consists of student representatives who manage a \$30,000-\$40,000 grant fund for sustainability projects. The money comes from the student activities fee, which all students pay each semester as part of their tuition. SCGF solicits written grant proposals, hears oral defenses of grant requests, and ultimately decides whether or not to approve projects.

### **Bike Shop:**

The Bike Shop club maintains a bike shop on campus that is free to students, staff, and faculty. People can get their brakes fixed, have tires repaired, or request more extensive repairs with discounted materials purchased from a wholesaler. The bike shop also maintains the bikeshare program on campus and rents out bike trailers so that students can go shopping or take long trips using bikes.

**Slow Foods Chapter:** Slow Food is an international organization, founded in Italy, whose goal is to preserve traditional food knowledge, educate people on the importance of healthy, good food created from sustainable sources, and to nurture the community of people around the world who are passionate about sustainable, healthy food. The club holds bi-weekly meetings with communal cooking and the sharing of knowledge regarding cooking methods, history, and ideas for projects involving both the club and the entire campus.

**REED Club:** This club provides an organization for REED students to further their knowledge on renewable energy and ecological design and promote community interactions and progress. Club members meet regularly in a designated area to express their ideas and opinions on the progression of the group and the REED program. The Club also promotes activities focused on renewable energy and ecological design.

**Forestry Club:** The Green Mountain College Forestry Club is open to all GMC students with an interest in forestry, ecology, botany, wildlife management, outdoor recreation, conservation, and all other aspects of natural resource management. Activities are designed to supplement students' study of forestry and also to encourage all students to develop practical forestry skills whether for vocational or non-vocational pursuits. In addition, the Club is dedicated to community service activities that promote a greater understanding of forestry and foster appreciation for ecosystems. The Forestry Club pursues working relationships with educational programs such as the Ecological Exposition, an educational field day for middle school students, and Envirothon, a nationwide natural resources management competition for high school students.

**Club Activism:** The mission of Club Activism is to promote awareness and education regarding local and global sustainability issues to both the Green Mountain College campus and local communities through educational documentaries, non-violent direct actions, and awareness-raising events. In 2013, they led a successful divestment campaign resulting in the board of trustees approving divestment from fossil fuels. In 2014, they led a group of over 50 students to New York City to participate in 350.org's climate march.

**Herbal Tribe:** Herbal Tribe promotes knowledge on herbal remedies for practical purposes and helps educate the community about the health benefits of herbs. The group believes in fostering a sustainable, wholesome relationship with local flora.

**Agriculture Club:** The Agriculture Club offers the opportunity for the campus community to become educated about where their food comes from and to gain experience in the operation of a farm. In turn, the Club gives back to the community with the production and sale of produce from GMC's Cerridwen Farm.

**UNICEF Club:**

Part of the U.S. fund for UNICEF, the Student Campaign for Child Survival, this club focuses on fundraising to help children from around the world and engages the community in international issues.

**The website URL where information about student groups is available:**

<http://www.greenmtn.edu/life/activities/clubs.aspx>

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

The College's 22-acre Cerridwen Farm began as a half-acre garden in 1997. Since that time, it has become an integral part of the college curriculum, food system, and waste management system, involving students in nearly every aspect of day-to-day operations. Production systems are comprised of 3 acres of draft animal and human powered vegetable production, 15 acres of hay field and pasture managed with animal power, a raw milk micro-dairy, pastured pork production, and chickens for eggs and meat. Campus food waste is composted on-site, and renewable energy is integrated into various aspects of the farm including a solar-powered garage and solar heated high tunnel. Meat production, season extension structures, and a commercial food-processing facility enable food from the farm to be served in the dining hall all year. The farm hosts two on-going research trials and is part of the curriculum for well over a dozen classes. For example, the summer farm intensive class hosts over a dozen students each year who work to produce the CSA. Many staff, faculty, students, and community members own CSA shares and are fed by this CSA for five months out of the year.

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

[http://www.greenmtn.edu/farm\\_food/cerridwen-farm.aspx](http://www.greenmtn.edu/farm_food/cerridwen-farm.aspx)

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

The GMC Coffeehouse is student governed, managed by four student managers who are advised by a sustainable business faculty member and the director of student involvement. The key values of the GMC coffeehouse are "invigorating, engaging local." The GMC Coffeehouse provides sustainable and local foods to the student body including organic coffee and locally produced soda drinks, pesto, and cheese to the GMC community. Events and activities support local artists and community members and provide opportunities for the members of Green Mountain College and Poultney to build social capital. Events have included open mics, poetry readings, games nights, trivia, and discussions on what sustainability means. Student managers develop skills in sourcing local food and providing it to customers at a reasonable price, providing economic support for students through campus employment, and creating a vibrant social hub.

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

[https://www.youtube.com/watch?v=c\\_OGOHrIeJk](https://www.youtube.com/watch?v=c_OGOHrIeJk)

**A brief description of the sustainable investment or finance initiatives:**

The Student Campus Greening Fund (SCGF) is a student-run program designed to help put greening initiatives into action that increase awareness about sustainability and decrease the school's ecological impact. Every GMC student contributes to the fund through a \$30 allocation from the college activities fee each year. Students design projects and submit proposals, and awards are based on a student vote. In 2014, over a dozen projects were passed and implemented, including a prominent bike shelter next to the student center, a boardwalk to the natural area on campus, a student-run well-being collective, and a prototype for a new three-bin waste station.

The Green Mountain College Campus Greening Fund was one of three programs on North American campuses to receive a 2009 Sustainability Innovator Award from The Sustainable Endowments Institute. The institute publishes an online national report card designed to identify colleges and universities that are leading by example in their commitment to sustainability.

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

[http://sustainability.greenmtn.edu/living\\_learning/beyond\\_classroom/scgf.aspx](http://sustainability.greenmtn.edu/living_learning/beyond_classroom/scgf.aspx)

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

Every year, the College has routine sustainability events, such as a sustainability themed speaker for Convocation held in September, a sustainability themed speaker for the Benson Lecture series held during Earth Week, a conglomeration of active Earth Week events, and a sustainability themed Earth Fair that is held in collaboration between the College and the Town of Poultney. In addition to formal educational venues, the College sponsors regular events and competitions around sustainability themes. In recent years, events that have become traditions include a week long energy efficiency challenge called Do it in the Dark, a week-long event called Carry Your Trash Week (AKA "Trek Ur Trash"), and an invasive species eradication effort on campus. Additionally, the College has hosted community conversations for members of the college community on topics such as the new Sustainability 2020 strategic plan calling for authentic sustainability and the controversial slaughter of the farm oxen, Bill and Lou that made national headlines.

**SUSTAINABILITY SPEAKER SERIES**

November 6th, 2014

William MacLay

Bill Maclay, founder and president of Maclay Architects, gave a public talk "From Net Zero Buildings to Net Zero Campuses, Communities, and Planet" at Green Mountain College on Thursday, November 6. His appearance was sponsored by the College's Renewable Energy & Ecological Design (REED) Program. Maclay explored the inspirations and technologies that make net zero buildings a reality today. He also shared his experience pioneering the net zero concept beyond a single building, but a broader campus and community-wide approach for those forward thinking institutions, towns, and states that have fully embraced the sustainability imperative.

October 27th, 2014

Bill McKibben

Bill McKibben, author, educator, environmentalist, and founder of

[350.org](http://350.org)

, delivered a public talk "Life on the Border: Vermont, New York and the Future" in Ackley Auditorium.

McKibben is the author of the book *Wandering Home*, summer reading for first-year students in the college's Images of Nature classes. The book examines McKibben's current (Vermont) and former (New York's Adirondack region) homes and reflects on the hopeful signs he finds in both places. In Vermont he visits with friends trying to sustain traditional ways of living on the land and inventing new ones. After crossing Lake Champlain in a rowboat, he backpacks south for ten days through the Adirondack woods, contemplating the

questions that he began to raise in his book *The End of Nature: What constitutes the natural? How much human intervention can a place stand before it loses its essence? What does it mean for a place to be truly wild?*

The Schumann Distinguished Scholar in Environmental Studies at Middlebury College and a fellow of the American Academy of Arts and Sciences, McKibben was the 2013 winner of the Gandhi Prize and the Thomas Merton Prize, and holds honorary degrees from 18 colleges and universities. *Foreign Policy* named him to their inaugural list of the world's 100 most important global thinkers, and the *Boston Globe* calls him "probably America's most important environmentalist." McKibben is Green Mountain College's Master of Science in Resilient and Sustainable Communities 2015 Scholar in Residence.

September 18th, 2014

Yola Carlough

Yola Carlough is a senior associate in community development for the B Corporation. She has also served as director of sustainability at Burt's Bees and social mission director at Ben & Jerrys. Her talk was titled "B-Corps - The Power of Business to Solve Social and Environmental Problems". While on campus as a scholar in residence, she also participated in a panel discussion on exploring "Legal & Ethical Challenges and Opportunities for the Sustainable Business Professional".

September 11th, 2014

Bernd Heinrich

Dr. Heinrich is a faculty member at UC Berkeley and the University of Vermont, where he is currently Professor Emeritus. His rich body of research has dealt primarily with understanding how behavioral and physiological adaptations of animals allow them to negotiate their physical environment. He has published 18 books, many of which translate his science for the popular audience.

May 17th, 2014

Senator Patrick Leahy

As President Pro Tempore of the Senate, Senator Patrick Leahy is third in the presidential line of succession and has held the office since 1975. His voting record includes many pro-environmental and social justice efforts. He delivered the GMC's 177th commencement address, where he spoke about his recent effort to get the US to sign a treaty banning land mines.

April 25th, 2014

Jonathan Lash

Dr. Lash is the President of Hampshire College and is an internationally recognized expert on practical solutions to global sustainability, climate change, and development challenges. From 1993 to 2011, he was president of World Resources Institute (WRI), a Washington-based environmental think tank focusing on issues ranging from low carbon development to sustainable transportation. He also co-chaired the President's Council on Sustainable Development, a group of government, business, labor, civil rights, and environmental leaders appointed by Bill Clinton that developed visionary recommendations for strategies to promote sustainable development. Prior to WRI, Lash was Vermont Secretary of Natural Resources.

April 24th, 2014

Tatiana Abatemarco

Dr. Abatemarco is a Green Mountain College alumnae, who now serves as an Assistant Professor of environmental studies at Paul Smith's College. Her research areas include philosophy and ecofeminism. She delivered a talk entitled: "Women's Sense of Farming: An Ecofeminist Anthropological Project".

April 21st, 2014

Bruce Seifer

Seifer is the co-author of *Sustainable Communities--Creating a Durable Local Economy*. He served as Assistant Director for Economic Development for the City of Burlington Vermont for 29 years and was a key figure in Burlington's transformation into a model for sustainable development.

April 15th, 2014

Michael H. Shuman

Shuman is an economist, attorney, and author/editor of eight books who spoke as the second annual John F. and Dianne S. Brennan Lecturer. His two most influential books *Local Dollars, Local Sense: How to Move Your Money from Wall Street to Main Street* and *Achieve Real Prosperity* and *The Small Mart Revolution: How Local Business Are Beating the Global Competition* articulate the important role of small businesses and local economies in the face of globalization. His talk was titled "Local Investment: The New Key to Rural Revitalization in Vermont."

February 28th, 2014

Chuck Ross

Chuck Ross is the Vermont Secretary of Agriculture. He spoke about climate resilience and the role that all levels of government can play in response to disasters such as tropical storm Irene.

February 17th, 2014

Douglas Gayeton and Laura Howard Gayeton

The husband-wife team Douglas Gayeton and Laura Howard Gayeton gave a public presentation for the MSFS residency on art, technology and sustainability. The Gayetons have created award-winning films, information artworks, websites, and branding campaigns for a variety of clients including HBO, AOL, MTV, Napster, National Geographic and PBS. They are currently at work on "The Lexicon of Sustainability," a multimedia art project to tap into the meaning of sustainability as interpreted by thought leaders around the country. The first part of the project is "Food and farming in America."

November 19th, 2013

Andrew Gunther

Gunther is Program Director for the Animal Welfare Approved (AWA) certification program. He spoke about the concepts of "humane treatment" versus "animal welfare." He also delivered GMC's new AWA certification for dairy cattle and poultry.

November 6th, 2013

Jan Spencer

Spencer is a well-known permaculture advocate from Eugene, Oregon. As a guest lecturer funded by the Student Campus Greening Fund, he spoke about transforming where we live, including our homes, culture, and economy.

October 10th, 2013

Janisse Ray

Ray is a writer, naturalist, and activist. She holds an MFA and has written five books and a collection of nature poetry. She spoke about seed-saving and GMOs. She has won several book awards including the American Horticulture Society Book Award and the Nautilus Gold Book Award for Better Books for a Better World in 2013.

September 5th, 2013

Robert Michael Pyle

Dr. Pyle is the renowned author of 12 books on the natural sciences. He gave the fall convocation address and spoke in several classes about sustainability, his personal pursuit of nature, and how to thrive in a world facing many ecological crises. First-year students as well as many staff and faculty members read his nonfiction book *The Thunder Tree: Lessons from an Urban Wildland*.

May 11th, 2013

Dianne Dillon-Ridgley

Dillon-Ridgley is the International Leader in Sustainability, Founding Chair-emeritus of Plains Justice, Chair of the Board of Trustees for the Center for International Environmental Law, National Chair of the Population Connection, Board Member of the Women's Network for a Sustainable Future, and the only person to serve on all three American delegations to the 1992 Earth Summit in Rio de Janeiro, the 1997 Earth Summit+5, and the 2002 World Summit on Sustainable Development. She spoke at Commencement 2013.

April 24th, 2013

An all-day conference on sustainable development called “Poultney 2020” co-hosted by the College and the Town to build the natural, financial, and social/human capital of the town of Poultney.

April 23rd, 2013

Dr. William Edelglass

Dr. Edelglass, Professor of Philosophy at Marlboro College, spoke on “Green Mountains Walking: Reflections on Buddhism, Embodied Morality, and Places in an Age of Globalization”.

April 18th, 2013

Dr. Alan Goldberg

Dr. Goldberg, Founding Director, Center for Alternatives to Animal Testing at the Johns Hopkins Bloomberg School of Public Health, spoke on “Food, Animals, Food Animals: Large Scale Livestock Agriculture”.

April 15, 2013

Tom Burrell

Tom Burrell, Marketing & Communications Expert, Author of *Brainwashed: Challenging the Myth of Black Inferiority*, and Member of the Advertising Hall of Fame, spoke on social justice and race, issues that are central to social sustainability.

April 9, 2013

Peter Forbes

Peter Forbes, Co-Founder for Center for Whole Communities, spoke on whole communities and environmental conflict resolution over land use.

March 26, 2013

Dr. William H. Schlesinger

Dr. Schlesinger, Sophomore Plenary Speaker and President of Cary Institute of Ecosystem Studies spoke on “Climate Change: Causes, Impacts and What to Do.”

March 19, 2013

Lesely Nase

Lesely Nase, host of Radio Program Books, Yarns & Tales, spoke on Earth Tales for the Storytellers Series.

March 15, 2013

David Hinton

David Hinton, acclaimed Poet and Translator of Chinese Poetry, spoke on "Deep Ecology and Cosmology: Ancient China, Contemporary Vermont".

February 25, 2013

Pliny Fisk III

Pliny Fisk III, Co-director & Founder of Center for Maximum Potential Building Systems, spoke on green building design and sustainable systems.

February 19, 2013

Dr. Neil Conklin

Dr. Conklin, President of the Farm Foundation, spoke on “Developing a Workforce for 21st Century Agriculture”.

February 18, 2013

Helene York

Helene York, a MSFS Scholar in Residence and Director of Purchasing Strategy for Bon Appétit Management, spoke about sustainability



food purchasing policy for major food organizations.

January 21, 2013

Migrant Justice Presentation - Migrant farm workers talked about social justice issues related to agriculture and migrant farm workers for Martin Luther King Day.

November 28, 2012

Reel Rock Paddling Film Festival highlighted outdoor water adventure, water and nature conservation.

November 14, 2012

Keith McHenry

Keith McHenry is a co-founder of Food Not Bombs. His student initiated talk was part of his Smashing Hunger Squashing Poverty tour describing the emergence the loose-knit group of independent collectives, serving free vegan and vegetarian food to others to help address the needs of the poor and hungry around the world.

November 14, 2012

Keith McHenry

Keith McHenry, an artist, author, and Co-founder of Food Not Bombs, spoke on the formation and history of Food, Not Bombs.

October, 18, 2012

Kiko Denzer Talk

Author and builder Kiko Denzer presented on sustainable building and design using natural materials and biomimicry.

September 21, 2012

Artisan Cheese and Craft Cider tasting event featuring local cider producer and regional cheese pairings.

#### THOMAS L. BENSON LECTURE SERIES

The Benson Lecture Series, named in honor of former Green Mountain College President Thomas L. Benson, aims to bring visionary speakers of national and international significance to the College campus. Benson was president from 1994-2002 and was the architect of the College's environmental liberal arts mission.

April 18, 2013

Dr. Alan Goldberg

Talk Title: "Animals, Food; Food-Animals"

Goldberg is professor of toxicology and founding director at the Center for Alternatives to Animal Testing at the Johns Hopkins Bloomberg School of Public Health. He was a co-author of the important Pew Commission report on industrial farm animal production. The discussion illuminates human attitudes about animals and their roles in research and agriculture.

April 19, 2012

James Gustave "Gus" Speth

Talk Title: "America the Possible: Realizing a New American Dream"

Speth is a professor of law at the Vermont Law School in South Royalton, Vt., and distinguished senior fellow at Demos and the United Nations Foundation. He is the former Carl W. Knobloch, Jr. Dean of the School of Forestry and Environmental Studies at Yale. Speth will also receive an honorary degree from the College.

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

[http://sustainability.greenmtn.edu/leadership/partnerships/speaker\\_series.aspx](http://sustainability.greenmtn.edu/leadership/partnerships/speaker_series.aspx)

**the intended audience:**

12/5/2014

Art Exhibit: Uncovering Rutland

Students visited Rutland, Vermont and documented various aspects of the city in a photo exhibit. Some students focused on social sustainability (viewing poverty issues and public art) and others focused on renewable energy, since Rutland is becoming the "solar city."

9/25/2013

Art Exhibit: A Day in the Life of Vermont Farmers

Student photographers documented Vermont farmers in their daily activities, to signify the fact that the industry is being threatened. Food security is a critical issue of sustainability.

3/20/2013

Film: Samsara

Showing of the film, Samsara. The film's website offers this synopsis: "Samsara explores the wonders of our world from the mundane to the miraculous, looking into the unfathomable reaches of man's spirituality and the human experience. Neither a traditional documentary nor a travelogue, Samsara takes the form of a nonverbal, guided meditation."

11/2/2012, 2/9/13, 9/28/13

Collaborative Music Project

Student organized music performance where student musicians meet new students and create music productions together as a way of building social capital in the GMC Community.

9/21/2012

Bread and Puppet Theater Performance

A student initiated performance, The Bread and Puppet Theater is a politically radical puppet theater, active since the 1960s, currently based in Glover, Vermont. Its founder and director is Peter Schumann. Their performance focused on militarization, fossil fuel use, climate change and participatory democracy.

9/20/2012

Invisible Children Movie A student initiative to show the American documentary film which depicts the human rights abuses by the Lord's Resistance Army in Uganda and increase awareness of this issue among GMC students.

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

[http://www.greenmtn.edu/news\\_events/events-calendar.aspx](http://www.greenmtn.edu/news_events/events-calendar.aspx)

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

The Green Mountain Adventure Programming Office (GreenMAP) provides recreational and instructional outdoor programs for all ability levels. GreenMAP trips are generally free, student-led outings open to the entire Green Mountain College community. Many of the trips require no prior experience. Student Leaders are trained in trip planning, group management, outdoor ethics, and leadership in the activities they lead. In-house trainings prepare students for nationally recognized certification programs which many trip leaders complete. GreenMAP activities include rock & ice climbing, whitewater and coastal kayaking, canoeing, backpacking, snowshoeing, and backcountry and telemark skiing. Ice climbing, mountaineering, backpacking, tele-ski, rock climbing, and paddling equipment can be rented at any time for only \$1 per day.

For entering students, GreenMap offers The Wilderness Challenge. This activity provides an excellent way for incoming students to meet new friends and learn more about the Green Mountain Community. The trips are led by trained student and staff leaders from the

GreenMap Program. The trips take place in the mountains and waters that surround the college and make New England famous. With programs like backpacking, rock climbing, canoeing, sea kayaking & yoga, there is a "challenge" for every level of experience and interest.

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

<http://www.greenmtn.edu/greenmap.aspx>

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

All undergraduate GMC students must complete the 37-credit Environmental Liberal Arts (ELA) curriculum which addresses 23 sustainability-related learning outcomes. The 9-credit first-year portion of this program explicitly focuses on ecological and social dimensions of sustainability in the two-course sequence, Images of Nature and Voices of Community.

The summer reading for first year students introduces them to elements of the themes addressed in the first year, and all staff and faculty are also strongly encouraged to read the chosen book in order to participate in an on-going campus-wide conversation about the themes in the book throughout the semester. The faculty and several staff members usually meet in August to discuss their thoughts on the book before the new students arrive on campus. In the fall of 2014 the reading was *Wandering Home* by Bill McKibben, a book about the roots of McKibben's passionate environmentalism and his philosophy for a more sustainable planet. McKibben then visited campus in October to give a public talk. In the fall of 2013, Michael Pyle's book *The Thunder Tree: Lessons from an Urban Wildland* was the required reading. Pyles visited campus in September to give the fall convocation address and speak in several classes about sustainability, his personal pursuit of nature, and how to thrive in a world facing many ecological crises. In fall 2012, students in the first-year core Images of Nature course discussed Thomas Thwaites' *The Toaster Project*, a book that reveals the complexity of our interrelated economy and how the true cost of such a product is hidden. Thwaites visited campus in the fall to discuss his work in multiple venues.

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

[http://www.greenmtn.edu/news\\_events/new\\_releases/noted-author-robert-michael-pyle-to-make-public-address-at-gmc-convocation.aspx](http://www.greenmtn.edu/news_events/new_releases/noted-author-robert-michael-pyle-to-make-public-address-at-gmc-convocation.aspx)

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

The most tangible program on campus related to this credit is the Sustainable Living Floor. The Sustainable Floor is a floor of a residence hall designed as an intentional community where students living there aim to live sustainably in all aspects of their lives. Residents cook a community dinner every night with as many sustainable ingredients as they can get, they practice aggressive recycle and reuse strategies, and they maintain a vermiculture bin for compost. Occasionally they also run their own waste minimization competitions. For example, in 2013, they ran a water saving competition where they all tallied their water use for a week. Students have to apply to become a member of the floor. They also run social sustainability events, such as the painting of a temporary art installation expressing appreciation for the local Town community.

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

[http://sustainability.greenmtn.edu/living\\_learning/beyond\\_classroom/student\\_life.aspx](http://sustainability.greenmtn.edu/living_learning/beyond_classroom/student_life.aspx)

**A brief description of sustainability-focused student employment opportunities:**

The Green Job Corps aims to improve the triple bottom line at GMC: to enhance the social, economic and environmental impact of sustainability initiatives on campus and beyond, while also helping students gain marketable skills for the green economy. The Corps consists of work-study jobs in a majority of campus departments and the student workers collaborate between departments on projects that enhance campus sustainability in a holistic manner.

Positions within the Green Job Corps include Farmhands, Tour Guides, Resident Assistants, GreenMAP employees, Coffee House workers, Natural Areas Crew, Tutors, Recyclers and Composters. Special management positions as part of the Green Job Corps are available in most departments to student workers who want to improve their leadership and management skills.

Past accomplishments include the following:

- Researching and pricing options to create a certified composting facility to accept food scraps from the Town
- Calculating a cost-benefit analysis of installing three-bin waste stations across campus
- Designing and implementing vermiculture system in the residence halls to process food waste
- Carrying-out floor activities for annual energy-reduction challenge, Do it in the Dark
- Decreasing paperwork & utilizing electronic mailings
- Hosting Wild & Scenic Film Festival
- Improving Farm Chore system to increase productivity and improve efficiency
- Raising awareness about waste reduction through outreach efforts

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

[http://sustainability.greenmtn.edu/living\\_learning/beyond\\_classroom/job\\_corps.aspx](http://sustainability.greenmtn.edu/living_learning/beyond_classroom/job_corps.aspx)

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

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

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

GMC fosters many co-curricular sustainability programs and initiatives. The Annual Earth Fair is just one example. The Poultney Earth Fair is a completely grassroots event organized by a committee of ten to thirteen people with the intention of educating children and their families about the environment. The theme of the event changes every year. A description of the last two events are highlighted here:

Seventh Annual Poultney Earth Fair (April 24th, 2014)

This year's Earth Fair, "Powering into our Future" featured over 60 exhibits and demonstrations. Activities celebrated renewable energy, human energy, and the social power needed to create vibrant communities. A kick-off parade, run by GMC's Student Campus Greening Fund led students and staff, wearing large paper mache vegetable heads, from GMC to Poultney High School. Even President Paul Fonteyn wore won of the heads. The event, hosted by Poultney high school, included live music, scavenger hunts, information about solar power, as well as free bike tune-ups and free food, such as bicycle-powered smoothies, sun tea, pizza, and food from Localmotive, the new student-run restaurant at LiHigh School. In addition to students, teachers, community groups, and businesses, other participants

included the Poultney Area Artists' Guild, Poultney Historical Society, Spruce Knob Upraising, Green Mountain Power Energy Innovation Center, Same Sun Choice, Positive Energy, the Rutland Area Farm and Food Link, Poultney-Mettowee Natural Resource Conservation District, and the Nature Conservancy among many others.

Sixth Annual Poultney Earth Fair (April 25th, 2013)

The theme of the sixth annual Earth Fair was “A Balanced Life, A Balanced Earth.” The GMC Sustainability Office supported the Earth Fair committee through coordination, planning, and execution of the event. The Fair brought over 200 members of the GMC and Poultney communities together to collaborate on projects and over 400 participants (including children, parents, family, friends, and college community members) attended the event. Many GMC students were involved with various booths and activities during the event.

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

<http://sustainability.greenmtn.edu/leadership.aspx>

# Outreach Materials and Publications

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## Responsible Party

**Aaron Witham**  
Director of Sustainability  
Sustainability Office

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## Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A sustainability newsletter
- Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Food service area signage and/or brochures that include information about sustainable food systems
- Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
- A guide for green living and incorporating sustainability into the residential experience
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- Other

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

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

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

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

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

**A brief description of the central sustainability website:**

Created by the Sustainability Office, this website consolidates the Living and Learning, Facilities and Operations, and the Leadership and Outreach domains of sustainability on the Green Mountain College Campus. It highlights new events and initiatives related to sustainability such as the biomass facility, climate neutrality, student run projects through the Student Campus Greening Fund, and sustainability policies, awards and accolades. The sustainability website was created to reflect the STARS Reporting Tool outline in order to standardize the campus sustainability information tracked.

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

<http://sustainability.greenmtn.edu/default.aspx>

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

The GMC Journal is a weekly electronic newsletter sent to the GMC community with a bi-weekly column dedicated to sustainability. It keeps faculty, staff and students up to date about sustainability issues, events, initiatives, and advice.

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

[http://www.greenmtn.edu/news\\_events/publications/journal.aspx](http://www.greenmtn.edu/news_events/publications/journal.aspx)

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

The Sustainability Office actively maintains a Facebook account and Twitter account where it promotes sustainability initiatives, events, and awards. Additionally, students regularly cover the topic of sustainability in the student run blog: the Rope Swing.

Facebook page:

<https://www.facebook.com/pages/Green-Mountain-College-Sustainability-Office/193935597346955>

Twitter account:

<https://twitter.com/sustyGMC>

Rope Swing blog:

<http://theropeswing.greenmtn.edu/>

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

<https://www.facebook.com/pages/Green-Mountain-College-Sustainability-Office/193935597346955>

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

One of the Environmental Liberal Arts core curriculum classes required of all upperclassmen is A Delicate Balance. For this class, students have to take on a major sustainability project that requires substantial research. This research is made publicly available in three ways. First, there is a Delicate Balance poster symposium at the end of every semester that takes place in the student center. A majority of the residents on campus walk through the poster session. Second, after the class is over, the final reports and abstracts are put into a database that is available under the My GMC webportal that the campus uses for logistics. Staff interested in a project can view the abstracts and request more information from the administrator in the Dean's Office. New Delicate Balance students in future semesters



can also view the abstracts to help get project ideas. Additionally, staff and faculty may add project ideas to the database so that future students may decide to take them on. Third, a description of the most significant Delicate Balance projects is published on the sustainability website along with the students names so that people interested in the research can reach out to those students.

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

<http://www.greenmtn.edu/academics/ela/projects.aspx>

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

A live energy dashboard in the student center displays electricity and heat use in residence halls, along with information about the sustainability aspects of the electricity and heat sources. The biomass co-generation facility also has an educational sign outside, purchased by students and faculty who came up with the initial idea for the project. The sign not only explains the technology in the facility, but also tells the story of student activism and cross-campus collaboration that made the conversion from a #6 fossil fuel oil heating facility to a renewable fuel facility a reality. Signs are also available for other major projects on campus, such as the transformation of the Two Editor's Inn into a model of energy efficiency for old buildings. The Two Editor's Inn was designed by students working through a media internship.

A three-panel time-line in the Student Center gives a history of sustainability at GMC, beginning in 1996, when the Environmental Mission of the College was adopted, and leading to Climate Neutrality in 2011.

GMC Eco-Spots are located in Sage Hall (A LEED Gold building), highlighting green features such as recycling, vending misers, lighting projects, locally sourced furniture, water saving devices, and thermal envelope improvements. A new student-driven project is underway in 2014 to place eco-spots in other buildings as well. These eco-spots would consist of a plastic paper holder so that the information displayed could be updated periodically without removing the installation.

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

[http://sustainability.greenmtn.edu/operations/buildings\\_energy.aspx](http://sustainability.greenmtn.edu/operations/buildings_energy.aspx)

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

A brochure from the on-campus farm describes the farm's sustainable food system, including details of how it operates, as well as information about the CSA (community-supported agriculture) share that it offers. An online newsletter also shares the activities on the farm to the broader community.

Signage related to trayless dining, food conservation, compost, and origin of food is provided by the College's food service provider, Chartwells. Labels above food choices designate locally sourced food and produce from GMC's Cerridwen Farm to encourage sustainable choices.

Signage for composting food scraps is placed in the dining hall above the trash and compost receptacles. These signs are used to prevent unwanted materials in the compost piles by informing students, staff, faculty, and visitors about the proper procedures for separating compost contents and ensuring better quality of compost.

Students in the Slow Foods and Center of the Plate Club are working on a project to install an electronic dashboard in the dining hall that would show the energy use and greenhouse gas emissions associated with the food being served. A class taught by Kenneth Mulder in 2013 also created signage that the dining hall can use to show embodied food energy as it translates to driving a vehicle.

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

[http://www.greenmtn.edu/farm\\_food/food.asp](http://www.greenmtn.edu/farm_food/food.asp)

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

Green Mountain College has eight natural areas devoted to preserving native plants and educating the community about ecological processes. The natural areas crew posted signage in 2010 highlighting native plant gardens that were paid for and planted by various student groups on campus (e.g. Student Campus Greening Fund, a Botany Class). This signage still highlights the college's goal to increase native species throughout the campus.

With assistance from the National Park Service Rivers and Trails program and the support of the Town of Poultney, VT, a walking trail was developed by the Poultney Mettowiee Natural Resources Conservation District that connects the various educational, recreational and environmentally important sites in the town. The trail system has now become a major focus of the Poultney 2020 redevelopment effort, and several staff and students are serving on the parks and recreation committee, which is working to clear the town trails system, install better signage, and thoroughly map all the trails. Additionally, at various locations on the GMC campus along the Poultney River, permanent wooden signs have been placed to inform visitors and students about the characteristics of the location and the environmental management it receives.

A natural areas boardwalk was also constructed by students in 2014 to minimize damage to the grounds on a well-traveled path to the river. This boardwalk will have a sign explaining the environmental benefits of the project.

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

[http://www.greenmtn.edu/campus\\_lands.aspx](http://www.greenmtn.edu/campus_lands.aspx)

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

The sustainability tour is available as a video on Youtube. It is disseminated widely through orientations for new students and through the sustainability website.

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

<https://www.youtube.com/watch?v=aMDhOqFmNLC>

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

The GMC sustainability website offers an online resource guide for alternative transportation provided to the Green Mountain community. This site includes information on the free shuttle, various bus routes, train information, carpool matching services and Zipcar registration.

A more detailed version of this is available in hard copy, offering specific tips for driving more sustainably and how to maximize alternative modes. Copies of this are given to commuters during commuter orientation at the start of each school year, and copies are also available in residence life, auxiliary services, and the sustainability office.

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

<http://sustainability.greenmtn.edu/operations/transportation.aspx>

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

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

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

The Green Guide to GMC for students is published online here (

[http://greenmtn.edu/flipbooks/green\\_guide/index.html](http://greenmtn.edu/flipbooks/green_guide/index.html)

) and is also made available to new students during new student orientation. To minimize paper, the url for the website version is printed on a small strip of paper and handed out to the majority of students.

Since 2013, there is also a guide for new employees that has sections outlining the major sustainability systems on campus, such as zero-sort recycling, e-waste recycling, composting, the reuse stores (Freepo and Freestore), and the Green Job Corps (the sustainability oriented work study program). Since 2014, a special version of this guide was created for the two permanent sub-contractors on campus, Chartwells (Dining Services), and DTZ (Facilities). These contractors have a copy of the guide on file and that guide is given to new employees.

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

[http://greenmtn.edu/flipbooks/green\\_guide/index.html](http://greenmtn.edu/flipbooks/green_guide/index.html)

**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:**

A sustainability-related article written by the sustainability office's events and communication specialist is published every issue of The Mountaineer, GMC's student-run campus newspaper. Some recent publications and topics include the following:

- Do it in the Dark competition
- GMC Invests in Energy Efficiency Projects
- Sustainable Transportation Options at GMC
- New Composting System Encourages Student Involvement
- UN Climate Change Conference at a Glance
- Diversification of Energy Sources: A 2008 Investor's Perspective Today
- Green Mountain College Biomass Facility Update
- Tips for Greening your Dorm Room

**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://www.themountaineer.org/>

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

Through 2013, the sustainability office created and disseminated a monthly newsletter called “College and Main” showcasing issues, projects, and events that are newsworthy to a general audience, including residents in the surrounding communities. In an effort to reach as many residents as possible, including low-income residents, the publication was disseminated mostly in hard-copy format to the local restaurants, laundromats, hardware stores, and grocery stores. The primary goal of the newsletter was to strengthen social sustainability between the College and the Town and create a sense of shared community and shared pride in sustainability achievements. Now the newsletter is transitioning to a regular column in the student newspaper and there is an effort to disseminate the student newspaper widely around the off-campus community.

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

[http://sustainability.greenmtn.edu/living\\_learning/beyond\\_classroom/outreach.aspx](http://sustainability.greenmtn.edu/living_learning/beyond_classroom/outreach.aspx)

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

Yes

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

The Sustainability Office collaborates with the Sustainability 2020 task force, the Student Campus Greening Fund, the Communications Office and other groups to create videos on sustainability topics. In 2013, a series of four videos were created to highlight the Sustainability 2020 metrics (

<http://www.greenmtn.edu/sustainability-2020/measuring-progress.aspx>

) and the another video was created to highlight the efforts of the Student Campus Greening Fund (

<https://www.youtube.com/watch?v=UI6Dpph0aQs>

). In the summer of 2013, a sustainability orientation video was created offering a virtual tour of the sustainability systems on campus (

<https://www.youtube.com/watch?v=aMDhOqFmNLC>

). In the 2013-2014 academic year, several other videos have been created, including one about the solar garage (

<https://www.youtube.com/watch?v=-wb40vADjGY>

), one about the tiny house that the REED program built (

<https://www.youtube.com/watch?v=11fBm6yoDj8>

), one about the Thanks and Giving service day (

<https://www.youtube.com/watch?v=nO9t2YpHiTU>

), one about the Trek Your Trash competition (

<https://www.youtube.com/watch?v=hSRz6mgeaiY>

), one about the campaign to ban bottled water (

<https://www.youtube.com/watch?v=MB4Kza-teIA>

), one about the student-driven transformation of Two Editors Inn into a model of energy efficiency (

<https://www.youtube.com/watch?v=3x0LTXh7p40>

) and many others.

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

<https://www.youtube.com/user/GreenMtnCollege?feature=hovercard>

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

No

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

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

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

No

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

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

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

**material):**

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

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# Outreach Campaign

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## Responsible Party

**Aaron Witham**  
Director of Sustainability  
Sustainability Office

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## Criteria

### *Part 1*

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

### *Part 2*

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

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

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

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

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

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

Yes

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

Yes

**The name of the campaign (1st campaign):**

Sustainability 2020 Outreach Campaign

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

"Sustainability 2020" is the College's new strategic plan. The plan includes campus-wide goals for waste, renewable energy, greenhouse gas emissions, environmental impact analysis, social capital, health, well-being and many other areas. The strategic plan metrics task force and the steering committee began a comprehensive effort in 2013 to promote the strategic plan and explain why the sustainability goals are important. The effort employed many outreach techniques. Members of the task force, and later the steering committee, spoke to faculty assembly, staff assembly, and student senate about the goals many times. Numerous faculty members have also incorporated Sustainability 2020 into their classes. Class involvement has ranged from lectures aimed at raising awareness to analysis of environmental and social data. In 2013 and again in 2014, the leaders held a community conversation to discuss the goals, current progress, and strategies for improvement. The leaders also wrote a 30-page white paper and produced a series of four videos to disseminate to campus in an attempt to appeal to different learning styles (both the paper and videos are available at the link below). Both forms of media try to raise awareness about why the sustainability goals are important and outline the ways the College plans to measure progress toward these goals. The overall purpose of the campaign is to inspire interest in the plan and motivate students, staff, and faculty to help to achieve the goals.

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

The effectiveness and overall reach of the campaign is measured in a number of different ways. First, the steering committee tracks the number of people who attend the community conversations (which are attended by students, staff and faculty). Each of the two community conversations held so far had over a 100 people present (over 10% of the campus body). Second, at least ten classes have been involved in either describing the sustainability goals, collecting data related to the goals, or analyzing data relevant to the goals. Third, a survey was implemented in the spring of 2014 to estimate the current level of social capital on campus, raise awareness about the goals, and estimate the current level of awareness. Over 30% of the campus body completed the survey. Respondents were asked to indicate the extent to which they "identify with the goal of authentic sustainability and GMC's strategies for working toward that goal." Over 60% of survey respondents responded "A fair amount" or "A lot," indicating early signs of success.

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

<http://www.greenmtn.edu/sustainability-2020.aspx>

**The name of the campaign (2nd campaign):**

Do it in the Dark Energy Conservation Challenge

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

Every year, the College holds an energy conservation challenge between residence halls called Do it in the Dark. This campaign usually takes place in the fall, and for the last three years it has corresponded with Halloween. The challenge is coupled with a massive campaign to educate the campus about the importance of energy conservation and techniques for conserving energy. Campaign techniques include tabling in the student center to educate passing students, staff and faculty, and to challenge them to sign a conservation pledge on a paper cut-out of a light bulb that is then posted publicly on a bulletin board. The night before the competition begins, flameless candles are placed on all the tables in the dining hall and the overhead lights are turned off. A series of events and activities managed by various departments also help to educate the campus. The sustainability office uses Facebook and Twitter to post daily standings and suggest energy saving techniques. Live updates are also made to a webpage. Finally, the sustainability office produces outreach videos each year. Examples of these videos include the following: an analysis video of the event modeled after ESPN--

[https://www.youtube.com/watch?v=CvOP2Qb\\_WuQ](https://www.youtube.com/watch?v=CvOP2Qb_WuQ)



; and a brief video advertising the event:

<https://www.youtube.com/watch?v=DvoTnS3YSZ0>

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

Impact from the event is measured by total percentage electricity reduction during the competition week over the previous baseline week and by percentage reduction per residence hall. In 2014, the average reduction per residence hall was 13.23% over the baseline week. In 2013, the average was 9.96% over baseline. For the full results, visit the url below.

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

[http://sustainability.greenmtn.edu/news/do\\_it\\_in\\_the\\_dark.aspx](http://sustainability.greenmtn.edu/news/do_it_in_the_dark.aspx)

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

The Student Campus Greening Fund also engages in a campaign every semester to increase awareness about funds available for sustainability projects and to inspire students to develop projects for funding from the Student Campus Greening Fund. This campaign includes speeches to all core curriculum classes, tabling in the student center, and blasts using online media platforms. Every year the fund pays for \$20,000 to \$40,000 in projects. In FY 2014, projects included construction of a bike shelter, a boardwalk in to the natural areas, a three bin waste diversion station prototype, flameless candles for the energy conservation challenge, a student run wellbeing initiative, conference registration for students attending sustainability conferences, speaker fees for ecofeminist and permaculture speakers, and many other projects.

# Employee Educators Program

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## Responsible Party

**Aaron Witham**  
Director of Sustainability  
Sustainability Office

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## Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program.

In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

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

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

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## Submission Note:

Employee headcount includes GMC, Chartwells and DTZ employees, to be consistent with other employee headcount numbers in this report.

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

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

Yes

**Total number of employees:**

279

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

Green Job Corps Training for Supervisors

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

216

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

The primary employees selected to become educators in this program are the 12 supervisors of the Green Job Corps students, though all employees from the College are welcomed to attend the training sessions. The diversity of staff who attend the training sessions enables broad communication and outreach through the majority of departments on campus. The director of sustainability reaches out to the 12 GJC supervisors annually to invite them to the fall training session with the students. Every other year, the sustainability office also hosts job training specifically designed for the supervisors.

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

Employees are trained in one of two session formats. Every year employees are invited to the student Green Job Corps training in order to participate with the students and learn the same content. Every two years, the employees are invited to a supervisor-specific training session.

The larger session with students and supervisors lasts two and a half hours. Participants first listen to a presentation on “sustainability 101,” which familiarizes them with all of the College’s current major sustainability initiatives and gives them an opportunity to ask questions about these initiatives. This trains participants to be a first line of defense for spreading information about sustainability efforts on campus to their peers. Participants are then asked to list all the ways they’ve personally and professionally helped advance sustainability goals on campus. This list is used as an impetus for small groups to begin making lists of departmental goals for the year. Groups are then provided with poster paper and asked to develop a wheel-and-cogs model for creating inter-departmental goals. One representative for each department stays at each table, while the other participants walk around to different tables adding goals to other posters.

The sessions designed specifically for supervisors last one hour. They begin with a "sustainability 101" orientation, so that employees can learn how to educate their colleagues about sustainability initiatives on campus. Then, they work on departmental goal setting and learn ways to work these goals into tangible tasks for their Green Job Corps students to carry out.

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

The sustainability office provides free food during both types of training sessions and free consultation throughout the year. The sustainability office also sends out reminders to employee participants about how to make the most of their Green Job Corps training and sends out copies of the goals that they developed. The same reminders are sent to the students in participating departments.

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

[http://sustainability.greenmtn.edu/living\\_learning/beyond\\_classroom/job\\_corps.aspx](http://sustainability.greenmtn.edu/living_learning/beyond_classroom/job_corps.aspx)

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

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

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

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

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

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

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

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**Number of employees served by all other programs:**

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

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

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

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

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# Employee Orientation

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## Responsible Party

**Aaron Witham**

Director of Sustainability  
Sustainability Office

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## Criteria

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

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

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

100

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

All new GMC employees receive access to an online employee guide, which contains helpful information from a range of departments. The major sustainability systems on campus that are applicable to new employees are outlined in the guide, including carsharing and carpooling options, zero-sort recycling, e-waste recycling, composting, the reuse stores (Freepo and Freestore), and the Green Job Corps program.

Chartwells and DTZ employees (The two major contractors on campus) receive a sustainability guide that outlines what sustainability means, what the major sustainability initiatives are on campus, and where people can go if they have additional questions. This guide was created by the sustainability office and a copy of it is kept on file in the sustainability office.

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

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# Staff Professional Development

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## Responsible Party

**Aaron Witham**  
Director of Sustainability  
Sustainability Office

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## 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
- 

## Submission Note:

Performance year for this credit is FY 2013.

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

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

No

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

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

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

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# Public Engagement

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

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



# Community Partnerships

**Responsible Party**

**Aaron Witham**  
 Director of Sustainability  
 Sustainability Office

**Criteria**

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

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
<p><b>A. Supportive</b></p>	<ul style="list-style-type: none"> <li>• <i>Scope:</i> Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education)</li> <li>• <i>Duration:</i> May be time-limited (short-term projects and events), multi-year, or ongoing</li> <li>• <i>Commitment:</i> Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement</li> <li>• <i>Governance:</i> Campus and community leaders or representatives are engaged in program/project development</li> </ul>
<p><b>B. Collaborative</b></p>	<ul style="list-style-type: none"> <li>• <i>Scope:</i> Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood)</li> <li>• <i>Duration:</i> May be time-limited, multi-year, or ongoing</li> <li>• <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support</li> <li>• <i>Governance:</i> Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review</li> </ul>

**C.Transformative**

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

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

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

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

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

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

Yes

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

Green Mountain College has several formal sustainability partnerships with the local community that meet the criteria of “supportive”. Students, faculty, and staff at GMC closely support some local area events, programs, and organizations including Poultney Food Shelf, Young-at-Heart Senior Center, the Vermont Fish and Wildlife Department, the local school district, the Wonderfeet Children’s Museum, the Flora Advisory Group for Vermont, the Rutland Farm and Food Center Market, the Rutland County Women’s Network and Shelter, the Home Ownership Center, Neighborhood Works, Positive Energy, and HSUS (The Humane Society of the United States). GMC demonstrates its support for these partnerships through the provision of volunteer services, research, and exchange of ideas.

GMC supports the local food shelf through annual student-driven fundraisers, food can drives at the end of each semester, and provision of fresh organic produce from the campus farm during the summer time.

Every fall and spring semesters, the community outreach office at GMC assists with the recruitment of student volunteers to help serve lunch meals every week to the local senior residents at Young-at-Heart Senior Center. In the fall ‘13 and spring ‘14, three to four students, together, contributed approximately 90 hours of service to the Senior Center.

Faculty and their classes often partner with the Vermont Fish and Wildlife Department. For example, in 2013 and 2014 Associate Professor Teresa Coker partnered with the Department to offer environmental education programming through her classes. Other classes

have done field work for the Department. Many students have interned there as well.

Professor Coker also recently partnered with the Wonderfeet Children's Museum in Rutland to offer outreach programs for Rutland schools.

Several faculty and classes have partnered with the Poultney Elementary and Poultney High Schools on a range of projects and programs.

Professor Jim Graves serves as the vice chair of the Flora Advisory Group for Vermont, which meets three times a year to assess rare and endangered plant species.

Each year, students in Kathy Doyle's Forest Ecology Masters course reach out to a person involved in the management of a local forest in their region. As such, each student has a partnership with a local organization to complete their course project. These organizations have included the Green Mountain National Forest, Agency of Natural Resources, and Hubbard Brook Research Foundation.

Adjunct Professor, Susanne Claxton, often works with the Rutland County Women's Network and Shelter.

Adjunct Professor Ken Welch facilitates partnerships between GMC students and the Home Ownership Center, as well as Neighborhood Works.

Professor Sam Edwards has partnered with HSUS through two of his classes to train the public in animal lobbying and humane investigation.

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

Yes

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

GMC has many collaborative partnerships with groups such as Poultney Historical Society, Poultney Earth Fair, Hubbard Brook Experimental Forest, Poultney Elementary School, Poultney High School, Stone Valley Arts, Vermont Agency of Natural Resources, Rutland Regional Planning Commission, Poultney Mettowee Conservation District, Poultney Community Breakfast Program, and RAFFL's Glean Team.

In relation to the Poultney Historical Society, GMC believes that to the extent students get involved and acquainted with local and regional history, they will be able to understand, think creatively, and attempt to resolve the challenges that exist within their local community. The hope is that later they can be able to tackle global issues using the skills they learned locally. GMC collaborates with the Poultney Historical Society in many ways. Staff assist in the planning and organizing of the annual history day, East Poultney Day, which takes place every August. The purpose of this event is to highlight the town's local history and its local economy. Staff assist in the coordination and preparation of the “Poultney Historical Society Lecture Series”. The goal of these programs is to provide Poultney residents, GMC faculty, staff, and students with the opportunity to attend history education and recreation programs, locally. Individual student research projects also aid the Historical Society, such as the published paper on “Pre-Historic Poultney (8,500 BC- 1761 AD)” by Jacob Musial '10. Students also engage in internship programs and community service opportunities with the Society.

For the Annual Poultney Earth Fair, which happens every spring at the local high school, many GMC students and several faculty and staff support the initiative through labor and materials. They host several demonstration booths or exhibits and help organize the event. The Earth Fair attracts hundreds of people from the local area and is organized with the purpose of promoting environmental awareness and education, with particular focus on children. This past April 24th (2014), when the Fair was celebrated, approximately 600 people attended the event. There were over sixty activities and demos, live music, and free food. 25% of the Fair was supported directly by GMC.

Assistant Professor Sarah Mittlefehldt had a collaborative partnership with the Hubbard Brook Experimental Forest during the development of the Poultney Woodshed Project, a project designed to help the College source its woodchips locally while helping the local economy.

Assistant Professor Jessica Cuni led her class in a service learning project that collaborated with Stone Valley Arts, a nascent community arts non-profit in Poultney.

Assistant Professor Chris Brooks, Assistant Professor Jacob Park, Associate Professor Jacob Park, and Associate Professor John Van Hoesen worked on a project on climate change and flood resiliency with the VT Agency of Natural Resources and the Rutland Regional Planning Commission in the spring of 2014. The block course contained four classes attended by a core group of students who engaged in deep service learning through multiple disciplines: environmental law, business, climate change, and communications.

The College is in a long-term collaboration with the Poultney Mettowee Conservation District, which runs a Native Plant Nursery on Campus. Associate Professor Natalie Coe and others have collaborated with the nursery, which provides native plants for habitat in need of restoration.

Students in John Van Hoesen's GIS classes engage in many collaborative projects for a variety of local community partners. In 2013, the new GIS lab in Richardson opened its doors as a spatial resource center, providing collaborative consultation services for local businesses, government organizations, and individuals who have a spatial problem that needs to be solved.

Many professors, such as Rommey Fuller, Teresa Coker, and Sarah Mittlefehldt have collaborative partnerships with the local elementary and high schools. For example, they built a community garden.

Assistant Professor Eleanor Tison has had many collaborative relationships with community organizations. As an example, her classes work with the Poultney Community Breakfast Program and RAFFL's Glean Team to build relationships for students by involving them in transformative change in the Poultney community, while assisting people who are food insecure or nutritionally challenged.

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

Yes

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

In the fall of 2012, GMC partnered with the Town Of Poultney and its Downtown Revitalization Committee on a revitalization effort called Poultney 2020.

Poultney 2020 was a student born initiative that outgrew its origins to later become a transformative, town-wide sustainability partnership effort. Multiple stakeholder groups from the local region and community came together to plan for a community conference held on April 24th, 2013. With over 200 attendees throughout the day, everyone had the chance to vote on major projects that would help advance and support Poultney's vitality, including economic prosperity, social equity and wellbeing, and ecological health. The projects that received the most votes included: (1) a community center for the arts, (2) a main street park, (3) the promotion and development of the local food system, and (4) the design of a recreational natural trails system.

During the April 24th conference, four different teams were formed to tackle each of the projects and these teams have continued to meet and plan since then, both separately and as a whole group. Today, there is a Stone Valley Arts Center located in an historic building downtown because of the effort. It is run by a non-profit organization under the same name. For the main street park, the community has voted on the location of where they wish to see the park and now the group is focusing attention on raising funds to purchase the property. They have already made extensive designs for how the park will look. The localvore movement has also taken off with more restaurants

[Campus Sustainability Data Collector](#) | [AASHE](#)

adding more local foods onto their menus and most recently with the inception of a new farm-to-table, student run restaurant by LiHigh School. Finally, the trails group has made significant advances in identifying already existing natural trails and cleaning them up. Next steps moving forward including mapping, signage, and promotion.

To ensure that these projects are ongoing and eventually achieve success, GMC is providing support in terms of logistics, mentorship, research, and financial capital. A faculty member and the outreach coordinator for sustainable community development have taken the lead and dedicated significant time in helping the groups keep momentum by working closely with Town leaders to decide on priorities, coordinate meetings, and find sufficient labor and funding. GMC believes Poultney 2020 is a forward thinking initiative that has involved several classes and internships, and will involve several more, in a way that is transformative to students, staff, faculty, and community members.

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

Partnerships with distant communities have taken many forms. For example, Assistant Professor Robin Currey partners with small-holder farming operations overseas to aid community development and help farmers secure microfinancing.

On a broader institutional level, GMC is a member of the Eco-League. The Eco League connects Green Mountain College with a consortium of five environmentally themed colleges that are at the forefront of today's dialog about our natural and social communities. Stretching from Anchorage, Alaska, to Bar Harbor, Maine, Eco League colleges represent five distinct bio-regions across the U.S. Student and faculty exchanges enable sustainability skills and knowledge learned in one bio-region to be tested and shared in other bio-regions. Students can spend up to two nonconsecutive semesters of study at any of the five member colleges, or in any of the international exchange programs offered by an Eco League college without transferring schools. The program is set up to allow seamless exchange of students, with students continuing to pay tuition to their home college. The League also serves as a useful venue for more intimate collaborations. For example, Assistant Professor Eleanor Tison is working with Prescott and COA, through the Farm and Food Program, to potentially create a joint course or certificate program in sustainable food systems.

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

<http://sustainability.greenmtn.edu/leadership/partnerships.aspx>

# Inter-Campus Collaboration

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## Responsible Party

**Aaron Witham**  
Director of Sustainability  
Sustainability Office

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## Criteria

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

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

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"---" 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:

Over the last three years, the Sustainability Office, Provost's Office, and other departments have participated in various informal conference calls, panels, and informational sessions to share best practices in sustainability with institutions such as Dartmouth College, Dickinson College, Pace University, Franklin & Marshall College, Colby College, Kansas State University, State University of New York at Cortland, Middlebury College, Saint Michael's College, University of Vermont, Saint John's University, Smith College, Bennington College, Alaska Pacific University, University of Texas at San Marco, George Washington University, Wesleyan University, and many others.

Additionally, the institution has shared their sustainability experience or research through professional publications and presentations. The following list provides a sample of this effort.

### Books & Book Chapters:

Ackerman-Leist, P. (2012). *Rebuilding the Foodshed: Remapping Our Expectations for the Food We Share*. Chelsea Green Press.

Keith, H. (2012). "Natural Caring: A Pragmatist Ecofeminist Approach to Ethics in the More-Than-Human World." In Hammington, M. & Bardwell-Jones, C. (Eds) *Contemporary Feminist Pragmatism*. Routledge.

Mauhs-Pugh, T. & Brooks, M. (2013). "Seeking 'Productive, Caring, and Fulfilling Lives' Through the Environmental Liberal Arts at Green Mountain College." In J.L. DeVitis (Ed.) *The College Curriculum: A Reader*. Peter Lang Publishing.

Mittlefehldt, S. (2013). *Tangled Roots: The Appalachian Trail and American Environmental Politics*. University of Washington Press.

Sutheimer, S. & Pyles, J. (2011). "Integrating Sustainability and Service Learning into the Science Curriculum." In T. McDonald (Ed.) *Social Responsibility and Sustainability: Multidisciplinary Perspectives Through Service Learning*.

Throop, W. (2013). "From Environmental Advocates to Sustainability Entrepreneurs: Rethinking a Sustainability-Focused General Education Program." In P.F. Barlett, G.W. Chase (Eds.) *Sustainability in Higher Education: Stories and Strategies for Transformation*. MIT Press.

Throop, W. & Fesmire, S. (2013). "Environmental Pragmatism." In White, K.K. (Ed.) *America Goes Green: An Encyclopedia of Eco-Friendly Culture in the United States*. ABC-CLIO.

#### Articles & Reports:

Christensen, L. (2012). "A Tree Falls in the Forest". *Whole Terrain: Reflective Environmental Practice*.

Edwards, S. (2012). "Protecting Culture and Marine Ecosystems Under the Law in Micronesia." *International Journal of Cultural Property*, 19(2), 197-216.

Park, J. (February, 2014). *Education and Career Pathways for Sustainability in an Era of Disruptive Change, Part 1*. *Sustainability: Journal of Record*, 7(1), 21-26.

Farley, J., Burke, M., Flomenhoft, G., Kelly, B., Murray, D.F., Posner, S., Putnam, M., Scanlan, A., Witham, A. (2013). *Monetary and Fiscal Policies for a Finite Planet*. *Sustainability*, 5, 2802-2826.

Letendre, S. et al. (2014). *Intelligent Vehicle Charging Benefits Assessment Using EV Project Data*. Department of Energy Report. Pacific Northwest National Laboratory.

Letendre, S., Makhyoun, M., & Taylor, M. (2014). *Predicting Solar Power Production: Irradiance Forecasting Models, Applications and Future Prospects*. SEPA. Washington, D.C.

Titus, V.R.; Bell, R.C.; Becker, C.G.; Zamudio, K.R. Connectivity and gene flow among eastern tiger salamander (*Ambystoma tigrinum tigrinum*) populations in highly modified anthropogenic landscapes. *Conservation Genetics*. 2014, 15, 1447-1462

Titus, V.R.; Madison, D.M.; Green, T.M. The importance of maintaining upland forest habitat surrounding salamander breeding ponds: case study of the eastern tiger salamander in New York, USA. *Forests*. 2014 in press.

Van Hoesen, J.G. and Letendre, S. (2013). Characterizing the spatiotemporal evolution of building-stock age in Poultney, Vermont: a GIS-based approach to improve thermal efficiency in historical buildings. *Environment and Planning B: Planning and Design*, 40, 630-643.

Van Hoesen, J.G., Bunkley, B., Currier, C. (2013). A GIS-based methodology toward refining the concept of rural food deserts: a case study from Rutland County, Vermont. *Journal of Agriculture, Food Systems, and Community Development*.

#### Presentations:

Ackerman-Leist, P. (2014). *What the Devil Do we Eat?* Forum. Sanford School of Public Policy at Duke University.

Brown, L. & Magnuson, C. (2013). *A Design-Build Block Semester: Student Engagement Through the Creation of a Solar Garage*. AASHE Conference. Nashville, TN.

Coker, T. (2012). *EE Standards for Pre-Service Education Workshop*. North American Association of Environmental Education's Annual conference. Oakland, CA.



- Coker, T. & Walters, M. (2012). Favorite Interactive EE Activities for Pre-Service and In-service Teachers. North American Association of Environmental Education's Annual conference. Oakland, CA.
- Coker, T. & Walters, M. (2013). Sense of Wonder - Nature Journaling. North American Association of Environmental Education's Annual conference. Baltimore, MD.
- Dube, B. & Mulder, K.(2013). Farming Without Oil: Land, Labor, and Energy Demands of Alternative Farm Systems.In Panel: Developing Sustainable Biophysical Systems I. United States Society for Ecological Economics Conference. Burlington, VT.
- Edwards, S. (2013). Apologies and the law: Saying I'm sorry in collectivist cultures. Rescuing Relationships: Apology, Forgiveness, and Reconciliation Symposium. Straus Institute for Dispute Resolution, Pepperdine University School of Law.
- Edwards, S. (2013). Free speech & the digital right to assemble: The digital revolution and Constitutional law. New York State Political Science Association Annual Conference. Syracuse University.
- Graves, J. (2013). Horticulture for conservation and education: a native plant restoration nursery goes to college. Poster presented at the annual meeting of the American Public Gardens Association (APGA) in Phoenix, Arizona, May 20-25, 2013.
- Graves, J.( 2012). Biodiversity conservation as a sustainability program on the college campus: How STARS defines sustainability. Oral Presentation at the Annual Conference of the Ecological Society of America, Portland, Oregon, August 8, 2012.
- Graves, J. (2012). The Campus Flora Project: conservation biology education for many audiences. Poster presented at the annual meeting of the American Public Gardens Association (APGA). Columbus, OH.
- Graves, J. (2011). Teaching conservation biology in college gardens and natural areas: student Programs that succeed. Poster presented at the annual meeting of the American Public Gardens Association (APGA). Philadelphia, PA.
- Harding, J. (2011). Poultney Woodshed Project. Society of American Foresters National Convention. Honolulu, HI.
- Harman, N. & Witham, A (2014). A Zero-Waste Community: Bridging the Gap Between Goals & Behavior. AASHE Conference. Portland, OR.
- Keith, H. (2011). Pragmatist Feminists Gone Wild: Addams, Noddings, and a Relational Approach to Environmental Ethics. Society for the Advancement of American Philosophy. Spokane, WA.
- Mayberry, M. & Morgan, J. (2013). A Holistic Approach to Culture Change on Campus: A New Model of Liberal Arts Education. AASHE Conference. Nashville, TN.
- Mayberry, M. & Throop, B. (2012). Setting Stretch Goals: Sustainability as the Organizing Principle for a Strategic Plan. AASHE Conference. Los Angeles, CA.
- Mittlefehldt, S. (2013). The Path of Public-Private Partnership. Yale Forest Forum. School of Forestry and Environmental Studies at Yale University.
- Mulder,K. (2013). The Nexus of Food and Energy: Realities and Prospects (Can we have our cake and burn it too?). Green Mountain Power's College Connections Lecture Series. Energy Innovation Center. Rutland, VT.
- Mulder, K. (2013). Farming Without Fossil Fuels: Humans, Animals, Systems. Northeast Organic Farming Association of Vermont Winter Conference.

- Mulder, K. & Dube, B. (2013). Farming Without Fossil Fuels: Humans, Animals, Systems. Midwest Organic Research Symposium.
- Parker, S. & Letendre, S. (2013). Addressing Market Failures to Accelerate Energy Efficiency and Renewable Energy Adoption: Theory & Practice. United States Society for Ecological Economics Conference. Burlington, VT.
- Sutheimer, S. (2012). Bridging Green Chemistry, Materials Science and Nanotechnology: Creating a Course on The Chemistry of Energy. The Biennial Conference on Chemical Education.
- Sutheimer, S. (2012). Focusing on Water: A Green General Chemistry Lab Curriculum. The Biennial Conference on Chemical Education.
- Sutheimer, S. & King, D. (2012). Global Climate Change: Integrative Curriculum Development for General Chemistry. AASHE Conference. Los Angeles, CA.
- Throop, W. (2014). The Impact of Education for Sustainability. AASHE Conference. Portland, OR.
- Tison, E. & Mason, G. (2012). Gleaning & Frash Freezing Excess Produce from Farms. Sustainable Agriculture Education Association.
- Titus, V.R.; Bell, R.C.; Becker, C.G.; Zamudio, K.R., Madison, D.M.; Green, T.M. The importance of forest habitat connectivity for species of Ambystomid salamanders, focusing on the eastern tiger salamander. XXIV IUFRO World Congress 2014 – Salt Lake City, UT, United States, 5-11 October 2014.
- Van Hoesen, J.G. (2013). Leveraging a GIS & the Emerging GeoWeb: Towards Improving the Communication of Geologic Mapping Endeavors to Community Stakeholders. Geological Society of America Abstracts with Programs, v.45(1), p49.
- Witham, A. (2013). Energy Planning on Campus: The Role of Universities. Energy Action Series. University of Vermont, Burlington, VT.
- Witham, A. (2013). Reaching for the STARS and Beyond: Green Mountain College's Attempt to Measure Authentic Sustainability. AASHE Conference. Nashville, TN.
- Witham, A. (2014). Strength Training the Social & Human Capital Muscle. AASHE Conference. Portland, OR.
- Witham, A. (2012). Poster: “The Power of Partnership: Redefining Closed Loop Recycling. AASHE Conference. Los Angeles, CA.
- Witham, A., Posner, S., & Esposito, V. (2013). Encouraging and Modeling Policies & Practices for a Sustainable World: A Case Study of Vermont Colleges and Universities. United States Society for Ecological Economics Conference. Burlington, VT.

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

- Provost and Vice President of Academic Affairs Dr. William Throop served as chair of the board of directors of the Association for the Advancement of Sustainability in Higher Education (AASHE) through 2013. Green Mountain College has been a member of AASHE since 2007.
- President Dr. Paul Fonteyn serves as chair of the board of Vermont Campus Compact, an organization the College has partnered with for many years as GMC students have worked as Americorps volunteers and GMC has hosted several VISTA positions.
- President Dr. Paul Fonteyn serves on the ACUPCC steering committee.
- Board Member Dr. Anthony Cortese serves as coordinator of the Intentional Endowments Network. The Network supports institutions of higher education and others with aligning their endowments with social and environmental values. Dr. Cortese also served as president [Campus Sustainability Data Collector | AASHE](#)

of Second Nature from 1993-2012 and as senior fellow from 2012-2014. He co-founded Second Nature and AASHE, and was organizer of the ACUPCC.

- Past and present sustainability coordinators have played and continue to play a strong role in the Vermont Campus Sustainability Network, a coalition of Vermont's higher education sustainability professionals. The current Director of Sustainability, Aaron Witham, attends every biannual meeting, in the winter and summer. Green Mountain College will host this meeting in the summer of 2015.
- The Eco League connects Green Mountain College with a consortium of five environmentally themed colleges that are at the forefront of today's dialog about our natural and social communities. Stretching from Anchorage, Alaska, to Bar Harbor, Maine, Eco League colleges represent five distinct bio-regions across the U.S. Student and faculty exchanges enable sustainability skills and knowledge learned in one bio-region to be tested and shared in other bio-regions. Students can spend up to two nonconsecutive semesters of study at any of the five member colleges, or in any of the international exchange programs offered by an Eco League college without transferring schools. The program is set up to allow seamless exchange of students, with students continuing to pay tuition to their home college. The League also serves as a useful venue for more intimate collaborations. For example, Assistant Professor Eleanor Tison is working with Prescott and COA, through the Farm and Food Program, to potentially create a joint course or certificate program in sustainable food systems.

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

Through the American Society for Environmental History, Assistant Professor Sarah Mittlefehldt works actively with her colleagues from other institutions to help students understand the sustainability movement in a historic context.

Associate Professor Jacob Park and President Paul Fonteyn play an active role in the Northern New England Campus Compact, which is a coalition of colleges and universities committed to increasing civic engagement among college students. In 2012, the Compact was awarded a \$150,000 grant from the EPA to help prepare college students for a lifetime of environmental stewardship.

Professor Jim Graves works informally with members of the Flora Advisory group and Jenny Ramstetter on their effort to preserve peripheral populations.

Adjunct Professor Hava Villaverde partners with various faculty and the environmental center at the University of North Florida to participate in local events, field days, films and other activities to promote southeast regional sustainability.

Professor Sue Sutheimer is a member of the working group Climate Change in Context using POGIL (CCCP), a team of eight people from different colleges and universities writing activities related to climate change.

Associate Professor Heather Keith served as a consultant for faculty at Kansas State University and University of Texas at San Marco who have a grant to include more sustainability education in their textiles programs.

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

[http://www.greenmtn.edu/academics/travel/eco\\_league.aspx](http://www.greenmtn.edu/academics/travel/eco_league.aspx)

# Continuing Education

## Criteria

### *Part 1*

Institution offers continuing education courses that address sustainability.

Courses that address sustainability include continuing education sustainability courses and continuing education courses that include sustainability. Courses that can be taken for academic credit are not included in this credit. They are covered by the Curriculum subcategory.

### *Part 2*

Institution has at least one sustainability-themed certificate program through its continuing education or extension department.

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

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

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

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

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

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

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

We are pursuing this credit to the full extent. Data collection is currently in progress.

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

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**A brief description of the certificate program:**

Data collection is currently in progress.

**Year the certificate program was created:**

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

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## Responsible Party

**Aaron Witham**  
Director of Sustainability  
Sustainability Office

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## Criteria

### Part 1

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

### Part 2

Institution engages students in community service, as measured by the average hours contributed per full-time student per year.

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

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## Submission Note:

The performance year for this credit is FY 2014.

The total numbers of students engaged and the total headcount were from fall 2013. The estimated number of hours of service were derived from inventorying service from the fall 2013 and spring 2014 semesters on a per class basis as reported by faculty who responded to the survey. Faculty were asked to report number of students in their classes and number of service hours performed in each class. This was used to calculate mean hours per student per class. The mean hours were then multiplied by the mean course load per student to get a total hours estimate per semester. The semesters were then added together to get an estimate for the year. This same methodology was carried out separately for undergraduates and graduates. Both cohorts were added together for the final number.

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

## Number of students engaged in community service:

349

## Total number of students :

839

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

Yes

**Total number of student community service hours contributed during a one-year period:**

47,241

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

No

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

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

Yes

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

Faculty are provided course releases and other benefits for engaging in community service initiatives as part of their academic programs. Staff are often granted time off from work to participate in the annual Thanks and Giving and Green Up days. Employees receive positive recognition through the GMC Journal newsletter.

The sustainable community development outreach coordinator in GMC's Sustainability Office coordinates ongoing community service activities to support local area organizations and build a sense of community. Recurring activities that include significant volunteer service from employees include the following:

Maple Fest—a day each spring that celebrates Vermont's maple industry, including activities for children, tours for adults, free food, and support for local businesses.

Chili Cook Off—a day each fall that celebrates the Town and local businesses.

Poultney Earth Fair—a day each year during earth week that promotes community building and environmental education through a plethora of events, activities, and booths presented in a festival format at the local high school.

Green Up Day—a day each year during earth week where employees and students help to clean up the campus.

Activities with local schools—throughout the year, employees and students engage in numerous activities of service with the high school, such as teaching sessions on special topics, or collaborating on art projects.

Poultney Thanks and Giving-- this town-wide community service event attracts employee and student volunteers who provided over 800 hours of service at 24 different locations across Town. The day includes three free meals to all who participate.

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

[http://www.greenmtn.edu/academics/service\\_learning.aspx](http://www.greenmtn.edu/academics/service_learning.aspx)

# Community Stakeholder Engagement

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## Responsible Party

**Aaron Witham**

Director of Sustainability  
Sustainability Office

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## Criteria

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

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

And

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

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

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

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

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

Yes

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

When Green Mountain College engages in a planning and development effort or capital investment project that will significantly impact members of the local community, business owners, or municipal governments, the College will call together a special advisory committee to discuss impacts and decide on a plan for sharing information to the wider community.

Significant impact is defined as any number of the following:

- Building a structure that can be easily viewed by multiple homes or businesses from off campus
- Building a structure or system that increases traffic, water use, or other comparable public systems by more than 25% of current levels
- Building a structure or system that will exceed one million dollars in cost



- Implementing a plan that will significantly increase or decrease the number of jobs offered by the College or another business in town (a threshold of 10 jobs will be considered significant)

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

The Special Advisory Committee will be called together by the GMC Cabinet prior to the College formally committing to the project. Cabinet will do its best to identify a representative group of community stakeholders, including stakeholders from underrepresented populations. The Committee will meet at least once with at least one member of Cabinet, but as many times as Cabinet deems necessary. The Committee will serve the following purposes:

- Listen to the project proposal
- Offer feedback on how the proposed project may impact the community positively and/or negatively
- Help the College decide if the broader community needs to be informed and/or consulted based on how likely it is that the project will affect the community significantly
- If deemed necessary, help the College identify an appropriate mechanism for informing and garnering input from the broader community, whether that be through a public meeting, a newsletter such as front porch forum, a website, or a mailing.
- Help the College navigate necessary laws, regulations, or permits.

Following the meeting(s) with the Special Advisory Committee, the College will inform/consult the broader public through the agreed upon mechanism if the Committee deemed it necessary to do so. Input from the Special Advisory Committee and/or the broader community will be considered in the decision of whether or not to move forward with the project and under what circumstances.

**List of identified community stakeholders:**

The Special Advisory Committee may consist of members such as:

- The Town Manager of Poultney
- A member of the PDRC (Poultney Downtown Revitalization Committee) chosen by the PDRC
- An owner of a local business chosen by the Poultney Chamber of Commerce
- A citizen of Poultney, or surrounding towns, who is not formally affiliated with any of the other organizations represented on the advisory committee (this person could be chosen by a GMC staff member who has a close working relationship with underrepresented populations in the community).

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

The protocol for community stakeholder engagement was only recently implemented, but Green Mountain College has a long, rich history of deep engagement with the community. For example, since 2013, the College has been leading an effort called Poultney 2020, a town-wide community building process aimed at building the vibrancy of the Town. As part of this effort, the College frequently hosts planning meetings to gather the people working on the project. Another example includes the community conversations that the College holds at least once a year. For the last two years, the public has been invited to these meetings, where the College's goals and progress toward those goals were discussed. More community conversations are being planned for the 2014-2015 academic year.

**The website URL where information about the institution's community stakeholder engagement framework and**

**activities is available:**

[http://sustainability.greenmtn.edu/living\\_learning/beyond\\_classroom/outreach.aspx](http://sustainability.greenmtn.edu/living_learning/beyond_classroom/outreach.aspx)

# Participation in Public Policy

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## Responsible Party

**Aaron Witham**

Director of Sustainability  
Sustainability Office

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## Criteria

Institution advocates for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability.

The policy advocacy must be done by the institution, not by students or a student group. This credit acknowledges institutions that advocate for policy changes and legislation to advance sustainability broadly. Advocacy efforts that are made exclusively to advance the institution's interests or projects may not be counted. For example, advocating for government funding for campus sustainability may be counted, whereas lobbying for the institution to receive funds that have already been appropriated may not.

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

## **Does the institution advocate for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability?:**

Yes

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

GMC intentionally invites speakers to campus for various lecture series and commencements who take advocacy stances on important sustainability issues such as climate change and social equity. GMC is the lead institution in southern Vermont engaged in this practice. Not only do these advocacy speeches help to influence students, but the College tries to expand their impact through strategic press releases about the events, so that the platforms of the speakers can draw attention from the media.

Among the examples of advocacy speakers the College has had in recent years are:

Senator Patrick Leahy who spoke about his recent effort to get the US to sign a treaty banning land mines (Commencement, 2014).

Jonathan Lash who spoke about what we can do to address climate change in an innovative way despite lack of action at the national level (Benson Lecture Series, 2014).

Dianne Dillon-Ridgley who spoke about sustainable development (Commencement, 2013).

Bill Schlesinger who spoke about climate change and how we can address it amidst the current gridlock in Congress (Sophomore Plenary, 2013).

Andrew Gunther who spoke about humane treatment of animals and delivered GMC's new AWA certification for dairy cattle and poultry on the campus farm. In addition, the College implemented a new policy to source all poultry and pork meals served in the dining hall

from humanely certified vendors by the year 2020 (Lecture, 2013).

Majora Carter who spoke about social justice and sustainable development (Commencement, 2012).

In addition to bringing in strategic speakers, in 2013, GMC issued a statement to the student panel on divestment at the Warsaw climate negotiations, challenging other schools to divest from fossil fuel holdings as GMC has committed to do.

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

GMC President Fonteyn signed a letter in April of 2014 written by Bill Schlesinger of The Cary Institute of Ecosystem Studies urging the UK's Secretary of State for Energy and Climate Change, Edward Davey, to apply more judicious use of biomass electricity as a carbon-neutral substitute for fossil fuels. The letter was co-signed by many prominent US scientists and articulated a concern about the rising use of wood sourced from Southern US forests as a fuel for electricity-generating power plants in the UK and Europe. In particular, they asked for swift action to develop and adopt sustainability criteria and carbon accounting requirements to ensure adequate protections for forests and the climate.

In 2014, GMC's Chaplain, Shirley Oskamp, led a campaign to send a letter on behalf of GMC to the United Methodist Church to express discontent over the Church's action of defrocking Rev. Frank Schaefer after he presided over his son's same sex wedding. Faculty and staff voted in support of the letter. The letter read:

"We the Staff of Green Mountain College respect and value our community's diversity in all areas of life including religion, spirituality, sexual orientation, gender identity and expression. As a United Methodist-affiliated college, we appreciate the ways United Methodism's Social Principles closely match Green Mountain College's own commitment to an ecologically equitable and sustainable environment and to creating nurturing social, political, and world communities where all are valued.

In contrast to these strong positive values, we are deeply troubled by the United Methodists Church's current lack of equal affirmation and support for those who identify as lesbian, gay, bisexual, or transgender. We stand in solidarity with all members of our community, pledging to provide a welcoming, safe and inclusive space for all."

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

Green Mountain College does not make political donations.

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

[http://sustainability.greenmtn.edu/leadership/partnerships/speaker\\_series.aspx](http://sustainability.greenmtn.edu/leadership/partnerships/speaker_series.aspx)

## Responsible Party

**Robert Gould**

Vice President for Enrollment, Finance & Operations  
Admissions

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## Criteria

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

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### Submission Note:

We are pursuing this credit to the full extent. Data collection is currently in progress.

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

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

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

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

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

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# Hospital Network

## Criteria

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

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

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

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

# Operations

## Air & Climate

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

<b>Credit</b>
Greenhouse Gas Emissions
Outdoor Air Quality

# Greenhouse Gas Emissions

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## Responsible Party

**Aaron Witham**

Director of Sustainability  
Sustainability Office

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## Criteria

### *Part 1*

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

### *Part 2*

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

### *Part 3*

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

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

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

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

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

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

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

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## **Submission Note:**

The performance year is FY 2013 because this is the most recent inventory available. Inventories are produced every two years per ACUPCC guidelines. Our next inventory will be completed in August of 2015.



The "laboratory space" square footage reported here includes only traditional science laboratories. Computer labs are counted under "other energy intensive space." Other energy intensive space also includes the biomass plant and dining services.

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

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

Yes

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

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

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

Yes

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

Clean Air Cool Planet Calculator.

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

Yes

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

Green Mountain College Professor of Economics and Environmental Studies and Renewable Energy & Ecological Design Program Director, Steve Letendre, reviewed the report and results. He was a primary author on a previous inventory, so he understands the methodology, but was independent of this particular project.

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

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Scope 1 GHG emissions from stationary combustion</b>	<i>1,608 Metric Tons of CO2 Equivalent</i>	<i>3,229 Metric Tons of CO2 Equivalent</i>
<b>Scope 1 GHG emissions from other sources</b>	<i>99 Metric Tons of CO2 Equivalent</i>	<i>77 Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from purchased electricity</b>	<i>775 Metric Tons of CO2 Equivalent</i>	<i>869 Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from other sources</b>	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

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

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Institution-catalyzed carbon offsets generated</b>	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
<b>Carbon sequestration due to land that the institution manages specifically for sequestration</b>	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
<b>Carbon storage from on-site composting</b>	<i>5 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
<b>Third-party verified carbon offsets purchased</b>	<i>4,200 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

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

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

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**A brief description of the composting and carbon storage program:**

In FY 2013, 13.1 short tons of compostable food scraps were processed on campus. Approximately 5.3 short tons were fed to the pigs and 7.8 were processed in the compost pile on the campus farm. The composting system is run through a collaboration between the sustainability office and the college-run farm.

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

Green Mountain College achieved climate neutrality in FY 2011 under the ACUPCC framework, has maintained neutrality through the most recent greenhouse gas inventory in FY 2013, and plans to maintain it in the future. In addition to a reduction of over 30% in actual emissions since 2007, the College purchased carbon offsets from Green Mountain Power's (Formerly Central Vermont Public Service) Cow Power Program. Cow Power is a Vermont-based program that provides revenue to local dairy farmers who generate electricity using methane capture projects on their farms. Anaerobic digesters capture the methane from cow manure and then burn this gas to produce electricity. To quantify and verify the emissions reductions from this process, the methane capture project on Blue Spruce Farm, just 37 miles from the GMC campus, was verified with AgRefresh, an offset verifier based in Burlington, VT. The offsets were then certified and retired on the Chicago Climate Exchange in 2011.

The offset provider was chosen through a campus-wide participatory process where three offset vendors gave public presentations and students recorded their thoughts on the merits of each vendor and each project being proposed. After reviewing the responses, the Campus Sustainability Council then concluded that the Cow Power Program would be the best source of offsets because of its positive impact on the local economy and its close proximity to the College.

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

	Performance Year	Baseline Year
Number of residential students	540	577
Number of residential employees	5	5
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	799	749
Full-time equivalent of employees	198.60	188.75
Full-time equivalent of distance education students	173	30

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013

<b>Baseline Year</b>	July 1, 2006	June 30, 2007
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**A brief description of when and why the GHG emissions baseline was adopted:**

The FY 2007 baseline was adopted because it is the first year that the College did a greenhouse gas inventory, and it is the year that President Brennan signed the ACUPCC.

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

493,298 *Square Feet*

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

	<b>Floor Area</b>
<b>Laboratory space</b>	4,735 <i>Square Feet</i>
<b>Healthcare space</b>	0 <i>Square Feet</i>
<b>Other energy intensive space</b>	14,568 <i>Square Feet</i>

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

	<b>Emissions</b>
<b>Business travel</b>	226 <i>Metric Tons of CO2 Equivalent</i>
<b>Commuting</b>	352 <i>Metric Tons of CO2 Equivalent</i>
<b>Purchased goods and services</b>	---
<b>Capital goods</b>	---
<b>Fuel- and energy-related activities not included in Scope 1 or Scope 2</b>	77 <i>Metric Tons of CO2 Equivalent</i>
<b>Waste generated in operations</b>	431 <i>Metric Tons of CO2 Equivalent</i>
<b>Other categories (please specify below)</b>	114 <i>Metric Tons of CO2 Equivalent</i>

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

Other categories include study abroad air travel.

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

[Carbon.Inventory.Report.FY.2013.FINAL.pdf](#)

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

<http://rs.acupcc.org/ghg/2856/>

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

Scope 1

Every year the College increases the efficiency of the central heat and power biomass plant. Improvements include upgrades to steam pipe components and more efficient operation methods. These actions have a noticeable impact on the total scope one emissions over time.

Scope 2

In 2012, the College started a \$30,000 green revolving loan fund, which has already completed its first three projects. Gains from the first two of these projects are reflected in the FY 2013 greenhouse gas inventory reported here. These include replacement of all 80 outdoor lamp post lights with LEDs and construction of a 5.8 kW solar charging station for electric vehicles. More recently in 2014, the Two Editors Inn on campus was transformed into a model of efficiency for older buildings by gap filling, installing higher value insulation, and installing a cold climate heat pump to offset the oil consumption. Over the last three years, a suite of small electric efficiency projects have added to a projected 7.5% reduction in electricity use, for which the College has met Efficiency Vermont's Energy Leadership Challenge in 2013. Gains in efficiency have been made despite an overall growth in the square footage of campus buildings.

Scope 3

Solid waste emissions have gone down as tonnage of landfilled material has decreased from 187 in 2007 to 123 in 2013 due to aggressive recycling, composting, and reuse programs on campus.

# Outdoor Air Quality

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## Responsible Party

**Aaron Witham**  
Director of Sustainability  
Sustainability Office

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## Criteria

### Part 1

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

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

### Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO<sub>x</sub>), sulfur oxides (SO<sub>x</sub>), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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## Submission Note:

Please note that the results of our emissions testing for the biomass plant cannot easily be converted to total tons over the course of that year because test results show lbs per hour, parts per million, and grains per dry standard cubic foot and data are unavailable on how many hours the biomass plant ran for that year or how many dry standard cubic feet we used. Thus, we have to report 0 for each of the above fields due to the fact that the credit cannot be submitted unless those fields are populated. Regardless, we believe the emissions test shows that the biomass plant is not a significant source of emissions and thus, we are exempt from having to submit a full inventory to pursue this credit.

Both particulate matter and carbon monoxide were both well below the permit limits at the time of testing. Total particulates (without condensables) were .06 lbs/hr and the permit limits were .98. Emissions in lbs/MMBTU were .009 and permit limits were .057. Total particulates (with condensables) were .007 gr/dscf at 12% CO<sub>2</sub>, well under the limit of .2. For carbon monoxide, results were 8 ppm at 12% CO<sub>2</sub>, significantly under the permit limit of 150. The carbon monoxide results cannot be scaled up to a year because of how they were tested.

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

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

Yes

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

Green Mountain College No-Idling Policy--

### Applicability:

This policy applies to the operation of any vehicle on Green Mountain College property.

### Rationale:

Exhaust from idling vehicles can accumulate and pose a health risk to employees, drivers, and the community at large. Exposure to exhaust can cause lung damage and respiratory problems. Exhaust also exacerbates asthma and existing allergies, and long-term exposure is thought to increase the risk of lung cancer. Idling vehicles also waste fuel and financial resources and contribute to global warming. Idling is bad for the environment and bad for the bottom line.

### Purpose:

To minimize idling time in all aspects of facility vehicle operation.

### Guidance:

- When drivers arrive at loading or unloading areas to drop off or pick up passengers, they should turn off their vehicles as soon as possible to eliminate idling time and reduce harmful emissions. Vehicles should not be restarted until passengers are ready to depart and there is a clear path by which to exit the pickup area. Exceptions include conditions that would compromise passenger safety, such as:
  - extreme weather
  - idling in traffic
- At bus and facility vehicle depots, limit idling time during early-morning warm-up to what is recommended by the vehicle manufacturer (generally 3 to 5 minutes) in all but the coldest weather.
- All service delivery vehicles should turn off their engines while making deliveries to the facility.
- All drivers of any vendor or GMC vehicle should receive a copy of this bulletin and be encouraged to discuss it at the beginning of every year.

Approved by Cabinet Spring 2011

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

Yes

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

On March 31st and April 29th, 2011, emissions testing was performed on our wood-fired boiler by Gammie Air Monitoring (GAM) to assess levels of carbon monoxide and total particulates. The wood-fired boiler is our only potentially significant stationary source of air pollutants on campus. The methodology and results were reviewed by the Vermont Department of Environmental Conservation: Air Pollution Control Division. Based on the findings, the Division concluded that the particulate and carbon monoxide emissions from the boiler were well below the Permit's emission limits under the conditions existing at the time (see the paragraph below for greater detail on the results). Since we have not significantly changed operations of the boiler since then, we think this testing is a good representation of the rate of emissions coming from the plant. Therefore, we conclude that we do not have "significant air emissions" from stationary sources, and thus do not have to submit a full inventory to pursue this credit.

### Detailed results of the test:

Both particulate matter and carbon monoxide were both well below the permit limits at the time of testing. Total particulates (without

condensables) were .06 lbs/hr and the permit limits were .98. Emissions in lbs/MMBTU were .009 and permit limits were .057. Total particulates (with condensables) were .007 gr/dscf at 12% CO<sub>2</sub>, well under the limit of .2. For carbon monoxide, results were 8 ppm at 12% CO<sub>2</sub>, significantly under the permit limit of 150.

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

	<b>Weight of Emissions</b>
<b>Nitrogen oxides (NO<sub>x</sub>)</b>	<i>0 Tons</i>
<b>Sulfur oxides (SO<sub>x</sub>)</b>	<i>0 Tons</i>
<b>Carbon monoxide (CO)</b>	<i>0 Tons</i>
<b>Particulate matter (PM)</b>	<i>0 Tons</i>
<b>Ozone (O<sub>3</sub>)</b>	<i>0 Tons</i>
<b>Lead (Pb)</b>	<i>0 Tons</i>
<b>Hazardous air pollutants (HAPs)</b>	<i>0 Tons</i>
<b>Ozone-depleting compounds (ODCs)</b>	<i>0 Tons</i>
<b>Other standard categories of air emissions identified in permits and/or regulations</b>	<i>0 Tons</i>

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

The main strategy has been to avoid adding any new sources of significant air emissions.

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

<http://sustainability.greenmtn.edu/operations.aspx>



# Buildings

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

<b>Credit</b>
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

# Building Operations and Maintenance

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## Responsible Party

**Glenn LaPlante**  
Director of facilities  
Maintenance

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## Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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## Submission Note:

The performance year for this credit is FY 2014.

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

**Does the institution have any building space certified under the following green building rating systems for existing buildings?:**

	Yes or No
<b>LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)</b>	No

<b>The DGNB system, Green Star Performance, or another 3-tier GBC rating system</b>	No
<b>BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system</b>	No
<b>Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)</b>	No

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

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

493,298 *Square Feet*

**Floor area of building space that is certified at each level under a 4-tier rating system for existing buildings used by an Established Green Building Council::**

	<b>Certified Floor Area</b>
<b>Minimum Level (e.g. LEED Certified)</b>	---
<b>3rd Highest Level (e.g. LEED Silver)</b>	---
<b>2nd Highest Level (e.g. LEED Gold)</b>	---
<b>Highest Achievable Level (e.g. LEED Platinum)</b>	---

**Floor area of building space that is certified at each level under a 3-tier rating system for existing buildings used by an Established Green Building Council::**

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	---
<b>Mid-Level</b>	---
<b>Highest Achievable Level</b>	---

**Floor area of building space that is certified at each level under a 5-tier rating system for existing buildings used by an Established Green Building Council::**

	Certified Floor Area
Minimum Level	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

**Floor area of building space that is certified at any level under other green building rating systems for existing buildings:**

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

482,798 Square Feet

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

[Green.Cleaning.Program.at.GMC.pdf](#)

**The date the guidelines or policies were formally adopted:**

June 13, 2011

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

The GreenClean program was adopted when UGL (now DTZ) became the facilities contractor for Green Mountain College on June 13th, 2011. The program, which is GB certified with ISSA CIMS, includes cleaning procedures for dusting and dust mopping, floor and carpet care, restroom cleaning, and procurement standards for chemicals, equipment, and supplies. It also includes special training and waste stream management.

UNICCO's GreenClean program (Guaranteed Clean. Certifiably Clean) is used on all main campus buildings. The Killington Lodge is managed by a different group, so it is not included in this program and the square footage has been factored out in the number reported above.

DTZ follows best practices for other areas of building operations and maintenance as well. DTZ is a leadership circle partner with BOMA, but is not certified under the BOMA BESt program, as this is primarily a Canadian certification program.

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

Most of the time, compliance is ensured by DTZ, the company that provides buildings operations and maintenance services to the College. Occasionally, the College vets this program as the director of sustainability did in 2014. The director of sustainability read the SOPs for the GreenClean Program in February, 2014, and consulted with the facilities director and lead custodian about operations and maintenance practices. The director of sustainability also inspected the main cleaning supplies closet.

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

<http://www.uglservices-na.com/services/facilities-services/janitorial.asp>

# Building Design and Construction

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## Responsible Party

**Lucas Brown**

Assistant Professor of Environmental Studies  
Environmental Studies

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## Criteria

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

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

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

And/or

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

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

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

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### Submission Note:

More information about the OVAL shed can be found here:

<http://inhabitat.com/occupy-vacant-lots-project-constructs-a-pre-fab-shed-for-urban-gardeners/oval-shed-project-6/>

More information about the Olwen Solar Garage can be found here:

<https://reedgmc.jux.com/>

More information on LEED-Gold Sage Hall can be found here:

[http://www.greenmtn.edu/news\\_events/new\\_releases/sage-hall-.aspx](http://www.greenmtn.edu/news_events/new_releases/sage-hall-.aspx)

or

Total eligible square footage includes Sage, OVaL, Olwen, and Bentley (eligible referring to undergoing a major renovation within the last five years).

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

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

	Yes or No
<b>LEED or another 4-tier rating system used by an Established Green Building Council (GBC)</b>	Yes
<b>The DGNB system, Green Star, or another 3-tier GBC rating system</b>	No
<b>BREEAM, CASBEE, or another 5-tier GBC rating system</b>	No
<b>The Living Building Challenge</b>	No
<b>Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)</b>	No

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

Sage Hall--LEED Gold (2010), Olwen Solar Garage-- built in accordance with REED's green building guidelines (2012), and OVaL shed-- built in accordance with REED's green building guidelines (2011).

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

16,476 Square Feet

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

	Certified Floor Area
<b>Minimum Level (e.g. LEED Certified)</b>	0 Square Feet

<b>3rd Highest Level (e.g. LEED Silver)</b>	<i>0 Square Feet</i>
<b>2nd Highest Level (e.g. LEED Gold)</b>	<i>12,200 Square Feet</i>
<b>Highest Achievable Level (e.g. LEED Platinum)</b>	<i>0 Square Feet</i>

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

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	---
<b>Mid-Level</b>	---
<b>Highest Achievable Level</b>	---

**Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major renovations used by an Established Green Building Council::**

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	---
<b>4th Highest Level</b>	---
<b>Mid-Level</b>	---
<b>2nd Highest Level</b>	---
<b>Highest Achievable Level</b>	---

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

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

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**Floor area of building space that was designed and constructed in accordance with green building policies or**



**guidelines but NOT certified:**

676 Square Feet

**A copy of the guidelines or policies :**

[Green Building Guidelines for REED Projects.docx](#)

**The date the guidelines or policies were adopted:**

Sept. 1, 2011

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

Olwen Solar Garage (2012)

- Use the sun for all heating and electricity needs
- Create a building that supports the use of electric vehicles in cold climates
- In order of importance, use materials that are: reclaimed, recycled, locally sourced (local wood, slate, etc.), support local businesses
- Apply integrated design practices
- Greenhouse that heats the building while also growing food for the farm
- Roof that provides shelter, produces electricity, and has the capacity to collect water
- Use of low embodied energy and non-toxic materials
- Dense pack cellulose insulation
- Wood siding
- Wood interior sheathing
- No-VOC paints
- Sustainability education
- Use of the building as an educational tool through: a student led design and construction process, a learning tool in GMC courses (QEA), and through field trips from local schools

OVaL shed (2011)

- Integrated Design
- Roof that collects water and provides shelter
- Walls that provide shelter, daylight, and the ability to germinate seeds
- Open building system that allows for long term flexibility based on user needs
- Design for disassembly allows the building to be broken down into small parts and moved with a small vehicle
- In order of importance, use materials that are: reclaimed, recycled, locally sourced (local wood, slate, etc.), support local businesses
- The building is intended to support small-scale urban growers. It is currently being used to support the native plant nursery.

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

For the LEED building, the College worked closely with LEED professionals to ensure compliance and the facilities director worked closely with all sub-contractors. For the non-LEED buildings, the College built the buildings themselves with the leadership of Renewable Energy and Ecological Design Professor, Lucas Brown, and other professionals, such as professional solar installer Khanti Munro of Positive Energy, master electrician Glenn LaPlante, and many others so that they could ensure high quality and compliance with the guidelines.

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

<https://reedgmc.jux.com/>

# Indoor Air Quality

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## Responsible Party

**Aaron Witham**  
Director of Sustainability  
Sustainability Office

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## Criteria

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

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

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## Submission Note:

IAQ monitoring will regularly cover the major buildings on central campus where the majority of people are impacted by air quality. Therefore, the square footage reported here includes main recreational, residential, and office buildings and excludes the smaller houses. Occupants of the smaller houses may request IAQ testing and the need for this testing will be reviewed on a case by case basis.

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

## Floor area of building space covered by an indoor air quality (IAQ) management program that meets the criteria for this credit:

462,459 Square Feet

## Gross floor area of building space:

493,298 Square Feet

## A brief description of the institution's indoor air quality program(s):

Indoor Air Quality Program

Approved by Cabinet on 4/24/2014

This program outlines the standards and procedure for regular monitoring and mitigation of indoor air quality issues on the Green Mountain College campus.

### I. Regular Monitoring

Regular monitoring of air quality will occur annually in each of the major student residential, office, and classroom buildings on the main campus in Poultney, Vermont, with monitoring available upon request for outlying buildings. Regular monitoring includes both

professional testing, as well as collection of occupant complaints.

Professional testing will be carried out once a year by a qualified vendor, who will inventory levels of VOCs and moisture in each building, at a minimum. In areas where other IAQ issues are suspected, monitoring may include radon, CO<sub>2</sub>, CO, nitrogen oxides, sulfur oxides, and other items.

Occupant complaints or questions about IAQ will be collected directly by the sustainability office through e-mail. Information for how occupants can submit complaints is available online under the IAQ section of the sustainability website (

[http://sustainability.greenmtn.edu/operations/buildings\\_energy/indoor\\_air\\_quality.aspx](http://sustainability.greenmtn.edu/operations/buildings_energy/indoor_air_quality.aspx)

).

Questions and complaints will be addressed first by the sustainability office, which will then pass on that information to the facilities department, facilitation committee, or cabinet, depending on the severity of the issue.

## II. Mitigation of IAQ Issues

Green Mountain College's primary strategy for dealing with IAQ issues is to try to prevent them in the first place. For example, the College made indoor air quality a key consideration in the renovation of the campus infirmary into Sage Hall, a LEED-Gold residential building. Low VOC paints, adhesives, sealants and other building components were chosen in order to maximize IAQ. Moreover, a ventilation system was coupled with operable windows to allow a mix of natural occupant-controlled ventilation and continuous ventilation. Other major renovations will undergo the same consideration, with priority going to buildings that have the lowest IAQ as identified in the regular monitoring program.

As a secondary strategy, the College will consider renovations for the sole purpose of IAQ issues if regular monitoring identifies particularly problematic systems.

## III. Implementation

The sustainability office will work with facilities and the business office to ensure that the program is carried out and adheres to the outline above. The sustainability office and the facilitation committee will report findings to Cabinet. Remedial actions to address IAQ will be the responsibility of Cabinet.

**The website URL where information about the institution's indoor air quality program(s) is available:**

[http://sustainability.greenmtn.edu/operations/buildings\\_energy/indoor\\_air\\_quality.aspx](http://sustainability.greenmtn.edu/operations/buildings_energy/indoor_air_quality.aspx)

# Dining Services

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

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

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

<b>Credit</b>
Food and Beverage Purchasing
Low Impact Dining

# Food and Beverage Purchasing

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## Responsible Party

**Aaron Witham**

Director of Sustainability  
Sustainability

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## Criteria

### *Part 1*

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

- Local and community-based

And/or

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

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

Local community- based products:

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

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

Part 1 of this credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending services, and concessions are excluded from Part 1.

### *Part 2*

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

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## Submission Note:

Performance year for the percentage of local and community-based and/or third-party certified food is GMC's fiscal year 2014 (June 2013 to July 2014). Because of limited staff time, the estimated percentage expenditures are based on a sample of two months: September, 2013 (known to be heavy on local food purchases) and February, 2014 (known to be light on local food purchases).

Performance year for the total annual food and beverage expenditures is Chartwells' fiscal year 2014 (October 2013 to September 2014). Note that this fiscal year is slightly different than GMC's fiscal year. However, the food purchases were not found to be significantly different over those months, so we feel it is reasonable to apply the percentage of local/community-based & third-party certified food (derived from GMC's fiscal year inventory) to the annual expenditure number.

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

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

31.66

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

[LOCAL.and.ORGANIC.FOOD.FY.2014.FINAL.xlsx](#)

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

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

Yes

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

0.01

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

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

We have a very small amount of vending machines on campus owned by PepsiCo (less than 10). When these machines were inventoried in 2014, none of them contained food or beverages that are sustainably produced according to STARS guidelines. The company Chartwells runs our dining services and snack bar (called the Buttery) and all of their purchases are counted in the dining services calculation. There are no other permanent sources of food sales on campus. Occasionally, vendors or fundraising organizations sell food at sports events, but less than 1% of this food meets the STARS criteria.

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

Green Mountain College's Sustainable Food Purchasing Initiative (in conjunction with Chartwells Dining Services):

In addition to offering a masters program in Sustainable Food Systems, the College is nationally known for its major in Sustainable Agriculture & Food Production, an academic program that offers students the opportunity to work on the college's on-campus farm. Through a combination of coursework and experience working on the farm, students are able to explore vegetable production, livestock management, development of farm infrastructure, and marketing techniques as they take part in producing some of the vegetables, eggs, and meats featured in the dining hall. Along with Chartwells dining services, students and faculty have long been exploring new ways to offer local, community-based, organic, and other sustainable food options.

Every year, GMC's Chartwells dining services purchases over \$15,000 worth of produce and meat from the college farm to be served in the GMC dining hall. When food from the farm is served in the dining hall, it is often celebrated with special signage indicating its origin or an event to honor the dish. For example, in 2012, the purchase of 600lbs of pork raised by students on the college farm prompted a celebratory localvore feast which featured the pork and an array of seasonal vegetables and other Vermont products. Not only did the feast use local food, but the students also invited farmers and food vendors from all over the county for the free dinner.

In addition to sourcing ingredients from the college farm, Chartwells spends over \$15,000 per month in support of Vermont farms and dairies. These sources include Vermont-based producers such as Black River Produce, Thomas Dairy, Champlain Orchards, and Cerridwen Farm. The dining hall also supports local businesses in purchases of non-food items such as linens and kitchenware. Green Mountain College strives to increase sustainable purchasing and uses small-scale New England based distributors when logistically and financially feasible. Such distributors include companies such as Sid Wainer, Black River, Green Mountain Coffee Company, Purdy and Son's, Vermont Roots, and Foley Services. Most of these companies are small and local, and as such can more readily be held accountable for environmental and social responsibility than some of the larger and more inaccessible corporations.

A new sustainable purchasing policy (created by a public policy class in the spring of 2014 and approved by Cabinet in August of 2014) calls on dining services to ensure that 40% of all food purchased meets STARS criteria for local/community-based and/or third-party certified.

The latest goal of the Sustainable Purchasing Initiative is to help Chartwells and patrons of the dining hall to more easily make educated purchases by giving them the proper metrics in a user friendly format. The College aims to allow consumers of food to have quick "at-a-glance" knowledge about the food they are eating. These metrics will eventually be displayed on a "Diet Dashboard" (a flat screen TV in the dining hall or just outside it in the lobby where the energy dashboard is located). In the interim, paper signs may be used to show the equivalent mileage of driving for every basic type of food eaten. The paper signs were made by a quantitative environmental literacy class in 2013.

The larger effort to track the impact of food purchases was launched in 2013 by the Center of the Plate Club, a student group which actively partakes in the preparing of local foods for the dining hall as well as carrying out other food education activities. Since the effort began, the local food specialist on campus and a graduate student in the MSFS program worked with Chartwells staff to develop a system for tracking food impacts. A homemade system was considered, as well as a beta version of a carbon/energy tool offered by Chartwells. After a funding source is secured, GMC staff, Chartwells, and the student-run Center of the Plate/Slow Food Club aim to continue implementing a food dashboard to display data in a real-time format. In the meantime, dining services directors are already using the carbon/energy tool to inform monthly purchasing decisions.

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

General methodology:



Invoices from Chartwell’s (GMC’s dining services company) were examined for local and community-based, and/or organic purchases by GMC’s sustainability office with oversight from GMC’s director of sustainability. Researchers examined vendor websites and called company representatives to screen products for the criteria.

The total local and community based and/or third-party certified percentage was derived from dividing total credit-worthy purchases by the total food expenditures for the sum of the two sample months. The percentage was then multiplied by the total spent on dining services for the fiscal year.

Time Boundaries: The reporting year is Fiscal Year 2014 and is based on a sample of September, 2013 (a month known to be heavy on local purchases) and February, 2014 (a month known to be light on local purchases).

Physical Boundaries: Local was defined as grown within 250 miles to be consistent with STARS.

Third-party Certification: The list of STARS-appropriate certifications were used as a screen for this designation.

**Total annual food and beverage expenditures:**

465,584 US/Canadian \$

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

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

**Has the institution achieved the following?:**

	Yes or No
Fair Trade Campus, College or University status	No

<b>Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)</b>	No
<b>Marine Stewardship Council (MSC) certification</b>	No
<b>Signatory of the Real Food Campus Commitment (U.S.)</b>	No

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

Green Restaurant Certified:

In 2014, Chartwells Dining Services at Green Mountain College has been re-certified as a 2 Star Certified Green Restaurant . They have successfully implemented 60 environmental steps to earn 162.70 GreenPoints in food, water, waste, energy, chemicals, disposables and building material. They have met the minimum requirements in each environmental category.

Chartwells will continue to implement the programs leading to this achievement as well as introduce new measures to ensure ongoing certification. To learn more about the Green Restaurant Association and the certification program, visit

[dinegreen.com](http://dinegreen.com)

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

<http://www.dineoncampus.com/greenmtn>

# Low Impact Dining

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## Responsible Party

**Aaron Witham**

Director of Sustainability  
Sustainability Office

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## Criteria

### Part 1

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

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

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

Or

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

### Part 2

Institution:

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

And

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

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

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### Submission Note:

The performance year for expenses on animal products and total expenses on food is GMC's fiscal year 2014 (June 2013 to July 2014). Because of limited staff time, the estimated percentage expenditures are based on a sample of two months: September, 2013 (known to be heavy on sustainable food purchases) and February, 2014 (known to be light on sustainable food purchases).

Performance year for the total annual food and beverage expenditures is Chartwells' fiscal year 2014 (October 2013 to September 2014). Note that this fiscal year is slightly different than GMC's fiscal year. However, the food purchases were not found to be significantly different over those months, so we feel it is reasonable to apply the percentage of animal protein categories (derived from GMC's fiscal year inventory) to the annual expenditure number.

In 2013, GMC earned Animal Welfare Approved certification for dairy cattle and poultry products produced on the campus farm. Additionally, the farm operates under standards that exceed conventional organic in most categories.

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

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

32.50

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

The performance year for expenses on animal products and total expenses on food is FY 2014. The inventory was based on a sample from September 2013 (a month known to be heavy on sustainable purchases) and February, 2014 (a month known to be light on sustainable purchases). Every receipt from the two month sample was examined in detail by researchers in the sustainability office and each animal product expenditure was tallied into a conventional or non-conventional category after research was conducted to determine the sustainability of each product. The percentage of sustainably-sourced animal products and the percentage of conventionally-sourced animal products were both derived from this sample. The percentages were then multiplied by the total annual expenditures on all food products to calculate estimates of total money spent on each category.

All animal products purchased from the campus farm were considered non-conventional because the campus farm is Certified as Animal Welfare Approved and all meat products are produced with standards that exceed conventional organic in most categories.

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

Yes

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

Yes

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

Yes

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

Green Mountain College offers vegetarian and vegan food choices at every meal. At breakfast, lunch, and dinner Chartwells offers protein rich vegetarian and vegan options as well as non-vegetarian options. Sample Menus are available on the Dine On Campus website:

<http://www.dineoncampus.com/greenmtn/>

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

Chartwells partners with the Green Mountain College Farm to feature animal derived products that are raised by the students at the farm. In the past year (FY 2014) they have featured beef, pork and poultry(eggs). Additionally, they utilize humanely raised poultry from Murray's Chicken distributed locally by Purdy & Sons in Sherburne, NY. They also procure grass-fed beef from Purdy who sources it from regionally local farms.

Also, in 2014, a public policy class developed a new sustainable purchasing policy, which was officially adopted by the College in August of 2014. The policy challenges dining services to purchase all pork and poultry from humanely-certified vendors by 2020. The policy also strongly encourages all beef to come from humanely-certified vendors. The full policy is available at the following link:

<http://sustainability.greenmtn.edu/media/399986/sustainable.purchasingpolicy.2014.final.pdf>

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

[http://www.chartwellshighereducation.com/Nutrition\\_Philosophy\\_CHE.cfm](http://www.chartwellshighereducation.com/Nutrition_Philosophy_CHE.cfm)

**Annual dining services expenditures on food:**

465,584 *US/Canadian \$*

**Annual dining services expenditures on conventionally produced animal products:**

151,314.80 *US/Canadian \$*

**Annual dining services expenditures on sustainably produced animal products:**

8,799.50 *US/Canadian \$*

# Energy

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

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

<b>Credit</b>
Building Energy Consumption
Clean and Renewable Energy

# Building Energy Consumption

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## Responsible Party

**Aaron Witham**  
Director of Sustainability  
Sustainability Office

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## Criteria

### Part 1

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

### Part 2

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

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

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### Submission Note:

Performance year is FY 2014. Heating and cooling degree days were based on a base temperature of 65 degrees F. HDD and CDD were estimated based on an average of two nearby weather stations and two sources of weather data.

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

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

	Performance Year	Baseline Year
<b>Total building energy consumption</b>	55,803.20 <i>MMBtu</i>	51,599.20 <i>MMBtu</i>

### Purchased electricity and steam:

	Performance Year	Baseline Year
<b>Grid-purchased electricity</b>	8,248.40 <i>MMBtu</i>	7,806.06 <i>MMBtu</i>
<b>District steam/hot water</b>	0 <i>MMBtu</i>	0 <i>MMBtu</i>

**Gross floor area of building space::**

	Performance Year	Baseline Year
Gross floor area	493,298 <i>Gross Square Feet</i>	478,745 <i>Gross Square Feet</i>

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

	Floor Area
Laboratory space	4,735 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	8,028.50
Cooling degree days	446

**Source-site ratios::**

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

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2006	June 30, 2007



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

FY 2007 was chosen because it is the earliest date for which we have energy consumption data and it is the baseline year we are using for all applicable credits provided data are available.

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

The program is set to 65-70 degrees F.

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

In the fall of 2012, all 80 outdoor lampposts around campus were replaced with LEDs using funding from the green revolving loan fund. This project added to the existing LED installments in the main campus parking lot and the 16 LED wall pack units on building exteriors that were completed in the 2011-2012 academic year.

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

In most public rooms such as bathrooms, vending machine rooms, laundry rooms, and common rooms, light sensors were installed in FY 2012. In total, two hundred dual technology occupancy sensors which are triggered by motion or body temperature have been installed in classrooms and bathrooms across campus.

Motion detecting light fixtures were also installed in the renovated residence hall, SAGE, in the Waldron Gymnasium, and in several offices across campus in FY 2011.

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

In the fall of 2012, the REED (Renewable Energy and Ecological Design) block course built the Olwen Solar Garage on the campus farm. This garage uses passive solar heating as its only heat source. It has a large south-facing wall of glass, which lets in sun to heat a concreted heat slab that comprises the floor. This heat slab re-radiates heat throughout the day and night.

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

No ground-source heat pumps have been installed yet, but an air-to-air heat pump was installed in the Two Editor's Inn as part of renovation in 2014 to transform the Inn into a model of energy efficiency for older buildings.

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

In FY 2013, the biomass plant operated as a co-generation central heat plant run by woodchips. When heat demand was high, the high steam pressure of 275 psi was run through a turbine to create electricity before being piped through campus to be used for heat. In FY 2013, this plant produced 95,383 kWhs of electricity in addition to 28,904 MMBTUs of heat.

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

The burner in Boiler #2 in the back-up oil-run heating plant was replaced with a new high-efficiency burner. Also, the Bentley House, a historic building on campus, was completely retrofitted with new high value insulation, high efficiency lighting, and a new Buderus Boiler. Both of these projects were done in 2012-2013.

In the summer of 2014, a thermal audit done by a class resulted in a renovation of the Two Editor's Inn on campus to be a model residence for energy efficiency for older buildings. The class audit was funded by the Student Campus Greening Fund. The result was a list of improvements that were then voted on by the Campus Sustainability Council as a candidate for funding from the Green Revolving Loan Fund. The Council passed the project, which also received funding from Efficiency Vermont in the form of rebates. The renovation was completed in June of 2014 by Weatherization Works and encompassed insulation in the basement, insulation in the attic, sealing of duct work, and installation of a cold climate heat pump (The first of its kind on campus). A team of two students incorporated media creation of the project into their internships. They made a video and an interpretive sign to hang inside the building.

Also in the summer of 2014, the Killington Lodge was renovated to be more energy efficient. New, high efficiency windows were installed, and the heating system was upgraded to a more efficient model.

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

GMC uses an Automated Logic WebCTRL system that feeds data into a central location monitored by the facilities director and analyzed by the director of sustainability. This system enables GMC to track and trend energy usage in most buildings. Real-time data are also fed into a building dashboard that can be viewed on the GMC website and on a touchscreen in the student center, Withey Hall.

In 2012-2013, we installed five new steam pressure reducing stations across campus with steam condensate flow meters that help us accurately measure steam flows in buildings. They also help us reduce troubleshooting time and thus allow us to operate as efficiently as possible.

In 2014, we completed another major project to upgrade the steam pipes and steam traps in the biomass plant and in several office buildings on campus in order to run the system more efficiently and provide better data for the management systems.

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

To save energy, we decided to close our swimming pool in 2013. The pool was consuming an estimated 52,447 kWhs of energy per year. We estimate that closing the pool will save us \$14,388 per year in electricity and heating costs. Closing the plant will also prevent the use of chlorine on campus.

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

We minimize leaf-blowing on campus by using rakes more often than gasoline-driven leaf blowers and by moving leaves just a short distance to the base of the tree where we create natural tree rings around trees to help nourish the root system. These leaves decompose throughout the year and become a natural mulch.

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

All vending machines on campus are Energy Star certified.

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

We work with Efficiency Vermont on a yearly basis to identify energy hogs, such as motors, lighting, and control set point opportunities. In FY 2013, we won the Energy Leadership Award from Efficiency Vermont, which challenged the business community in the state to achieve 7.5% energy savings between July, 2011 and June, 2013. Sixty-nine large businesses took up the Energy Leadership Challenge. Efficiency Vermont helped participating businesses create a comprehensive, long-term energy savings plan and provided technical and financial resources to help participants meet their goals. Only 31 of the participants, and just two colleges including Green Mountain College, achieved the 7.5% goal.

More recently, in 2014, we began a second phase of our PRV (pressure reducing valve) upgrade in the steam pipes coming from the central heating plant. This upgrade will allow the plant to run more efficiently. As part of the project, we have switched the back-up number six oil boilers to number two. The switch is resulting in less energy being consumed to pre-heat the oil and will result in reduced carbon emissions as number two oil is less carbon intensive.

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

[http://sustainability.greenmtn.edu/operations/buildings\\_energy.aspx](http://sustainability.greenmtn.edu/operations/buildings_energy.aspx)

## Responsible Party

**Aaron Witham**

Director of Sustainability  
Sustainability Office

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## Criteria

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

Option 1:

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

Option 2:

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

Option 3:

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

Option 4:

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

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies, as well as improved efficiencies achieved through using cogeneration technologies, are captured by *OP 1: Greenhouse Gas Emissions* and *OP 8: Building Energy Consumption*.

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

**Submission Note:**

Performance year is FY 2014. Please note that in FY 2014, Green Mountain College was not participating in the Cow Power program on the main campus meter, but was still participating in seven other accounts as described above in the section on RECs.

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

**Clean and renewable energy from the following sources::**

	Performance Year
<b>Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes</b>	30.40 <i>MMBtu</i>
<b>Option 2: Non-electric renewable energy generated on-site</b>	39,495.40 <i>MMBtu</i>
<b>Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes</b>	0 <i>MMBtu</i>

**Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)**

198 *MMBtu*

**Total energy consumption, performance year:**

55,803.20 *MMBtu*

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

In 2013, a 156 kW solar array was installed on the south side of campus to help build the solar capacity of the region and to serve as an educational facility for students entering the renewable energy field. The College does not yet retain the RECs for this project, so it is not counted under option one above. However, the College does retain the renewable attributes of two small solar projects on campus: a 5.8 kW solar charging station and a 3.6 kW roof-top array on the Olwen Solar Garage. Production from both of these smaller facilities is counted in option one above.

The College also owns a 150 kW steam turbine that is connected to the central biomass plant. The turbine can produce electricity using high pressure steam created by the boiler. On cold days when demand for steam to heat buildings is high, high-pressure steam can run through the turbine to create electricity with a generator. The generator was not online at the time of this report (December of 2014) as part of an experiment to see if the plant could be run at a much lower setting and still meet all of the heat demand on central campus. The generator is most efficiently run when the plant is operating on a higher setting. The sustainability office estimates that approximately 28% can be saved in the purchase of wood chips by operating the plant at a low setting, while still meeting all of the heat demand on central campus.

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

Steam production for heat and hot water on central campus is produced by a combined heat and power (CHP) biomass plant, powered by locally-sourced woodchips, two thirds of which are harvested within 50 miles of the College. The chips are baked to release pyrolysis gas, which is burned to create steam. The plant produces approximately 84.9% of the heat and hot water consumed college-wide.

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

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

In the fall of 2012, Green Mountain College paid a four cent premium on 25% of its main campus electricity purchased from Green Mountain Power to support the Cow Power Program. Since then, the College has stopped purchasing cow power for the main campus meter, but continues to pay the Cow Power premium on 50% of the electricity consumed by seven other accounts, including Griswold, Feick, Richardson, the President's House, the Two Editor's Inn, the soccer field, and the barn at the farm. Cow Power uses the premium to support methane digesters on dairy farms in Vermont for the production of electricity using cow manure. The RECs for this project are retained by Green Mountain College.

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

[Campus Sustainability Data Collector | AASHE](#)



# Grounds

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

<b>Credit</b>
Landscape Management
Biodiversity



# Landscape Management

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## Responsible Party

**Jim Graves**

Professor of Biology and Environmental Sciences  
Humanities, Arts, and Natural Sciences

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## Criteria

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

- 1) Managed in accordance with an Integrated Pest Management (IPM) Plan
- 2) Managed in accordance with a sustainable landscape management program

And/or

- 3) Organic, certified and/or protected

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

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: <ul style="list-style-type: none"><li>• Using least-toxic chemical pesticides,</li><li>• Minimum use of chemicals, and</li><li>• Use of chemicals only in targeted locations and only for targeted species</li></ul>

<p>2) Sustainable Landscape Management Program</p>	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> <li>• Integrated pest management (see above)</li> <li>• Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species</li> <li>• Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals</li> <li>• Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials</li> <li>• Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams</li> <li>• Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings</li> <li>• Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal</li> </ul>
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> <li>• Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials</li> <li>• Certified Organic</li> <li>• Certified under the Forest Stewardship Council (FSC) Forest Management standard</li> <li>• Certified under the Sustainable Sites Initiative™ (SITES™) and/or</li> <li>• Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)</li> </ul>

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

**Submission Note:**

Professor Jim Graves provided information about the general land management practices, especially regarding the invasive species and native species policies. Professor Kenneth Mulder provided information about the organic soils management. Former Director of Facilities Glenn LaPlante provided information about the activities of the grounds crew.

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

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

	<b>Area</b>
<b>Total campus area</b>	125 Acres
<b>Footprint of the institution's buildings</b>	11.30 Acres
<b>Area of undeveloped land, excluding any protected areas</b>	59 Acres

**Area of managed grounds that is::**

	<b>Area</b>
<b>Managed in accordance with an Integrated Pest Management (IPM) Plan</b>	0 Acres
<b>Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined</b>	52.70 Acres
<b>Managed organically, third party certified and/or protected</b>	0 Acres

**A copy of the IPM plan:**

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**The IPM plan :**

No pesticides or herbicides are used on campus. GMC’s land management procedures emphasize the early detection and control of invasive plant species following guidelines in the Invasive Species Policy (established 2006), and prevention of pests on managed lands through the use of native species, which provide food and habitat for bird populations that control insects. The Native Species Landscaping Policy (2010) makes species native to the region the general rule and requires justification of non-native species plantings based in part on assurance that these species are not invasive. Plants for landscaping are purchased from growers in the region to help reduce the transmission of animal pests. Grounds crews look to identify problems early and use have-a-heart traps and environmentally sound pest treatments minimally when necessary.

Cerridwen Farm practices organic control methods that rely primarily on crop rotations and diversity for pest control and only use organically approved pest control methods when thresholds of economic damage have been passed. This management applies to 3 acres of crops land, 9.5 acres of pasture and 5 acres of hayfield.

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

Green Mountain College aims to make land management as integral to its sustainability programs as its progressive efforts to reduce its carbon footprint or promote sustainable food systems. To guide the development of sustainable landscape management, The Global Strategy for Plant Conservation (CBD 2002), the International Agenda for Botanic Gardens in Conservation (Wyse Jackson and Sutherland 2000), and the North American Botanic Garden Strategy for Plant Conservation (BGCI 2006) have been useful models. Land management is evaluated by a Land Use Committee, consisting of faculty, facilities staff, and students. GMC focuses on two aspects of land management – natural areas, and the designed-built landscape.

In college Natural Areas, the general approach is to allow natural processes to occur. However, since riparian forests on campus have been in almost continuous agriculture for over 200 years, and since invasive species displace native species, GMC also practices restoration that includes invasive species management and plantings of native species. A summer Natural Areas Crew managed by a faculty member with expertise in plant ecology implements invasive species management plans. This year (FY 2014) the invasive species management is largely delegated to a half-time AmeriCorps member, the Native Species Land Manager. The 14.2 acre Buffer Zone along the Poultney River is an area that receives extra protection and care. It was designated in 1997 to restore and protect the health of the river and act as an educational resource for the GMC community. Since 2001, the Buffer Zone has been part of 39 acres of natural areas on the main campus. In natural areas, vegetation is allowed to grow up naturally in some areas and has been planted with native species in other areas, establishing floodplain forest with both educational and ecosystem values.

On the designed campus, the College follows the IPM and organic soils management strategies outlined above in the IPM plan section. Additionally, the College aims to reduce the ecological footprint of planted landscapes by increasing its use of native species, and reducing the extent of lawns and other non-native vegetation. In 2010 the College adopted its Native Species Landscaping Policy, and it has approved a proposal to replace existing invasive ornamentals (such as Burning Bush) with native species. Additionally, in order to protect the health of the native Maple trees that dominate central campus, the grounds crew rakes most of the leaves into tree rings under the trees so that the nutrients can return to the root systems. This aids the native trees, and also minimizes the use of fossil fuels for more traditional methods of leaf removal.

#### References--

BGCI. 2006. North American Botanic Garden Strategy for Plant Conservation. Botanic Gardens Conservation International.

CBD. 2002. Global Strategy for Plant Conservation. The Secretariat of the Convention on Biological Diversity, Montreal, Quebec, Canada.

Wyse Jackson, P.S. and Sutherland, L.A. 2000. International Agenda for Botanic Gardens in Conservation. U.K.: Botanic Gardens Conservation International.

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

Plant communities in college natural areas are managed to promote native wildflowers, trees, and other plants through control of non-native species under the College's Invasive Species Management Policy (2006). Garlic mustard, Morrow's honeysuckle, glossy

buckthorn, and Japanese knotweed are actively removed by a summer Natural Areas Crew of students, a special Earth Week event, and several classes throughout the school year, under the supervision of a faculty member. In 2013-2014, the work is being led primarily by a half-time AmeriCorps member whose work focuses on land management on campus. GMC's native species landscaping policy approved in 2010 aims to make landscaping with native species the norm. Plantings of non-native species require a special exception with justification. Additionally, the College's sustainable purchasing policy (2014) states that groundskeeping will purchase native, non-invasive species as much as possible for decorative gardening.

Several completely native gardens are maintained by faculty and students, and a plan is approved to replace invasive ornamental plants on campus with native species. For example, Norway maples will be replaced with sugar maples over the next two years.

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

The sustainable purchasing policy (2014) states that "waste materials such as mulch, dirt, compost, sod, and leaves should be redistributed and used around campus." Most of this material is either incorporated into tree rings around the native maple trees on central campus or used as a source of carbon for compost piles on the farm. Occasionally, the facilities department has a small burn pile for the most woody material.

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

Cerridwen Farm at Green Mountain College manages three acres of vegetable production, seventeen acres of mixed hay and pasture land, and approximately 0.25 acres of production under cover. All lands are managed organically from a soil fertility perspective through the use of animal manures from the farm's livestock, mulches consisting of waste hay and leaves from campus, and compost purchased from Vermont Compost Company. Organic waste matter from the campus dining services is composted with animal manure and also used.

Soil tests are performed periodically to assess for nutrient shortages as well as to guard against overuse of manures. Pasture fertility is primarily maintained through management-intensive grazing techniques although some manure is spread on these lands. Purchased compost is only applied to vegetable areas. A small quantity of purchased organic fertilizer is used in indoor growing spaces. In half of the vegetable areas, tillage is minimal.

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

The College does not use herbicides or pesticides in order to protect environmental and human health on campus. The grounds crew uses rakes the majority of the time for leaf removal, cutting down the use of leaf blowers considerably, especially since 2013. Invasive species removal is almost exclusively done by hand tools because they are a more environmentally-preferable option and they are more precise than more advanced machinery or herbicides.

GMC's sustainable purchasing policy (2014) states that "Groundskeeping must continue to be as local and sustainable as possible by sourcing materials from self-sustaining closed loops on campus. Materials that are sourced off-campus should be purchased locally. Stone, seeds, plants, and all other necessary materials that the College purchases for landscaping should also be sourced locally whenever possible."

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

The built portions of Green Mountain College campus sit on alluvial terraces not high above the low floodplains of the Poultney River, on deep unconsolidated mixed glacial sediments. Loamy soils range from sandy to high in clay. The coarse-textured soils drain readily, but clay loams on the floodplain drain and dry out slowly. When corn was grown, clay-rich portions of the field were sometimes not planted after wet springs. The Poultney River is relatively clean because there are few active farms upstream that might be non-point sources of nutrient runoff. Hydrology has been changed in the past: (1) Land clearing on broad floodplains sped runoff and reduced coarse woody debris and its associated habitats in the river. (2) The river channel was straightened and banks hardened with large pieces of slate. (3) A drainage ditch was constructed to keep the soccer field and adjacent agricultural fields dry. (4) Campus buildings, roads, parking, sidewalks, and lawns increased compaction and runoff.

Several actions by the College have partially restored the natural hydrology since 1997. The College has: (1) established the Buffer Zone to increase infiltration of water, slow runoff, filter nutrients from water before it enters the river, reduce water temperature, and slow water flow in the river, (2) ended the practice of hardening river bank with large rocks to allow the river to meander, (3) let large hay and corn fields go fallow and go through natural succession in natural areas, (4) planted trees and shrubs to restore forest to portions of the natural areas, (5) planted native species gardens in place of lawn, (6) planted a rain garden and released lawn on the steep slopes between main campus and the floodplain.

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

Potassium chloride is used in place of rock salt (sodium chloride), and facilities workers try to be proactive about shoveling to minimize the need for potassium chloride.

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

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

No

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

[http://sustainability.greenmtn.edu/operations/grounds\\_water/land\\_use.aspx](http://sustainability.greenmtn.edu/operations/grounds_water/land_use.aspx)

## Responsible Party

**Aaron Witham**  
Director of Sustainability  
Sustainability Office

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## Criteria

The institution conducts one or both of the following:

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

And/or

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

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

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

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### Submission Note:

Information in this section was provided by Professors Meriel Brooks and Jim Graves.

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

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

Yes

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

The Poultney River has been designated an “Outstanding Resource Water” by the state of Vermont, and the lower Poultney River is bordered by TNC’s Buckner Preserve. The College campus is upstream of the TNC segment, but the conservation activities of the College have an impact on the downstream quality of the river.

Most of the 39 acre natural areas on the 123 acre main campus lies on the Poultney River floodplain. A portion of this land is classified as Class 2 Wetland, and wetlands along part of the northern edge of campus are part of extensive wetlands (shrub swamps and cattail marsh) to the north. Class 2 wetlands are on national wetland inventory maps, and are legally protected from development. Rare plants and

animals have been documented on campus by the Vermont State Agency of Natural Resources. Protected wetlands on campus and to the north include a variety of plant community types associated with the Poultney River floodplain. Along the river shore there are erosional river bluffs, and river-sand-gravel shores. Silver maple-ostrich fern riverine floodplain forest grows in the frequently-flooded flats near the river. Further from the river, wetlands occupy depressions left by past flooding events, and old river channels. Cattail marsh, alluvial shrub swamp, and alder swamp can be found there.

The College's 85-acre Lewis Deane Nature Preserve, off campus, is protected by a conservation easement owned by the Vermont Land Trust. The Preserve rises steeply to the west from a small headwater stream, Endless Brook, on sand and gravel of glacial origin, to the top of St. Catherine Mountain with thin soils over slate. In addition to a small old field near the brook and very small pockets of wetland conditions along the brook and in seeps and vernal pools, there are about twelve upland plant communities, dominated by northern hardwood forest, white pine-northern hardwood forest on a sandy glacial deposit, and hemlock-northern hardwood forest and hemlock forest on steep northeast-facing slopes in thin soil. Rich northern hardwood forest occurs at the foot of steep slopes, along with mesic red oak-northern hardwood forest and mesic maple-ash-hickory-oak forest. The ridge-top has dry oak-hickory-hophornbeam forest and dry oak forest. On the upper southwest-facing bluffs there are small but significant stands of red pine woodland, temperate acidic outcrops, and temperate acidic cliffs. As in much of this region of Vermont, land was probably cleared to the ridgetop during the 1845-1855 boom years for sheep grazing, but the presence of some trees pre-dating this time period on steep bluffs may indicate that difficult-to-reach patches of forest were never cut. Most of the preserve is fairly mature second-growth forest today.

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

Yes

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

Yes

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

The most recent activity was a biotic assessment of the Poultney River segments that run through campus in fall 2013 for fish and invertebrate communities. The aquatic assessment uses EPA's Rapid Bioassessment Protocols for use in wadeable streams (fish, invertebrate, periphyton, habitat). The assessment will continue on a two-year cycle. This was only the latest of many previous assessments of various forms.

For example, since 1996, botany students have searched main campus for plants. Their collections are in the Green Mountain College Herbarium. Similarly, collections document the flora for Deane Nature Preserve. The College held its first BioBlitz over a 24-hour period on April 30-May1, 2012. Attracting several good botanists, a lichen expert, a bryologist, and a mycologist, they were able to document a number of species not previously observed on campus.

Similarly, birds and mammals have been documented, both by students in the ornithology class and other biology courses, and by the independent work of faculty and students.

In all cases, communities are mapped, showing which ones are rare on campus. In the region, the plant communities found at the top of the preserve are most rare, being limited in Vermont to warm, well-drained southern exposures.



Long-term studies by students in ecology, botany, aquatic ecology, and others provide good data on some natural areas. However, the best methods for identifying rare species or sensitive areas have been larger independent studies by students and by faculty. For example, an independent study on the seedless vascular plants of Deane Preserve revealed the presence of several uncommon fern species for the first time.

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

No endangered species are identified within the river on campus, though the lower Poultney does contain several rare mussel species as well as some Vermont threatened minnow species. The degree to which these remain viable depends upon conservation activities of all the upstream landowners. Primary consideration within the river is sediment and bank stability.

Among the plant communities listed for Deane Nature Preserve, dry oak-hickory-hophornbeam forest, dry oak forest, red pine woodland, temperate acidic outcrops, and temperate acidic cliffs are the most rare in the region. Their rarity is related to their association with dry, warm, well-drained conditions, more common in the central and southern Appalachians, or in prairie regions in the upper Midwest where some of the species here become more common. Fire is not the major ecological factor in most Vermont plant communities that it is in many other regions, but in these dry oak and red pine communities, we find species with adaptations to surface fire, including thick bark.

Information on rare species at the Dean Nature Preserve originates from Ruth Larkin's study:

Larkin, Ruth. 2010. Up on the mountain: a natural and cultural history of the Lewis Deane Nature Preserve. Senior Study for Green Mountain College.

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

The Poultney River Buffer Zone is a natural area preserve on the Green Mountain College campus alongside the Poultney River, generally occupying land within 35 meters of the annual high-water line. The buffer zone was approved by the College in 1997 to improve stream habitat, reduce bank erosion, restore floodplain forest, provide a corridor for movements of animals and plants, reduce overland flow of non-point source pollution from agricultural fields and other land uses, protect scenic and recreation values, and provide field sites for courses and research at the College.

The College expanded protection of habitat with its Natural Areas Policy (2006) that set guidelines for Leave-No-Trace use of the Buffer Zone and all other campus lands outside designed-built areas and the college farm, about one third (39 acres) of the main campus. At the same time, the college adopted its Invasive Species Control Policy (2006) to establish methods for monitoring and reduce the impact of introduced species on native species.

GMC maintains natural ecosystem values at its 85-acre Deane Nature Preserve located off-campus. The preserve is protected by a conservation easement owned by the Vermont Land Trust, and by a board of the preserve that includes college and town representatives. The board conducted a multi-year planning process for the preserve that led to adoption of the Deane Nature Preserve Plan in April 2012. Management under the plan aims to preserve natural values, including native species and plant communities. The plan allows for land management practices in the future that serve species or other resource management objectives consistent with maintaining native species and communities and education goals. Non-native plant species at the preserve are managed under the Invasive Species Control Policy for the main campus.

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

[http://www.greenmtn.edu/campus\\_lands/natural\\_areas.aspx](http://www.greenmtn.edu/campus_lands/natural_areas.aspx)  
Campus Sustainability Data Collector | AASHE



# Purchasing

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

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

# Electronics Purchasing

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## Responsible Party

**Aaron Witham**  
Director of Sustainability  
Sustainability Office

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## Criteria

### Part 1

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

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

### Part 2

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

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

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### Submission Note:

The performance year for this credit is FY 2014.

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

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

Yes

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

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**The electronics purchasing policy, directive, or guidelines :**

The College will endeavor to always purchase energy efficient appliances and CTS equipment that meets one or all of the specific standards of sustainability that are outlined below:

1. Appliances should meet EPA Energy Star requirements for eligible products.

2. Appliances should meet the gold standard for IEEE 1680 sustainability standards laid out by UL (also known as EPEAT) for eligible products such as desktops, laptops/notebooks, work stations, displays (computer monitors), televisions, printers, copiers, scanners, and multifunction devices (fax machines, copiers, fax/copier combinations).

In the case of CTS equipment in particular, the complexities of the technology marketplace and manufacturing environment have led to many unsustainable practices both environmentally and socially. GMC will continue to identify and work with technology companies whose current & future policies are in line with the sustainability mission of the College.

To further reduce impact and the need to purchase new equipment, CTS endeavors to maximize the lifespan of its equipment. This may be accomplished in two ways. First, CTS strives to purchase equipment with an expected lifespan of over five years, and aims to keep that equipment in service for at least that length of time. Second, for computers at the end of their useful life, usable parts will be taken out, refurbished, repaired, and reused if possible, while unusable parts will be processed as e-waste. This e-waste will go to a certified e-waste collector in New England, so that the material can be recycled.

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

The CTS staff, including the director, were involved in creating the policy, so they are fully on board with striving to consistently meet the directives. The facilities (DTZ) director (DTZ) was involved in vetting the policy, so he is on board with striving to meet the directives for electronics that they may purchase. The director of sustainability reaches out directly to other departments when a major renovation or purchase is taking place to ensure that they are aware of the purchasing policy. He also presents the information periodically to the staff assembly.

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

Yes

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

	<b>Expenditure Per Level</b>
<b>EPEAT Bronze</b>	0 US/Canadian \$
<b>EPEAT Silver</b>	0 US/Canadian \$
<b>EPEAT Gold</b>	11,157.81 US/Canadian \$

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

42,809.86 US/Canadian \$

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

[http://sustainability.greenmtn.edu/leadership/social\\_responsibility/purchasing.aspx](http://sustainability.greenmtn.edu/leadership/social_responsibility/purchasing.aspx)

# Cleaning Products Purchasing

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## Responsible Party

**Aaron Witham**  
Director of Sustainability  
Sustainability Office

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## Criteria

### Part 1

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

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

### Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

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

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### Submission Note:

Performance year is calendar year 2013 because the data on purchases were easier to procure for that time period than FY 2013. The data for calendar year 2014 was not yet available at the time this report was completed.

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

**Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:**

Yes

**A copy of the green cleaning product purchasing policy, directive, or guidelines:**

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

DTZ/UGL Green Clean Policy:

1. Scope

This policy applies to the general cleaning activities at Green Mountain College.

2. Performance Metrics

Staff training records and equipment maintenance logs must be maintained by the Janitorial vendor. APPA audit and/or customer satisfaction survey results will measure the effectiveness of this program. Purchasing records will serve as documentation for compliance to the chemical and equipment portions of this policy. See section four below for goals and performance measures for each component of the policy.

3. Goals

The goal of this policy is to have a high performance cleaning program in place that reduces the exposure of building occupants and maintenance personnel to potentially hazardous chemical, biological, and particulate contaminants, which adversely affect the air quality, human health, building finishes, building systems, and the environment.

4. Procedures and Strategies

4.1 Sustainable Cleaning Products and Materials

- The use of sustainable cleaning products and materials carries a goal of 100% compliance to sustainable purchasing policy, practices, and spend. This will be measured through a cost analysis and product use verification on a quarterly basis and reviewed regularly for compliance. Ongoing analysis for improvements to products and spend of 3% year over year until the overall goal is met.
- The cleaning products meet one or more of the following standards for the appropriate category:
  - o Green Seal GS-37, for general purpose, bathroom, glass, and carpet cleaners used for industrial and institutional purposes.
  - o Environmental Choice CCD-110, for cleaning and degreasing compounds.
  - o Environmental Choice CCD-146, for hard surface cleaners.
  - o Environmental Choice CCD-148, for carpet and upholstery care.
- Disinfectants, metal polish, floor finishes, strippers, or other products not addressed by the above standards meet one or more of the following standards for the appropriate category:
  - o Green Seal GS-40, for industrial and institutional floor care products.
  - o Environmental Choice CCD-112, for digestive additives for cleaning and odor control.
  - o Environmental Choice CCD-113, for drain or grease traps additives.
  - o Environmental Choice CCD-115, for odor control additives.
  - o Environmental Choice CCD-147, for hard floor care.
  - o California Code of Regulations maximum allowable VOC levels for the specific product category.
- Disposable janitorial paper products and trash bags meet the minimum requirements of one or more of the following programs for the applicable product category:
  - o U.S. EPA Comprehensive Procurement Guidelines for Janitorial Paper and Plastic Trash Can Liners.
  - o Green Seal GS-09, for paper towels and napkins.

- o Green Seal GS-01, for tissue paper.
- o Environmental Choice CCD-082, for toilet tissue.
- o Environmental Choice CCD-086, for hand towels.
- o Janitorial paper products derived from rapidly renewable resources made from tree-free fibers.
- Hand soaps meet one or more of the following standards:
  - o No antimicrobial agents (other than as a preservative) except where required by health codes and other regulations (i.e., food service and health care requirements).
  - o Green Seal GS-41, for industrial and institutional hand cleaners.
  - o Environmental Choice CCD-104, for hand cleaners and hand soaps.

4.2 Sustainable Cleaning Equipment – Equipment will be selected based on its ability to protect and enhance: air quality, occupant health, building finishes, and operating systems. Equipment must be maintained and operated in a manner that will reduce exposure of building occupants and cleaning personnel to potentially hazardous conditions, and reduce the disposition of contaminants in the building. The equipment used on site has a goal of 100% to carry the appropriate sustainable seal of green standards. Equipment will be tracked through the equipment inventory list which notes the compliance of green requirements. The measurement will be documented through spend analysis for compliant replacement equipment and ongoing measurements will be repair cost of compliant equipment in relation to non compliant equipment repair costs.

The following standards will apply:

- Vacuum cleaners meet the requirements of the Carpet & Rug Institute “Green Label Program”, and are capable of capturing 96% of particulates 0.3 microns in size and operate with a sound level less than 70dBA
- Hot water extraction equipment for deep cleaning carpets is capable of removing sufficient moisture such that carpets can dry in less than 24 hours, and is certified by the Carpet and Rug Institute Seal of Approval.
- Powered maintenance equipment including floor buffers, burnishers, and automatic scrubbers is equipped with vacuums, guards and/or other devices for capturing fine particulates, and shall operate with a sound level less than 70dBA
- Propane-powered floor equipment has high-efficiency, low-emissions engines with catalytic converters meeting the CARB or EPA standards and operate with a sound level less than 90dBA.
- Automated scrubbing machines are equipped with variable-speed feed pumps and on board chemical metering to optimize the use of cleaning fluids. Alternatively, the scrubbing machines use only tap water with no added cleaning products.
- Battery-powered equipment is equipped with environmentally preferable gel batteries
- Where appropriate, active microfiber technology is used to reduce cleaning chemical consumption and prolong life of disposable scrubbing pads
- Powered equipment is ergonomically designed to minimize vibration, noise, and user fatigue
- Equipment has rollers or rubber bumpers to deduce potential damage to building surfaces
- A log will be kept for all powered housekeeping equipment to document the date of equipment purchase and all repair and maintenance activities, and include vendor cut sheets for each type of equipment in use in the logbook

4.3 Floor Care – The site will establish standard operating procedures (SOPs) that address effective cleaning of hard floor and carpeted surfaces. These SOPs may be part of the Janitorial vendor’s SOPs. Compliance to the SOP is 100% and measured through regular inspection of staff performance.

4.4 Hand Hygiene – The staff will be trained in the importance and methods of hand hygiene. The preferred method of cleaning hands is to lather and scrub your hands using simple soap and warm water for 20 seconds. An alternate method, when soap and warm water are not available, is the use of alcohol-based hand sanitizer. The use of antibacterial soaps is not recommended because they are no more effective in killing germs than regular soap and may lead to the development of bacteria that are resistant to the products' antimicrobial agents, making it even harder to kill these germs in the future. As a component of training and vital to the health and safety of the employee and the building occupants a 100% compliance goal is required. Those not compliant will be retrained on the proper procedures and training time documented.

4.5 Chemical Handling & Storage (& spill response) – Bulk storage of cleaning chemicals should be in a centralized secure area with containment that will protect against an inadvertent release to the environment (i.e. no floor drains in the vicinity). Cleaning chemicals shall be stored neatly using a shelving system that will allow for safe handling of the material. If necessary, appropriately designed step-stools or step-ladders shall be provided to access the upper shelves. Point-of-use storage, such as in janitorial closets, shall maintain



the minimum quantity of chemicals as practical. Where appropriate, cleaning chemical dispensing systems shall be used to minimize the handling exposure to the employees and to measure the proper amount of cleaning solution for dilution. Proper Personnel Protective Equipment (PPE) shall be provided to employees handling the cleaning chemicals. All personnel that use the cleaning chemicals shall be properly trained in their handling, use, and spill cleanup. Hazardous spills or mishandling incidents shall be managed to minimize personnel exposure, damage to the environment, and damage to the building. All spills shall be reported immediately to building management and emergency response in accordance with the appropriate emergency response procedure. Critical to the health and safety of the employee and the building occupants a 100% compliance goal is required. Monthly inspections by the onsite Safety Manager will be conducted and documented. Those not compliant will be retrained on the proper procedures and training time documented.

4.6 Training – The building’s janitorial staff shall be trained in elements of the Green Clean Policy and in the associated Green Clean SOPs. This training will ensure that the staff is fully educated on the products, equipment, and procedures, as well as the goals and priorities that are critical to the success of the green cleaning program. All Manulife buildings will follow the established Green Clean Programs 100% of the time. Additional trainings will be provided for safety, skills training, and any other requirements or needs as identified on the site. All training will be documented and tracked for each employee by training type documenting the hours monthly, and reported to the Property Manager.

4.7 Continuous Improvement – The effectiveness of the Green Cleaning Program shall be evaluated periodically through either customer satisfaction surveys to the tenants or through an APPA (Association of Physical Plant Administrators) audit that determines the appearance level of the facility, or both. A quarterly goal of four (4) improvements is required. These improvements are evaluated, vetted, and approved by the client prior to implementation. The improvements are then tracked by the appropriate metric to determine if the delivery matches the expected return.

4.8 Customer Feedback is encouraged throughout the building tenants. The building occupants can comment on service through multiple tools: 1) enter a complaint work order through the CMMS, 2) an on-line survey request is sent to the service requester upon completion of a work order, and 3) a “man on the street” survey is conducted throughout each month. With this, the Facilities Manager will stop people in the hall and ask them a series of questions regarding their satisfaction with the work environment. This is rated on a scale of 1-5 and data compiled and reported on monthly to the Property Director.

## 5. Responsible Party

The site Property Director is responsible for ensuring compliance with this policy.

## 6. Time Period

This policy is effective immediately upon issue.

Policy Approved April 1, 2010

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

Compliance is first ensured by DTZ, the company that provides facilities services for the College. The administrative assistant that orders janitorial supplies can only order from a specific list. Periodically, the College checks in on this program as the director of sustainability did in 2014. The director of sustainability read the latest SOPs for the GreenClean Program in February, 2014, and consulted with the facilities director and lead custodian about operations and maintenance practices. The director of sustainability also inspected the main cleaning supplies storage closet and found that the majority of the supplies being used were in compliance.

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

Yes

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

6,249.92 US/Canadian \$

**Total expenditures on cleaning and janitorial products:**

14,670.54 US/Canadian \$

**Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological (“green”) cleaning program?:**

Yes

**A brief description of the institution’s low-impact, ecological cleaning program:**

The GreenClean program (Guaranteed Clean. Certifiably Green) is used by all custodial staff on the main campus in Poultney. The program is certified under ISSA CIMS with honors and also under ISSA CIMS GB with honors. The GreenClean program covers cleaning procedures for dusting and dust mopping, floor and carpet care, restroom cleaning, and procurement standards for chemicals, equipment, and supplies. It also includes special training for these procedures and waste stream management protocols.

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

[Green.Cleaning.Program.at.GMC.pdf](#)

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

GreenClean Chemicals, Equipment and Supplies:

All items used at GMC will be certified by the appropriate green certification agency, such as Green Seal, USGBC LEED brands, "green" label by Carpet and Rug Institute and the Environmental Protection Agency's (EPA) Comprehensive Procurement Guidelines for post-consumer recycled content.

Chemicals-- Use of Green Seal products, specifically designed to be sustainable. Use of concentrated solutions.

Equipment-- All equipment will conform to High Efficiency Particulate Air (HEPA) filter standards and vacuums will have the "green" label seal of approval by the Carpet and Rug Institute to certify the performance of the vacuums.

Housekeeping Paper Products-- Paper products supplied to GMC, at a minimum, will meet the EPA's Comprehensive Procurement Guidelines for post-consumer recycled content.

Trashcan Liners-- Liners supplied to GMC, at a minimum, will meet the U.S. EPA's Comprehensive Procurement Guidelines for post-consumer recycled content.

Other Tools and Equipment-- Use of micro-fiber mops, dusting cloths, etc.

**The website URL where information about the institution’s green cleaning initiatives is available:**

<http://www.uglservices-na.com/services/facilities-services/janitorial.asp>

# Office Paper Purchasing

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## Responsible Party

**Aaron Witham**  
Director of Sustainability  
Sustainability Office

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## Criteria

### Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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

### Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

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## Submission Note:

The performance year is FY 2014. Tracy Harding in the library orders some paper for library printers and also orders paper from Joanne Williams in Auxillary Services who orders paper for the academic departments. Kevin Coburn in the communications office orders stationary for all departments. Expenditures on paper reported here include the two largest purchasers: computer services and academic departments. Data were procured from Tracy Harding and from hard copies of paper bills in the business office.

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

**Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:**

Yes

**A copy of the paper purchasing policy, directive or guidelines:**

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**The paper purchasing policy, directive or guidelines:**

Departments will endeavor to purchase a minimum of 30% post-consumer recycled content office paper. Paper should also be FSC-certified. Departments are encouraged to use digital communication whenever possible to reduce paper consumption on campus with the goal of reducing total cost of paper by 20% by 2020. All printers should be programmed to print double-sided. GOOS paper collection boxes should be available at all major printers, so that people can reuse paper.

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

The College adopted its first sustainable paper purchasing policy in the spring of 2007 based on a project researched by a public policy and environment course. The policy aimed to significantly increase the purchase of recycled paper and to reduce paper consumption at the College. The College has taken this policy seriously and purchased a significant amount of recycled paper since then, while reducing overall paper use as well. In 2014, the College streamlined its sustainable purchasing policies into one policy. The new policy maintains the same standard for purchasing: a minimum of 30% post-consumer recycled office paper that is FSC certified. The new policy also puts a specific target on minimizing the purchase of paper by reducing costs 20% by 2020.

The College's communications office prints college materials using post-consumer, FSC-certified paper for all of its pieces including annual reports, periodicals, and admission materials. Since 2011, the communications office stopped printing the academic catalog with the exception of 100 copies for faculty; catalog distribution is now entirely online. In 2014, the College distributed the bi-annual institutional report (IR) electronically instead of printing it. The communications office also uses electronic "flipbook" software to share periodicals like the Bulletin and the AR online, without having to print as many copies; in fact, this effort has reduced printing from approximately 7,000 to 4,000 copies per year. The communications office has also worked with other offices, like sustainability, to help them transition their own periodicals into the flipbook software. For example, in 2013, the Green Guide became a flipbook. In 2014, Admissions have modified their communication plan for incomplete and complete applicants to eliminate more paper- instead of a letter and envelope for each of the 2,000 applicants in FY 2015, correspondence will be communicated electronically.

All offices on campus use recycled paper as well. The largest purchasers include computer services, which use a minimum of 50% post-consumer recycled content paper and the academic departments which use a minimum of 30% post-consumer recycled content paper. Computer services has also switched to using soy-based toner in its printers, and all printers are programmed to print double-sided in the library.

To further reduce use, GOOS paper (Good-on-one-side) boxes have been installed by many of the major printers on campus serving as a first resort for mis-printings. The sustainability office waste diversion crew brings this GOOS paper to the Freepo where members of the community can pick up the paper for note-taking. Outdated stationary from Admissions is donated to the Office Freepo and used as invitations for sustainability events, for holiday letter-writing events, for letter-writing campaigns, and for thank you cards. Several other departments, as well as individuals, donate old notebooks to the Office Freepo as well, which further reduces the need to purchase paper.

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

Yes

**Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::**

	<b>Expenditure Per Level</b>
<b>10-29 percent</b>	0 US/Canadian \$
<b>30-49 percent</b>	6,019 US/Canadian \$
<b>50-69 percent</b>	0 US/Canadian \$

<b>70-89 percent (or FSC Mix label)</b>	0 <i>US/Canadian \$</i>
<b>90-100 percent (or FSC Recycled label)</b>	0 <i>US/Canadian \$</i>

**Total expenditures on office paper :**

6,019 *US/Canadian \$*

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

[http://sustainability.greenmtn.edu/leadership/social\\_responsibility/purchasing.aspx](http://sustainability.greenmtn.edu/leadership/social_responsibility/purchasing.aspx)

# Inclusive and Local Purchasing

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## Responsible Party

**Aaron Witham**

Director of Sustainability  
Sustainability Office

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## Criteria

### *Part 1*

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

### *Part 2*

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

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

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

Yes

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

[Sustainable.PurchasingPolicy.2014.FINAL\\_1.pdf](#)

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

The guidelines governing inclusive and local purchasing are built into the sustainable purchasing policy linked to here. Some criteria related to these topics are included in specific areas of purchasing. General directives for inclusive and local purchasing are also provided on page 5 and 8 of the policy.

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

No

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

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

[http://sustainability.greenmtn.edu/leadership/social\\_responsibility/purchasing.aspx](http://sustainability.greenmtn.edu/leadership/social_responsibility/purchasing.aspx)

# Life Cycle Cost Analysis

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## Responsible Party

**Kenneth Mulder**

Cerridwen Farm Manager  
Sustainable Agriculture

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## Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

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

Yes

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

Yes

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

In accordance with the college's Sustainability 2020 strategic plan, life cycle assessment is used in two areas to determine the full costs of the college's operations.

First, an Environmental Input-Output Life Cycle Analysis tool developed at Carnegie Mellon is used to estimate the ecological costs of college purchases. Greenhouse gas emissions are specifically assessed (so-called Scope III emissions) to be incorporated into the college's carbon accounting in the future. Other ecological impacts such as water withdrawals, toxic emissions, and land use are also assessed within a multicriteria framework. The initial stages of this work were done in an Economics of the Environment class in 2013 and future stages of this will be done at least every two years.

Secondly, the College is working with its dining services contractor, Chartwells, to determine the water and carbon impacts of the dining hall. Chartwells has developed a tool that accounts for 80% of the carbon and water impacts of the life cycle of their inputs and operation. This information is being supplemented by LCA analyses regarding the energy costs of food to determine the impacts of the dining services. This is a collaboration between Chartwells and the College's Farm and Food Project as well as the College's Center for Quantitative Literacy. Work on this began in the Fall of 2013.

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





# Guidelines for Business Partners

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## Responsible Party

**Aaron Witham**

Director of Sustainability  
Sustainability Office

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## Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

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

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

Some

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

None

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

[Green.Mountain.College.Guidelines.for.Business.Partners.FINAL.8.1.2014.pdf](#)

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

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

The business office is responsible for ensuring that the policy is adhered to, while the sustainability office is charged with management of the policy. Specifically, the sustainability office works with the businesses that meet the threshold criteria to make sure that they understand how to comply with the guidelines and that their practices do, in fact, comply. Compliance is ensured through having conversations with the businesses and reviewing documentation they produce related to their environmental actions and disclosure practices.

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

[http://sustainability.greenmtn.edu/leadership/social\\_responsibility/purchasing.aspx](http://sustainability.greenmtn.edu/leadership/social_responsibility/purchasing.aspx)

# Transportation

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

<b>Credit</b>
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

**Responsible Party**

**Aaron Witham**

Director of Sustainability  
Sustainability Office

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**Criteria**

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

- H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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**Submission Note:**

Performance year is FY 2014

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

**Total number of vehicles in the institution's fleet :**

9

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

	Number of Vehicles
Gasoline-electric, non-plug-in hybrid	0
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	0
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

**A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet:**

In 2012, students in the REED program built a solar garage, equipped to charge a solar truck. The charging unit is powered by a 3.8 kW roof-mounted array, and the space is heated by a passive heat system consisting of a south-facing glass wall and a concrete heat slab. In 2015, the College will purchase a fully electric truck through the Student Campus Greening Fund to be housed in the solar garage. The solar garage will fully charge the vehicle throughout the year using its rooftop array. The vehicle will be used for farm chores, such as harvesting, planting, and bringing food to the farmer's market. The vehicle will also be used by the REED department for miscellaneous tasks and by the sustainability department for hauling compostable food scraps and carrying out waste diversion for end-of-the-year Green Move Out.

In 2013, we installed a level 2 charging station next to Dunton Hall, so that any electric vehicles we procure may be charged. The charging station is also open to the community and free for community members to use. It is listed on several public charging station maps available online.

In 2014, the sustainability office, athletics department, and two students began working with the Vermont Clean Cities Coalition to explore options for switching some vehicles in the fleet to fully electric, hybrid, CNG, propane or biodiesel in order to reduce greenhouse gas emissions. A proposal for a hybrid electric van will be presented in January of 2015.

**The website URL where information about the institution's support for alternative fuel and power technology is available:**

<http://sustainability.greenmtn.edu/operations/transportation.aspx>  
Campus Sustainability Data Collector | AASHE



# Student Commute Modal Split

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## Responsible Party

**Aaron Witham**  
Director of Sustainability  
Sustainability Office

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## Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

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## Submission Note:

Performance year is FY 2013. Another survey will be conducted in the spring of 2015. Those data are not yet available so they cannot be added here.

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

## Total percentage of students that use more sustainable commuting options:

96.10

## The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	3.90
Walk, bicycle, or use other non-motorized means	95.20
Vanpool or carpool	0.90
Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	0

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

Campus Sustainability Data Collector | AASHE



The sustainability office conducted a transportation survey in the spring of 2013 that asked a number of questions, including primary mode of transportation for commuting to campus. The survey was designed by the director of sustainability (a former transportation research scholar from University of Vermont's Transportation Center) with input from the director of student involvement and a special focus group dedicated to carpooling. The response rate was 45%. Surveys were emailed three times to the population and survey responses were also collected in person aided by work study students with laptops sitting in the high traffic area of the student center for five days during lunch time. Additionally, a class helped to administer the in-person surveys. Participation was incentivized by participants being entered into a raffle to win a \$20 gift certificate to a local business. Distance education students who do not travel to campus were excluded from the survey.

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

<http://sustainability.greenmtn.edu/operations/transportation.aspx>

# Employee Commute Modal Split

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## Responsible Party

**Aaron Witham**  
Director of Sustainability  
Sustainability Office

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## Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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### Submission Note:

Performance year is FY 2013. Another survey will be conducted in the spring of 2015. Those data are not yet available so they cannot be added here.

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

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

38.55

## The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	61.45
Walk, bicycle, or use other non-motorized means	22.89
Vanpool or carpool	14.46
Take a campus shuttle or public transportation	1.20

Use a motorcycle, scooter or moped	0
Telecommute for 50 percent or more of their regular work hours	0

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

The sustainability office conducted a transportation survey in the spring of 2013 that asked a number of questions, including primary mode of transportation for commuting to campus. The survey was designed by the director of sustainability (a former transportation research scholar from University of Vermont's Transportation Center) with input from the director of student involvement and a special focus group dedicated to carpooling. The response rate was 45%. Surveys were emailed three times to the population and survey responses were also collected in person aided by work study students with laptops sitting in the high traffic area of the student center for five days during lunch time. Additionally, a class helped to administer the in-person surveys. Participation was incentivized by participants being entered into a raffle to win a \$20 gift certificate to a local business. Distance education students who do not travel to campus were excluded from the survey.

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

<http://sustainability.greenmtn.edu/operations/transportation.aspx>

# Support for Sustainable Transportation

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## Responsible Party

**Aaron Witham**

Director of Sustainability  
Sustainability Office

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## Criteria

### *Part 1*

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

### *Part 2*

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

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

**Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:**

Yes

**A brief description of the facilities for bicycle commuters:**

The GMC athletic department allows all bicycle commuters to use shower and locker facilities. Bicycle commuters may also use the shower in our newly renovated Bentley community center. Bike parking is abundant on central campus with dozens of racks. Additionally, a REED intensive class completed construction of a prominent bike shelter, centrally located outside of the student center. It was funded by the Student Campus Greening Fund and the project was led by two students who began the effort as part of their delicate balance class (a requirement of the Environmental Liberal Arts Core Curriculum).

**Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:**

No

**A brief description of the bicycle parking and storage facilities:**

Short-term bicycle racks are strategically located outside and close to every residence hall on campus and most of the major buildings. Moreover, the most central residence hall, Moses, has covered bike racks located under the front steps of the building. A dedicated bike shelter next to the student center was also built by students in 2014.

Long-term bicycle storage is available within every residence hall in storage rooms. Students have to write their names on a green tag so that storage items can be recovered. Many students store bikes in these rooms.

**Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:**

Yes

**A brief description of the bicycle/pedestrian policy and/or network:**

The College is committed to keeping central campus free of motorized vehicles. The campus consists of a network of paved walkways that are meant for bicycles, skateboards, pedestrians, and other non-motorized forms of transportation. These are safe walkways for bicycles and pedestrians to travel on and they are used for the vast majority of transportation on campus. Vehicles are not even useful for getting around on central campus because they can only drive on the periphery. This networks connects to a bus stop by Bogue Hall, where students, staff, or faculty can ride the Marble Valley Regional Transit bus for free with their College ID. It stops at the bus stop five times a day, seven days a week. This bus service can transport people throughout the region on multiple different routes. GMC also offers a free shuttle to students that runs every day of the week from central campus.

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

Yes

**A brief description of the bicycle sharing program:**

The campus bike-sharing program, known as “Green Bikes” was created in 2009 through funding from the Student Campus Greening Fund, a student run grant program that funds GMC campus greening initiatives. Any GMC community member may check out a bike free of charge, for 24-48 hours. The Bike Shop provides routine maintenance for the bikes. A large grant purchased nine bicycles to start the program in 2009. An additional grant funded a paid student manager to facilitate this project, under the supervision of a staff adviser. Now the program is run by the Bike Shop on campus, which is a student club. As of 2014, the total fleet included the following:

7 mountain bikes

6 road/cruiser bikes

1 tandem bike

2 metal trailers for hauling material

**Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:**

No

**A brief description of the certification, including date certified and level:**

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

Yes

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

GMC operates a free campus shuttle to provide service to health care providers during the week and retail/entertainment hubs on the weekends. Shuttles also run to regional bus hubs, train stations, and airports before and after breaks for a small fee. In addition, GMC has a contract with the Marble Valley Transit District (the regional bus service) to provide unlimited free trips to any staff, faculty, or student with a valid College ID. The bus service stops five times per day at the College (seven days per week) and offers several area routes, including multiple trips to the region’s largest city, Rutland. The Bus had 1,055 riders from GMC in FY 2013 (an average of almost two trips per residential student). In FY 2014, the ridership was 868.

**Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:**

Yes

**A brief description of the GRT program:**

GMC is official partners with Go Vermont, the state's carpooling database that uses Zimride for its matching tool. Every student, staff, or faculty member who registers with Go Vermont and who carools twice per week is automatically eligible for up to six guaranteed rides per year. The user calls Go Vermont's hotline to find an alternative ride if their carpooling partner doesn't show up or if they have to return early due to an emergency. They can then submit a reimbursement form to Go Vermont for the cost of the ride. Rides may be reimbursed up to \$70.

**Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:**

Yes

**A brief description of the carpool/vanpool program:**

GMC is official partners with Go Vermont, the free carpool matching program offered by the Vermont Agency of Transportation. The Go Vermont website is linked from the GMC Sustainable Transportation page, and information about it is available through Auxiliary Services and Student Life. People who carpool can take advantage of priority parking spaces reserved for carpoolers in the Brennan Circle in the front of campus.

The decision to partner with Go Vermont came from a focus group run by the Sustainability Office and Student Involvement Office in the spring of 2013. The goals of the focus group (consisting of staff, students, and faculty) were to 1) conduct a survey to answer key questions about improving carpooling on campus, 2) choose an online platform that will serve the community better, and 3) brainstorm incentives for increasing use of the online tool. The focus group, comprised of students, staff, and faculty members met four times, successfully conducted a survey with a 45% response rate, and decided that Zimride would be the best online platform to use through a partnership with Go Vermont and their database. A full campaign, complete with incentives, new student orientation activities, and a sustainable transportation fair launched in the fall of 2013.

**Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:**

Yes

**A brief description of the car sharing program:**

GMC students, faculty, and staff can join ZIPCAR for only \$25/year. Departments can join for free. All participants have access 24/7 to two Zipcars parked next to the student center in the center of campus. Cars may be reserved online or via text message. The benefits of carsharing are communicated frequently to students, staff, and faculty through announcements to staff and faculty workshops, through articles written for the student newspaper, and through the sustainability office's social network accounts such as Facebook and Twitter. The media outreach describes the cost savings of using Zipcar versus owning and maintaining a personal vehicle on campus.

**Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:**

Yes

**A brief description of the electric vehicle recharging stations:**

In 2013 we installed a level 2 solar charging station powered by two solar trackers behind Dunton Hall. The charging station sits adjacent to two parking spaces that must be left open for people who want to charge their vehicles. Charging is free for any member of the College or Town communities. The charging station is also listed on several public charging station maps available online.

**Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:**

No

**A brief description of the telecommuting program:**

Even though there is not an official telecommuting program on campus, many faculty members teach from home in online courses and take advantage of the college's "flex time" schedule so that they do not have to be on campus every business day. Some departments also allow employees to do this on a limited basis.

**Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:**

Yes

**A brief description of the condensed work week program:**

The College allows faculty members to arrange their work week so that they do not have to be on campus for the full week as long as their division chair and dean of faculty approves. Many faculty members take advantage of this "flex time," especially when they are involved in teaching one or more online classes and only come to the college twice per week. Many staff members are also on "flex time" schedules.

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

No

**A brief description of the incentives or programs to encourage employees to live close to campus:**

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**Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:**

Yes

**A brief description of other sustainable transportation initiatives and programs:**

The College offers a bicycle cost reimbursement program for commuters who bike to work. The benefit covers routine maintenance, repairs and supplies associated with commuting up to \$20 per month or \$240 per year. The College also advertises Go Vermont's free bus finder tool which makes it easier for students, staff, and faculty to find bus companies who can provide service for destinations outside of the region.

**The website URL where information about the institution's sustainable transportation program(s) is available:**





# Waste

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

<b>Credit</b>
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

# Waste Minimization

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## Responsible Party

**Aaron Witham**  
Director of Sustainability  
Sustainability Office

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## Criteria

### Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

### Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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### Submission Note:

Performance year is FY 2014. The numbers of waste generation include the Poultney and Killington campuses. Compost numbers include compostable food scraps that are composted on the campus farm and uncontaminated ash from the biomass plant that has a similar fate in that it becomes part of the working landscape (The ash is donated to a local farmer who spreads it on his fields to "sweeten" the soil or raise the pH). We include it under waste diversion because we also count the portion of it that is landfilled when it is removed from the smoke stack and contaminated with oil residue. Reuse numbers include material diverted to our two free reuse stores on campus, material donated to charities during Green Move Out, and material that was sold and donated during clean out of one of the residence hall attics. Recycling numbers include zero-sort recycling, cardboard recycling, e-waste recycling, metal recycling, construction/demolition recycling, and refrigerator recycling. GMC also diverts plastic grocery bags and items that can be shipped to Terra Cycle, but those items are not weighed at this time because they are generally very light in comparison to other waste streams. Therefore, diverted grocery bags and Terra Cycle items are not reported here.

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

### Waste generated::

	Performance Year	Baseline Year
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<b>Materials recycled</b>	51.60 Tons	11.20 Tons
<b>Materials composted</b>	56.50 Tons	3 Tons
<b>Materials reused, donated or re-sold</b>	7.20 Tons	0 Tons
<b>Materials disposed in a solid waste landfill or incinerator</b>	162.50 Tons	187 Tons

**Figures needed to determine "Weighted Campus Users"::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Number of residential students</b>	496	449
<b>Number of residential employees</b>	5	5
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	827	617
<b>Full-time equivalent of employees</b>	180.80	160.20
<b>Full-time equivalent of distance education students</b>	250	0

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2013	June 30, 2014
<b>Baseline Year</b>	July 1, 2004	June 30, 2005

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

FY 2005 is the earliest data set we have that includes compost and recycling numbers for comparison. We cannot use FY 2007 as the baseline as we have for other credits because we don't have waste data from that year.

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

Multiple waste audits are performed throughout the year by two particular groups. A professor in the biology department usually covers solid waste as a component of his class and has his students perform an audit of every bag coming out of the residence halls on particular days of the week. Each bag is weighed and the estimated percentage of garbage, paper, tissue paper, and bottles/cans is recorded. This was done in the fall and the spring of FY 2013. In FY 2015, the professor has hired two URAs (undergraduate research assistants) to carry out the audits--they have compiled weekly data throughout most of the fall semester and will continue this data collection in the spring. Additionally, the sustainability office does a smaller scale audit for the dual purpose of collecting data and making waste visible. The sort is done outside in front of the student center and passers-by are encouraged to participate. The most recent sustainability office trash sort was done in the fall of 2013, and the most recent audit was done in 2014. Results from the 2014 audit suggest that only 6.3% of the waste found in bags (by volume) should actually go to the landfill. The rest could be diverted with better education and collection systems.

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

The office of student involvement and the sustainability office run a program called Event Certification, where student clubs can apply for a certification similar to LEED that applies to their event. A large portion of the points are allocated based on students designing their event to minimize the creation of waste. They can get points for minimizing what they purchase, only purchasing items that can be recycled, and providing well marked recycling/composting receptacles at their events. The applications are reviewed by members of the student involvement and sustainability office, recommendations are made to improve the environmental impact of the events, and then students are awarded certification which allows them to use a logo on all marketing material with their level of rating. To aid the program, the sustainability office rents out reusable plates and bowls to student clubs for free.

Employees are strongly encouraged to obtain office supplies from the campus Freepo when they need anything rather than purchase new supplies. New hires receive information about the Freepo and other sustainability services in the online packet they are offered to help them navigate the campus.

Chartwells (dining services) purchases "compostable" dinnerware for all special events, for which reusable dinnerware is difficult to use. These are generally not composted on campus, but they will break down faster in the landfill stream than traditional disposable ware. In 2014, Chartwells began offering reusable to-go-containers, which can be purchased for a one-time charge of \$6.50. After the purchases, students, staff, and faculty can turn in a plastic card and get the reusable container and then dropped it off when they are done, at which point they'll be given a card again.

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

GMC offers a Freestore of reclaimed items in the basement of the Withey student center. Students, staff, and faculty can "shop" at the Freestore Monday through Friday. GMC also offers a Freepo full of used office supplies in the basement of the administrative building, Pollock. Both stores are free to members of the GMC community and accept donations of second-hand items. The stores are stocked regularly from free boxes that are located all around campus (one on each floor in the residence halls). Sustainability office workers collect these boxes when they get full and stock them in the store. They also keep the stores organized and market them using Facebook and Twitter. See the Free at GMC Facebook page for an example:

<https://www.facebook.com/pages/Free-At-GMC/304499169664558>

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

The course catalog is now provided online by default, with the exception of 100 copies printed for faculty. The new employee guide to the College is also available exclusively online. As of 2014, the bi-annual IR report is exclusively online. The green guide is also almost exclusively available online except for a handful of copies that are printed to display at orientation, so that students will be curious to check out the online version.

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

Since 2011, the communications office stopped printing the academic catalog with the exception of 100 copies for faculty; catalog distribution is now entirely online. In 2014, the College distributed the bi-annual institutional report (IR) electronically instead of printing it. The communications office also uses electronic "flipbook" software to share periodicals like the Bulletin, the AR online, and the Green Guide without having to print as many copies; in fact, this effort has reduced printing from approximately 7,000 to 4,000 per year. In 2014, Admissions have modified their communication plan for incomplete and complete applicants to eliminate more paper- instead of a letter and envelope for each of the 2,000 applicants in FY 2015, correspondence will be communicated electronically.

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

Each May, the Green Move Out program at GMC diverts reusable items from the landfill that students dispose of when moving out of the residence halls. A team of over ten volunteers and sustainability office staff works during the last week of finals through the day after commencement on this project. Signs and emails advertise the event in the residence halls the week before students begin to vacate the campus for the summer break. Students are encouraged to bring unbroken, working and pre-owned items to designated areas in the first-floor lounges of their residence halls.

Many students also leave a number of items in the hubs of each floor (where recycling bins and compost bins are located). The Green Move Out Team moves usable items that could be donated/saved down to the lounges the week of move-out. "Lounge Shopping" is advertised among the campus community during the week prior to graduation. Most undergraduates move out during this week. A number of faculty, staff and other students take advantage of this opportunity to take unwanted items. Thousands of pounds of clothing, furnishing, bedding, appliances, etc. are taken to new homes.

Before Commencement, the Green Move Out Team bags up unwanted clothes and bedding and donates them to local charities such as the Poultney thrift store, the Rutland Women's Shelter, the Salvation Army and the Rutland Area Humane Society (all items go through quality control to ensure cleanliness and usability). Non-perishable food items are donated to the Poultney Food Shelf.

Other reusable items are placed in storage closets, the Free Store, and the Freepo to be given away to new students in the fall. Volunteers are allowed to move back into the residence halls a few days early to help facilitate this Green Move-In Sale during Orientation. E-waste is also collected, stored in a special e-waste storage area, and then later recycled.

This project is sponsored by the sustainability office in collaboration with the office of residence life. Generally, over 5,000 lbs of material is diverted from the waste stream each year through this program (not including zero-sort recycling and e-waste). In 2013 5,322 lbs of reusable material was diverted, and in 2014 it was 5,982 lbs.

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

The sustainability office puts Terra-cycle and grocery bag collection boxes in some of the residence halls to supplement zero-sort recycling bins, compost bins, freestore boxes, freepo boxes, and e-waste bins. Both the Terra-cycle and grocery bag bins are collected by sustainability office staff and shipped to recycling facilities.

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

The waste diversion crew that works for the sustainability office collects data daily on the weight of post-consumer food waste and notes particularly wasteful trends.

**A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:**

As a matter of practice the cooks try to minimize waste by buying appropriate amounts, making stock out of vegetable scraps, and donating perishable food to donation centers at the end of the semesters and before breaks. The sustainability office weighs daily amounts of pre-consumer food waste.

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

The waste diversion crew that works for the sustainability office collects data daily on the weight of post-consumer food waste and notes particularly wasteful trends.

**A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):**

Dining services used compostable Greenware to-go containers in 2013. The containers were manufactured by both Fabri-Kal & Pactiv and could be composted in the composting system on campus. In 2014, a student projected helped launch a reusable to-go container program. Now students, staff, and faculty pay an up front cost of \$6.50 in return for unlimited use of a reusable to-go container, which can be returned and washed by the dining hall. Participants have a plastic card that shows they are in the program.

**A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):**

China serviceware is utilized for dine in use in the dining hall. Take-out containers are available as well for us in the dining hall and are made of reusable plastic as described above. Additionally, reusable plastic baskets are used in the retail location ("The Butter"). These baskets are washed and sanitized in house for reuse.

**A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:**

Customers utilizing reusable mugs may purchase a refill of coffee at the 12oz price regardless of the size of their mug.

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

Project Green Plate: students are encouraged to take only the food that they will eat and reduce the amount of waste.

Trayless Dining: students only take what they can carry and no longer fill their trays with items that will ultimately be wasted. Dining services also saves on water, labor and power by not having to clean the extensive amount of trays that would be needed for service if they were to be included in the program.

Project Green Thumb-encourages recycling and composting in kitchen and prep areas. Bins are provided in the kitchen for the recycling of all packaging as well as for compost.

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

[http://sustainability.greenmtn.edu/operations/sourcing\\_resourcing.aspx](http://sustainability.greenmtn.edu/operations/sourcing_resourcing.aspx)



# Waste Diversion

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## Responsible Party

**Aaron Witham**  
Director of Sustainability  
Sustainability Office

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## Criteria

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

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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## Submission Note:

Performance year for the waste diversion rate is FY 2014, the most recent waste data available.

All cooking oil from dining services is recycled by Buffalo Bio Diesel, Inc.

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

## Materials diverted from the solid waste landfill or incinerator:

115.37 Tons

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

162.46 Tons

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

The major waste diversion programs are described below. In addition to these programs, the College also diverts waste from biomass ash, grocery bags, Terra Cycle products, white goods, lab equipment, furniture, cooking oil, metal, construction and demolition projects and other miscellaneous items.

### GMC Recycling Program:

The GMC recycling program is directed by the sustainability office. Five waste crew members are responsible for collection of all recyclable items from indoor and outdoor receptacles and then delivery of those items to the central recycling trailer, where it is later picked up by the waste company, Casella. The delivery mechanism is a human-powered bicycle trailer. The recycling crew schedule is coordinated by the sustainability office manager (a student position). Volunteers often help collect recyclables to fulfill service hours that are required by their specialty floors or by disciplinary action. Recycling bins and bicycle trailers are purchased with support from the Student Campus Greening Fund on an as-needed basis. The recycling crew also helps the reuse manager collect material from e-waste  
[Campus Sustainability Data Collector](#) | [AASHE](#)

collection boxes, grocery bag collection boxes, and Terra Cycle collection boxes.

#### Green Move Out and Green Move In:

Each May, the Green Move Out program at GMC diverts reusable items from the landfill that students dispose of when moving out of the residence halls. A team of over ten volunteers (including sustainability office work study students, and other students) works during the last week of finals through the day after commencement on this project. Signs and emails advertise the event in the residence halls the week before students begin to vacate the campus for the summer break. Students are encouraged to bring unbroken, working and pre-owned items to designated areas in the first floor lounges of their residence halls.

Many students also leave a number of items in the hubs of each floor (where recycling bins and compost bins are located). The Green Move Out Team moves usable items that could be donated/saved down to the lounges during the week of move-out. "Lounge shopping" is advertised among the campus community during the week prior to graduation. Most undergraduates move out during this week. A number of faculty, staff and other students take advantage of this opportunity to take unwanted items. Hundreds of pounds of clothing, furnishing, bedding, appliances, etc. are taken to new homes.

Before Commencement, the Green Move Out Team bags up unwanted clothes and bedding and donates them to local charities such as the Poultney thrift store, the Rutland Women's Shelter, Salvation Army and the Rutland Area Humane Society (all items go through quality control to ensure cleanliness and usability). Non-perishable food items are donated to the Poultney Food Shelf.

Other reusable items are placed in storage closets, the Freepo, and the Free Store to be given away/sold to new students in the fall. Volunteers are allowed to move back into the residence halls a few days early to help facilitate this Green Move-In Sale during orientation. E-waste is also collected, stored in IT offices and recycled. This project is sponsored by the Sustainability Office in collaboration with the Office of Residence Life. The effort regularly diverts over 5,000 lbs of reusable material. In 2014, it was 5,982 lbs.

#### Freestore and Freepo (Reuse stores):

A reuse manager working out of the sustainability office maintains the College's Freestore and Freepo throughout the year. The Freestore, located in the student center, consists of appliances, clothes, books, and other items diverted from the waste stream via "free boxes" in the residence halls. Any student, staff or faculty member can take what they want from the store. The Freepo, located in the main administrative building, is a similar concept, with a focus on office supplies that are salvaged from campus offices and student donations.

#### The GMC Compost Program:

This program is directed by the sustainability office in collaboration with Cerridwen Farm. The five-member waste crew is responsible for daily collection of compostable food scraps from the kitchen/dining hall and transportation of this material to Cerridwen Farm on campus. Volunteers are responsible for compost pick-up in the residence halls. The sustainability office engages in educational outreach and volunteer recruitment to promote a culture of ownership over the program among residents. In FY 2015, the sustainability office will begin a transition to a much larger program to collect compost from every location on campus in a regular, systematic way. These programs are described in more detail under "pre-consumer" and "post-consumer" food waste sections below.

#### E-waste Collection Program:

The sustainability office collaborates with the IT department to collect e-waste from e-waste bins situated in every major building. The e-waste is stored in a vault room in the library and is then recycled every year using a certified e-waste company. The annual e-waste pick-up is carried out during Earth Week and streamlined with a public collection event. Volunteers sit in the student center with a large sign and collect e-waste on the spot, and also answer questions about the topic.

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

Typically, at the end of a semester or prior to breaks, dining services donates any perishable food items with a limited shelf life to the Poultney Food Shelf. Additionally, every May the sustainability office's green move out team donates non-perishable items that the students leave behind to the Poultney Food Shelf.

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

The pre-consumer compost program is managed by the sustainability office. Pre-consumer food waste is deposited into compost buckets by Chartwell's dining hall staff members. These food scraps are collected every evening by members of the sustainability office's work-study compost crew.

In FY 2014, an estimated 12,822 lbs of pre-consumer food waste was diverted. This estimate is based on a statistical model, which was created from data collected in fall of 2012 for pre-consumer and post-consumer compost scraps. The two streams were weighed all semester and then a linear model was developed illustrating the relationship between the two. They are significantly related, so the sustainability office decided to minimize labor by continuing to weigh post-consumer compost, while estimating pre-consumer weights based on the model. Starting in the fall of 2014, the sustainability office began direct weighing pre-consumer food scraps again. This was made possible by a new collection method where food scraps are placed in stackable totes, rather than in one larger roll-away "toter."

In the past, pre-consumer food scraps were fed to pigs (when appropriate) and all other food waste was put into an innovative compost pile that was strategically situated below the main chicken coop so that the chickens could eat some of the scraps, while their fecal waste could be added to the pile. The pre-consumer waste fed to the pigs significantly offset the feed grain that needed to be purchased, thus reducing the embodied energy from fossil fuels in the pigs' food.

However, in the fall of 2013, due to excessive labor and the potential for health issues with the pigs, the College streamlined composting into a windrow system that does not involve feeding pigs or chickens. Leaves and woodchips from campus operations are mixed in as a source of carbon. Occasionally, animal manures from pigs and cows are also mixed in. The compost crew works closely with the farm manager for direction on compost pile processing.

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

The post-consumer compost program is also managed by the sustainability office. The waste diversion crew is responsible for daily collection of post-consumer food scraps from the dining hall and transporting it to Cerridwen Farm on campus to be processed in the windrow system. All post-consumer food scraps are weighed and reported to the sustainability office daily. In FY 2014, 18,751 lbs of post-consumer compostable food scraps were diverted and processed on campus.

Compost collection also takes place in the residence halls on a volunteer basis with bins regulated by the sustainability office. Volunteers apply to have a bin for their floor each semester and sign a form, which outlines responsibilities and serves as a record for who is responsible. The locations of the bins are tracked and if sanitary issues arise, volunteers are given warnings and can ultimately lose the privilege of the bin if improvements are not made. Over FY 2013 and FY 2014, a vermiculture pilot program was tested, where half of the bins issued to students contained worms and bedding to process compost. This system also incorporated shredded office paper that would otherwise be recycled, thus reducing greenhouse gas emissions associated with the waste disposal process. It was meant to serve as a way to educate students how to compost in an urban environment after they graduate. In FY 2015, the sustainability office began transitioning to a much larger collection process, where composting bins will be located in every area of campus. As of December, 2014, two thirds of the floors in the residence halls have official compost collection points.

Finished compost that has been processed on the farm is primarily used by the farm to fertilize vegetable plots and helps produce beautiful vegetables for the campus dining hall, Poultney Farmers' Market, and CSA shares that are sold to members of the College and surrounding community. Compost from vermiculture bins is used by residence hall volunteers for their personal plants or to take home and give to their families who have gardens. Some of the finished compost may also be given to community members during compost

outreach events in the summer where farm workers teach local children how to set up their own vermiculture bins.

**Does the institution include the following materials in its waste diversion efforts?:**

	<b>Yes or No</b>
<b>Paper, plastics, glass, metals, and other recyclable containers</b>	Yes
<b>Food donations</b>	Yes
<b>Food for animals</b>	No
<b>Food composting</b>	Yes
<b>Cooking oil</b>	Yes
<b>Plant materials composting</b>	Yes
<b>Animal bedding composting</b>	Yes
<b>Batteries</b>	Yes
<b>Light bulbs</b>	Yes
<b>Toner/ink-jet cartridges</b>	Yes
<b>White goods (i.e. appliances)</b>	Yes
<b>Laboratory equipment</b>	Yes
<b>Furniture</b>	Yes
<b>Residence hall move-in/move-out waste</b>	Yes
<b>Scrap metal</b>	Yes
<b>Pallets</b>	No
<b>Motor oil</b>	Yes

**Other materials that the institution includes in its waste diversion efforts:**

E-waste is collected regularly through bins all over campus and through a special drop-off event during Earth Week (This is weighed and counted toward waste diversion percentage).

Metal is recycled by facilities (an estimated weight counts toward waste diversion), as well as a large portion of the wood (which is not weighed, estimated, nor counted toward diversion). Big items like furniture are donated to off-campus charity organizations through special trips whenever possible (an estimated weight of this is counted toward diversion). Refrigerators are collected and shipped to Casella for their metal recycling value. An estimated weight of this is counted toward diversion (based on weighing several, taking an average, and then applying it to the total count).

Uncontaminated ash from the biomass plant (an estimated 30.2 tons in FY 2013) is also diverted from the waste stream by being donated to a local farmer who spreads it on his fields to sweeten his soil. The decision to use the ash for this came from a research project in a chemistry class that weighed the costs and benefits of various options, including making soap, repairing forest soil, and using it for compost. The least energy intensive and most beneficial option was to use it as a soil sweetener for agriculture. Ash is counted toward waste diversion because it is also counted against waste diversion when it is landfilled. Every year, the ash that is cleaned out of the smokestack is contaminated with oil residue so it is landfilled through the waste company. (weighed at 1.3 tons in FY 2013).

Terra-Cycle items and grocery bags in all residence halls are also recycled, but they are currently not weighed or counted toward the waste diversion number because their weight is minimal.

# Construction and Demolition Waste Diversion

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## Responsible Party

**Aaron Witham**  
Director of Sustainability  
Sustainability Office

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## Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

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## Submission Note:

The performance year is FY 2014. The tons diverted and landfilled were supplied by Wright Construction, the company that completed the renovation of the Bentley House and Lyman Hall. These were the only two major projects on campus in FY 2014. It's likely that a significant portion of the 20 tons of material taken from Lyman Hall was diverted from the landfill, but Wright Construction could not verify this, so we had to assume it was landfilled.

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

## Construction and demolition materials recycled, donated, or otherwise recovered:

5.33 Tons

## Construction and demolition materials landfilled or incinerated :

25.33 Tons

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

Third party contractors that do most of the construction and demolition on campus are strongly encouraged to divert whatever material they can. The Guidelines for Business Partners policy developed in 2014 helps leverage companies to minimize waste and report their numbers. We are confident that we can increase the diversion rate significantly in the coming years.

# Hazardous Waste Management

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## Responsible Party

**Aaron Witham**  
Director of Sustainability  
Sustainability Office

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## Criteria

### Part 1

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

### Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

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

Yes

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

The facilities contractor, DTZ (UGL) has protocols in place and a MSDS for each chemical on campus. However, due to the fact that the College does not use pesticides and has a green chemistry program, there are very few sources of harmful chemicals. To deal with the potential for broken lightbulbs that are occasionally placed in e-waste containers, the sustainability office keeps a protocol document on hand for steps that one should take if a broken CFL bulb is found in one of the e-waste bins or anywhere on campus. In normal circumstances, broken lightbulbs are handled professionally by DTZ, the facilities contractor.

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

Broken lightbulbs are stored in the light bulb room in withey basement along with the burnt out bulbs until they are picked up and removed by a vendor for proper disposal. Broken bulbs are kept in a sealed container to ensure that they don't pose a hazard. Other hazardous materials are brought to facilities and processed by appropriate contractors. For example, broken refrigerators are processed annually with the waste company, Casella, who takes them to a facility to have the freon removed.

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

There have been no significant hazardous material releases during the last three years.

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

The chemicals are inventoried and used by multiple departments in order to facilitate use. Generally the College does not reuse chemicals, but they are distributed throughout the campus for common use.

**Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:**

Yes

**Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:**

Yes

**A brief description of the electronic waste recycling program(s):**

Green Mountain College addresses electronic waste proactively on the purchasing in addition to retroactively when the material is at the end of its useful life.

While many colleges have a 4-year computer replacement cycle, GMC has a 5-6 year computer replacement cycle. In fact, sometimes the College uses desktops for 7 years. Part of the explanation is, of course, driven by finances. But, beyond budgetary considerations, the College believes that it is good environmental practice to maximize the life-cycle of computers by deliberately keeping them in use for as long a time period as feasible.

To this end, IT staff and work-study employees are dedicated to keeping machines maintained and in good working order. When a machine is finally recycled, all reusable parts are culled at GMC when possible: staff take out the memory, reuse the monitor, keyboard, mouse, and any other parts that can be salvaged. For example, in 2014, nine IMacs were restored and given to campus community members in need.

Every year, a certified e-waste recycling company picks up any computers, computer parts or monitors once they have reached the end of their useful life, so that the materials may be recycled. These items are stored in a large walk-in closet in the basement of the library until the e-waste company comes to collect the material each year during Earth Week.

Additionally, E-waste collection boxes are situated in the library, all major office buildings, and all residence halls. They collect desktop computers, laptops, hard drives, radios, monitors, projectors, cell phones (minus batteries), DVD players, VHS players, CDs, DVDs, batteries and lightbulbs. In addition to routine collection, the IT department and sustainability office co-host a large-scale e-waste collection event during Earth Week every year, where an e-waste recycling company comes to campus and accepts e-waste on the spot.



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

Collection bins have clear signage indicating that leaking or exposed hazardous material cannot be deposited in the bin—rather, students, staff, and faculty need to call DTZ for proper disposal. The custodial department of DTZ receives proper training on handling hazardous waste.

All collected e-waste is sent to a certified e-waste handler, except for light bulbs and miscellaneous items which are processed through DTZ's vendor.

**The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:**

[http://sustainability.greenmtn.edu/operations/sourcing\\_resourcing.aspx](http://sustainability.greenmtn.edu/operations/sourcing_resourcing.aspx)

# Water

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

<b>Credit</b>
Water Use
Rainwater Management
Wastewater Management

# Water Use

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## Responsible Party

**Aaron Witham**  
Director of Sustainability  
Sustainability Office

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## Criteria

### Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

### Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

### Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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## Submission Note:

Performance year for gallons of water used is FY 2014. Baseline year is FY 2007. Numbers do not include the Killington campus because the data were difficult to obtain. GMC leases the lodge and the owner pays the water bill.

For the vegetated lands definition, GMC uses total acreage minus buildings and impervious surfaces. Water use from the farms and athletic fields was not factored out as it didn't seem appropriate to do so.

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

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

Low

## Total water use::

	Performance Year	Baseline Year
Total water use	6,805,050 Gallons	7,455,540 Gallons

## Potable water use::

	Performance Year	Baseline Year
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<b>Potable water use</b>	6,805,050 <i>Gallons</i>	7,455,540 <i>Gallons</i>
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**Figures needed to determine "Weighted Campus Users"::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Number of residential students</b>	496	577
<b>Number of residential employees</b>	5	5
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	827	749
<b>Full-time equivalent of employees</b>	180.80	188.75
<b>Full-time equivalent of distance education students</b>	250	30

**Gross floor area of building space::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Gross floor area</b>	493,298 <i>Square Feet</i>	478,745 <i>Square Feet</i>

**Area of vegetated grounds::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Vegetated grounds</b>	96.60 <i>Acres</i>	96.60 <i>Acres</i>

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2013	June 30, 2014
<b>Baseline Year</b>	July 1, 2006	June 30, 2007

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

The water use baseline of FY 2007 was chosen to be consistent with our other baselines.

**Water recycled/reused on campus, performance year:**

0 Gallons

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

0 Gallons

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

The OVaL (Occupy Vacant Lots) shed designed and built by assistant professor Lucas Brown's design/build class is located on the west side of campus and serves as a greenhouse and storage shed for the Champlain Valley Native Plant Restoration Nursery. The nursery provides hands-on laboratory experience for GMC students and provides a reliable source of native plants for local landowners and ecological restoration projects. Non-potable water is captured in a rain barrel at the site and reused for watering.

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

All of the major buildings and houses on campus have separate water meters that track consumption. The sustainability office tallies water bills for all campus buildings each year and looks for trends in order to identify areas of high water use.

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

Facilities installed water saving flush kits on five toilets in recent years.

Renovations to SAGE Hall in 2009 prioritized responsible water usage. Low-flow showerheads, sink aerators and dual-flush toilets were installed.

In Spring 2009, students Ben Jankowski and Ronnie Black used a Student Campus Greening Fund grant to purchase and replace 2.5 gallon per minute showerheads in residence hall showers with high efficiency 1.5 gallon per minute showerheads. These new showerheads use 40% less water per minute than the old system.

In the fall of 2014, a student project began exploring the possibility of replacing the already low efficiency shower heads with even more efficient heads, and using a model that can easily be adjusted by students allowing for varying degrees of pressure and for the ability to pause the flow so that students can lather up before continuing. The student researchers are currently collecting data to see how much additional water can be saved.

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

In an effort to reduce waste and minimize support for the commodification of water, GMC banned the sale of bottled water on campus in 2014. The move came after a student-led campaign that garnered signatures from over 25% of the student body.

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

The vast majority of cultivated vegetation on campus continues to be native species that are well-adapted to the climate and need no irrigation. The motivation to maintain native species as the dominate landscaping feature is outlined in the natural areas and native species policies.

The exception to the native plant rule is vegetable production on the campus farm, which requires some added water.

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

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

In 2014, the Sustainable Living Floor carried out a water conservation challenge among residents.

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

[http://sustainability.greenmtn.edu/operations/grounds\\_water/water.aspx](http://sustainability.greenmtn.edu/operations/grounds_water/water.aspx)

## Responsible Party

**Glenn LaPlante**  
Director of facilities  
Maintenance

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## Criteria

### *Part 1*

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

### *Part 2*

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

**Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:**

Yes

**A brief description of the institution's Low Impact Development (LID) practices:**

Current practices include a buffer zone around the Poultney River (which borders campus), vegetated swales, and some pervious parking lots.

**Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :**

Yes

**A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:**

GMC's landscaping plan approved in March, 2011 includes several initiatives to improve stormwater management on campus. The plan proposes rain gardens to accept roof spout gutter flow, consideration of pervious pavements as well as rain water collection and re-use systems. Stone and vegetated swales will be used to prevent stormwater runoff. A buffer zone by the Poultney River also aids in these efforts.

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

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**Rainwater harvested directly and stored/used by the institution, performance year:**

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**A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:**

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

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

Gravel paving is used in the lower parking lot nearest the river. This is one of the largest parking lots on campus.

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

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**A brief description of any rain gardens on campus:**

Zen gardens made of porous gravel were created in front of the library in 2014. In 2013, a healing rain garden was installed in back of the former wellness center through a student project.

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



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

The athletic fields and main parking lot contains vegetated swales to manage stormwater.

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

The Poultney River Buffer Zone, alongside the Poultney River, is a natural area preserve on the Green Mountain College campus. It occupies land within 35 meters of the annual high-water line.

The buffer zone was approved by the College in 1997 to improve stream habitat, reduce bank erosion, restore floodplain forest, provide a corridor for movements of animals and plants, reduce overland flow of non-point source pollution from agricultural fields and other land uses, protect scenic and recreation values, and provide field sites for courses at the College.

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

[http://sustainability.greenmtn.edu/operations/grounds\\_water.aspx](http://sustainability.greenmtn.edu/operations/grounds_water.aspx)

# Wastewater Management

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## Responsible Party

**Aaron Witham**  
Director of Sustainability  
Sustainability Office

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## Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

## Total wastewater discharged:

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## Wastewater naturally handled:

0 Gallons

## A brief description of the natural wastewater systems used to handle the institution's wastewater:

We are pursuing this credit to the full extent. Data collection is currently in progress.

## The website URL where information about the institution's wastewater management practices is available:

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# Planning & Administration

## Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

<b>Credit</b>
Sustainability Coordination
Sustainability Planning
Governance

# Sustainability Coordination

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## Responsible Party

**Aaron Witham**

Director of Sustainability  
Sustainability Office

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## Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

## **Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:**

Yes

## **A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:**

### General Rewards & Ratings:

- Earned # 8 rating in Sierra Magazine's Cool Schools list in 2014, #6 in 2013, and #11 in 2012
- Made Princeton Review's Green Honor Roll in 2015, 2014, and 2013 editions
- Earned Governor's Award for Environmental Excellence in 2013 for "An Integrated Approach to Achieving Climate Neutrality."
- Received Efficiency Vermont's Energy Leadership Challenge Award in 2013

### Waste Diversion:

- Over the last two years, the sustainability office has increased waste diversion by 13.2% compared to a baseline of FY 2012 (this greatly exceeds the two year waste plan target of 6% set in 2012)
- Expanded waste diversion program (including Terra Cycle, grocery bags, vermiculture, and e-waste)
- Diverted over 5,000 lbs of reusable material during Green Move Out each year
- Diverted over 30 tons of recycling and over 10 tons of compostable food scraps each year
- Diverted 8,495 lbs of furniture and bedding through a storage cleanout in 2014
- Banned the sale of bottled water on campus in 2014, following a student campaign

### Energy:

- Carried out annual Do it in the Dark competition with average percentage reduction each year of between 9-13% per residence hall

- Exceeded three-year goal of 7.5% projected electricity reduction for the Vermont Energy Leadership Challenge
- Carried out successful renovation of Two Editor's Inn to be a model for energy efficiency for older residential buildings in Vermont with involvement of students at every step from initial audit, to decision to fund audit, to decision to fund the project, to creating media to promote the project
- Oversaw the green revolving loan fund and tracked the first three investments

#### Transportation:

- Carried out focus group on sustainable transportation in 2013 and implemented Go Vermont as the official online carpooling tool
- Hosted successful week-long sustainable transportation fair in 2013 and 2014

#### Education & Outreach:

- Coordinated over 6,000 hours of community service each year
- Published quarterly sustainability newsletters for the community
- Gave two presentations a year at AASHE conference
- Spearheaded application process for full-time VISTA who was hired in 2013 to do financial literacy training
- Presented in over 10 classes per year on campus sustainability topics
- Mentored between 20-30 student projects per year
- Coordinated the annual earth week, with over 20 events each year
- Coordinated the annual earth fair in the Town, with over 60 booths each year
- Carried out volunteer service days in 2013 and 2014: Thanks & Giving and Green Up Day
- Carried out 1-2 major waste diversion events on campus each year
- Gave over 15 tours on sustainability per year
- Helped carry-out the ongoing Poultney 2020 community-building program
- Taught annual Green Job Corps training sessions for over 50 students and 15 staff

#### Data Tracking:

- Led completion and implementation of College's first social & human capital survey in 2014
- Carried out robust transportation survey in 2013 with a 45% response rate
- Helped develop metrics for measuring progress toward College's strategic plan, Sustainability 2020
- Completed annual waste reports and biennial carbon inventory
- Completed comprehensive cost benefit analysis of the College's biomass plant
- Carried out financial and legal analysis for multiple solar projects

#### **Does the institution have at least one sustainability committee?:**

Yes

#### **The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:**

The Green Mountain College Campus Sustainability Council was created in 2006 to address the requirements outlined by the Presidents Climate Commitment and to serve as a facilitating body to move the campus toward climate neutrality. Since its inception, the Council has expanded to advise all major sustainability initiatives, including waste diversion, the green revolving loan fund, educational outreach, and community service opportunities. The Campus Sustainability Council is now playing an important role in helping the strategic plan steering committee take action to move the College closer to authentic sustainability. The CSC meets bi-weekly, reviews policies and makes recommendations for improving campus sustainability.

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

Aaron Witham, Director of Sustainability (Chair)  
Tom Mauhs-Pugh, Provost  
Prof. Bill Landesman, Biology  
Prof. Steve Letendre, Economics & Environmental Studies  
Prof. Jacob Park, Business & Management  
Chris Bunker, Grounds Manager  
Bay Hammond, Farm Manager  
Ryan Ihrke, Director of Student Involvement  
Melissa Rosenberg, Admissions Counselor  
Titania Green, student ('16)  
Peyton Jones, student ('16)  
Salima Mahamoudou ('16)

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

[http://sustainability.greenmtn.edu/leadership/sus\\_planning/advisory\\_council.aspx](http://sustainability.greenmtn.edu/leadership/sus_planning/advisory_council.aspx)

**Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:**

Yes

**A brief description of each sustainability office:**

The GMC sustainability office directs all major sustainability initiatives on campus and serves as a resource center for the campus community and beyond. In the domain of environmental impact, the office runs all waste diversion systems on campus, is responsible for sustainability reporting and data collection, conducts energy and greenhouse gas analysis, runs environmental awareness events, plans strategically for major sustainability investments, and works closely with students, staff, and faculty on dozens of individual projects.

In the area of social and financial sustainability, the sustainability office connects classes with service learning opportunities in the greater community, works closely with the Town on the Poultney 2020 community-building effort, and in general tries to build social and financial capital in the Town. The sustainability office also manages the Green Job Corps, an offshoot of the campus work study program that emphasizes social, economic and environmental learning and provides staff training in these areas.

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

3

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

<http://sustainability.greenmtn.edu/default.aspx>

**Does the institution have at least one sustainability officer?:**

Yes

**Name and title of each sustainability officer:**

Aaron Witham, Director of Sustainability; Jose Galvez, Sustainable Community Development Outreach Coordinator; Nicole Harman, Sustainability Office Manager; seven work-study students specializing in events, reuse, recycling, and compost

**A brief description of each sustainability officer position:**

The director of sustainability is responsible for coordinating all major sustainability initiatives on campus from faculty, staff, and students, and leading institutional sustainability efforts. The position reports on progress toward these goals and serves as a hub of information on related metrics, such as energy use, ghg emissions, and tons of waste. Through work in and out of the classroom, the director assists students in outlining and implementing realistic and appropriate sustainability-related projects. This position also acts as adviser to the Student Campus Greening Fund, which allocates a pool of \$30,000-\$45,000 per year to student sustainability projects. The director of sustainability directs the Green Job Corps and directly supervises a full-time sustainability outreach coordinator and eight work study students, including an office manager, events and communications assistant, a reuse manager, and a five-person waste diversion crew.

The sustainable community development outreach coordinator works closely with faculty, staff, students, local citizens and organizations in the Town of Poultney. The outreach coordinator actively helps to build town-gown relations through increasing volunteer and service learning hours among college students and K-12 students in the Town. The outreach coordinator also helps to plan and carry-out major town projects such as the annual Earth Fair, the Poultney 2020 Revitalization Effort, East Poultney Day, and First Year Impressions (FYI!). The outreach coordinator also assists the director of sustainability in building educational outreach opportunities on campus related to sustainability.

The sustainability office manager is a student occupied, Green Job Corps supervisor position. The office manager serves as the direct supervisor for the seven person work-study crew that manages waste diversion, sustainability events, and sustainability communications. The office manager also assists the director with data collection and analysis, strategic planning, and general office tasks.

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

[http://sustainability.greenmtn.edu/living\\_learning/beyond\\_classroom/sus\\_office.aspx](http://sustainability.greenmtn.edu/living_learning/beyond_classroom/sus_office.aspx)

## Responsible Party

**Aaron Witham**  
Director of Sustainability  
Sustainability Office

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## Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

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**Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:**

	<b>Current and Formal Plans (Yes or No)</b>	<b>Measurable Objectives (Yes or No)</b>
<b>Curriculum</b>	Yes	Yes
<b>Research (or other scholarship)</b>	Yes	Yes
<b>Campus Engagement</b>	Yes	Yes
<b>Public Engagement</b>	Yes	Yes
<b>Air and Climate</b>	Yes	Yes
<b>Buildings</b>	Yes	Yes
<b>Dining Services/Food</b>	Yes	Yes
<b>Energy</b>	Yes	Yes
<b>Grounds</b>	Yes	Yes
<b>Purchasing</b>	Yes	Yes
<b>Transportation</b>	Yes	Yes
<b>Waste</b>	Yes	Yes
<b>Water</b>	Yes	Yes
<b>Diversity and Affordability</b>	Yes	Yes
<b>Health, Wellbeing and Work</b>	Yes	Yes
<b>Investment</b>	Yes	Yes

Other

Yes

Yes

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

The College's strategic plan, Sustainability 2020, outlines the College's approach to achieving authentic sustainability in all areas of the College. A gantt chart for the plan indicates timelines and responsible parties. A Sustainability 2020 implementation task force developed a 30 page report that determined the main metrics used to measure authentic sustainability, and an institutional research report keyed to the plan provides 2013 data for the metrics. In the spaces below, relevant elements of the Sustainability 2020 plan are identified and in some cases additional planning documents are also identified.

Specific curricular goals include the following:

- Further develop environmental programs with a national reputation for producing graduates for jobs in a sustainable economy (Sustainability 2020 Strategic Plan).
- Develop undergraduate and graduate programs in the area of human health and quality of life and integrate this new emphasis into the general education curriculum (Sustainability 2020 Strategic Plan).
- Increase the number and quality of sustainability skills intensive courses offered (Sustainability 2020 Strategic Plan).

### **The measurable objectives, strategies and timeframes included in the Curriculum plan(s):**

- Alumni survey data indicating higher job placement numbers in green jobs
- Data from ELA, NSSE, and SSI surveys indicating student satisfaction with what they are learning in the classroom
- Increase in the number and quality of sustainability skills intensive courses offered
- Development of new undergraduate and graduate programs in human health by 2020 with appropriate facilities and faculty to carry-out those programs

### **Accountable parties, offices or departments for the Curriculum plan(s):**

- Provost's Office
- Graduate Program
- Faculty Curriculum Committee

### **A brief description of the plan(s) to advance sustainability in Research (or other scholarship):**

- Research and quantify environmental impacts from all College purchases through classes (Sustainability 2020 Strategic Plan).
- Research potential alumni impacts on natural, social, and financial capital and begin to estimate these impacts through the annual alumni survey (Sustainability 2020 Strategic Plan).

### **The measurable objectives, strategies and timeframes included in the Research plan(s):**

- Carry-out a successful inventory of environmental impacts from all College purchases through quantitative undergraduate classes every two years through the year 2020. The impact areas include the following:  
Ozone Depletion  
Global Warming  
Acidification

Carcinogenicity  
Noncarcinogenicity  
Criteria Air Pollutants  
Eutrophication  
Smog Formation  
Ecotoxicity  
Fossil Fuel Use  
Habitat/T&E Species  
Water Use

The objective is to identify the highest impact areas across a range of metrics and try to adjust purchasing behavior to minimize impact in those areas.

- To measure alumni impact the College added 12 questions to the annual alumni survey asking graduates items like the square footage of their home, their mode choice for transportation, the number of hours they spend each week enhancing their community, etc. The survey went to all graduates one, three, and ten years out. Data will be collected every year and the objective is to see these numbers increase over time as the College advances its Sustainability 2020 plan.

**Accountable parties, offices or departments for the Research plan(s):**

- Quantitative Environmental Literacy Program
- Career Services
- Sustainability Office

**A brief description of the plan(s) to advance Campus Engagement around sustainability:**

- Increase participation in the student Green Job Corps to all campus departments in order to build ownership over campus-wide sustainability initiatives, while also increasing the value of participation for students as they build their professional skills (Sustainability 2020 Strategic Plan).
- Increase campus-wide engagement in helping to achieve sustainability goals through more volunteering, service-learning course-work, and employee involvement (Sustainability 2020 Strategic Plan).

**The measurable objectives, strategies and timeframes included in the Campus Engagement plan:**

- Participation in GJC will be measured by number of departments that participate, with the goal of having all departments participate by the year 2020.
- The Sustainability Office has set a short-term goal of increasing total volunteering/service learning hours per student by 25% by the end of FY 2014. This goal was achieved in the summer of 2014.
- The long-term goal is to double the number of service learning hours per student. Hours are estimated through a collaborative effort between the faculty service learning leader and the sustainable community development outreach coordinator. Some of the data originate from records the outreach coordinator keeps on major events and projects. The rest of the data come from a faculty survey.

**Accountable parties, offices or departments for the Campus Engagement plan(s):**

- Faculty Service Learning Leader
- Sustainable Community Development Outreach Coordinator

**A brief description of the plan(s) to advance Public Engagement around sustainability:**

- Work closely with the Town of Poultney on the Poultney 2020 program to build the sustainability and vibrancy of Poultney in the areas of natural, social, and financial capital (Sustainability 2020 Strategic Plan).

**The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):**

- For Poultney 2020, objectives include the number of people who attend community meetings for Poultney 2020 and the completion of projects started by sub-groups. For example, the Stone Valley Arts subgroup will achieve success by successful creation of their non-profit organization, and finding stable revenue streams to keep the enterprise going. The parks and trails sub-groups will achieve success by procuring space for a park, building a park, and revitalizing the Town's trails system.
- The frequency and attendance at major outreach events is another important objective. For example, the sustainability office aims to ensure that a Thanks & Giving day of service is carried out every fall and that a successful Earth Fair and Green Up Day is carried out every spring. Attendance for all of these events is estimated and will continue to be estimated to measure progress.

**Accountable parties, offices or departments for the Public Engagement plan(s):**

- Brennan Chair in Sustainable Business
- Sustainability Office

**A brief description of the plan(s) to advance sustainability in Air and Climate:**

The College has already achieved climate neutrality under the ACUPCC, and is committed to maintaining neutrality in the future. The climate reduction plan is posted on the GMC sustainability webpage and the ACUPCC website.

- The overall goal is to limit sources of Greenhouse Gas Emissions from scopes one, two, and existing accounting for three in order to lower the cost of maintaining climate neutrality over the long-term (Climate Action Plan)

**The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):**

- Short-term objectives include completing all efficiency improvements outlined in the comprehensive thermal and electrical energy audit completed in the spring of 2012 (most notably, completing the PRV steam pipe upgrade in the office buildings in order to increase efficiency of the biomass plant, so that it can further offset fossil fuel use on campus).
- The mid-term objective (by 2020) is to produce all of the College's energy through renewable sources. As old infrastructure is upgraded, new technologies and systems will be considered to reach energy goals and provide opportunities for education on campus.
- The long-term objective by 2050, is to have a climate neutral campus fleet and to reduce emissions from air travel by 80 percent.

**Accountable parties, offices or departments for the Air and Climate plan(s):**

- Business Office
  - Facilities Department run by DTZ
- [Campus Sustainability Data Collector](#) | [AASHE](#)

- Sustainability Office

### **A brief description of the plan(s) to advance sustainability in Buildings:**

- Increase the efficiency and run-time of the biomass plant until it exceeds 85% of the heating load on campus (Climate Action Plan). This goal was achieved in the summer of 2014.
- Sustain the built environment on campus through new capital investment and proper maintenance at a level where future generations of students can enjoy an infrastructure stock with a net quality that is better than today's infrastructure stock (Sustainability 2020 Strategic Plan).

### **The measurable objectives, strategies and timeframes included in the Buildings plan(s):**

- A measurement of the heating load of the biomass plant takes place monthly, as facilities produces a report summarizing the amount of number six fuel oil purchased compared to the tons of woodchips purchased. At the end of the year, the sustainability office compares the total MMBTUs produced by both sources and estimates the amount of heating load covered. Now that the goal of 85% heat load has been achieved, the College aims to increase the biomass heat load to as close to 100% as possible.
- The value of capital building stock on campus will be monitored by tracking investments in maintenance projects versus the rate of depreciation.

### **Accountable parties, offices or departments for the Buildings plan(s):**

- Facilities Department run by DTZ
- Sustainability Office

### **A brief description of the plan(s) to advance sustainability in Dining Services/Food:**

- Increase the percentage of food served in the dining hall from the college farm (Farm & Food Project Plan)
- Increase the percentage of food served in the dining hall from local and community based and/or third-party sustainably certified (Sustainable Purchasing Policy)
- Become the first college or university in the United States contracted with a major dining services provider to purchase most of its animal products through humanely managed sources, as defined either through a reputable certification or GMC's own research on farm operations (Farm & Food Project Plan)

### **The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):**

- Every year, Cerridwen Farm tallies their sales to dining services. Comparing these sales to the dining hall's total budget will reveal the amount originating from certain sources. Within ten years, the Farm aims to provide between 10-20% of the food consumed in the dining hall.
- As a complimentary objective, the dining hall has set a target of 40% by 2020 for the percentage of its food sourced from local and community owned and/or third-party sustainably certified (for which the on-campus farm would qualify). Once this target is reached, the College aims to keep the percentage above this point indefinitely.
- The goal to purchase most animal products from humanely-sourced vendors will be monitored by a collaborative effort between Cerridwen Farm's Farm & Food Project, Chartwells (dining services), and students groups such as Center of the Plate & Slow Living Club. Their objective is to phase in the purchase of humane animal products steadily over the next several years, so that by 2020, all pork

and poultry will be humanely-sourced, and beef when feasible.

**Accountable parties, offices or departments for the Dining Services/Food plan(s):**

- Chartwells Dining Services
- Cerridwen Farm

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

- Following Ecological Economist Herman Daly's (1991) framework, reduce fossil fuel use to a rate no greater than the rate at which renewable substitutes are being developed, while renewable resources should be used at a rate that is equal to or less than the rate at which renewable resources are regenerating (Sustainability 2020 Strategic Plan).
- Produce all of the College's energy through renewable means by 2020 (Sustainability 2020 Strategic Plan).

**The measurable objectives, strategies and timeframes included in the Energy plan(s):**

- Reducing fossil fuel use at a rate less than or equal to the global production curve for renewables requires on-going monitoring and data collection from the sustainability office. The sustainability office tallies use of fossil fuels every year. The sustainability office will work with faculty to involve classes to assess if the rate of use is higher or lower than global production of renewables. Classes and faculty will make recommendations to the sustainability office, sustainability council, and cabinet on strategies for reducing consumption.
- The sustainability office will also calculate the percentage of energy coming from renewables and engage classes in this analysis, while the facilities department will help to develop projects to increase renewables until the 100% renewable goal is reached.

**Accountable parties, offices or departments for the Energy plan(s):**

- Cabinet
- Environmental Studies and REED Faculty
- The Sustainability Office
- Facilities Department run by DTZ

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

- Have a net positive impact on campus and regional biodiversity and ecosystem health, rather than minimizing negative impact, by carrying out restoration projects (Sustainability 2020 Strategic Plan).

**The measurable objectives, strategies and timeframes included in the Grounds plan(s):**

- Every two years, natural area assessments will be carried out by classes on campus as they were in the fall of 2013 to gauge the health of the ecosystem in terms of habitat, species richness, and species diversity.
- Additionally, the impact the College has on regional biodiversity and ecosystem health will be assessed by classes every two years. The first assessment was done in the spring of 2013 and was focused on the impact of the biomass plant's supply chain.

### **Accountable parties, offices or departments for the Grounds plan(s):**

- Faculty with expertise in natural sciences

### **A brief description of the plan(s) to advance sustainability in Purchasing:**

- Conduct a comprehensive account of scope 3 emissions from purchases in order to achieve substantial reductions of these emissions, while offsetting the remaining emissions through quantifiable emissions reductions either from an off-campus project verified by a third-party or through emissions reductions demonstrated by alumni through their impact on the outside world and attributable to a GMC education (Sustainability 2020 Strategic Plan).
- Limit embodied energy, waste generation, water use and other environmental impacts from purchases on campus to a rate that would not deplete the planet's finite resources and production ability beyond a level that can be sustained indefinitely if all other institutions did the same (Sustainability 2020 Strategic Plan).

### **The measurable objectives, strategies and timeframes included in the Purchasing plan(s):**

- Assessments will take place every two years through quantitative classes such as quantitative environmental assessment.
- The measurable objective will be to make high impact decisions to purchase different products and limit the aggregate amount of product purchasing enough so that the change can clearly be observed in the data

### **Accountable parties, offices or departments for the Purchasing plan(s):**

- Quantitative Environmental Literacy Faculty

### **A brief description of the plan(s) to advance sustainability in Transportation:**

- Make sustainable transportation options the preferred method of travel among all students, staff, and faculty through increased marketing efforts to promote existing alternatives to single-occupancy vehicles, expanding offerings of alternatives and carrying out programming to make riders feel comfortable using alternatives (Sustainability Plan overseen by sustainability office and campus sustainability council)

### **The measurable objectives, strategies and timeframes included in the Transportation plan(s):**

- Increase ridership on the regional bus service to 1,200 by the end of 2015 (as measured by the Marble Valley Regional Transit Service)
- Increase registrations in Go Vermont's online ridersharing program to 100 by the end of 2015 as measured by Go Vermont's database and increase registrations to 25% of the population by 2020
- Use Zipcar services for the majority of their available time as measured by Zipcar's data tracking system that tracks the total hours the cars are being used. GMC aims to achieve this goal as soon as possible.

### **Accountable parties, offices or departments for the Transportation plan(s):**

- Sustainability Office
- Student Life Department
- Campus Sustainability Council

#### **A brief description of the plan(s) to advance sustainability in Waste:**

- Increase total waste diversion to over 50% overall, and simultaneously limit the amount of divertable material found in the trash to less than 1%, including compostable food scraps, e-waste and recyclable plastics, metals, papers and glass (Sustainability 2020 Strategic Plan)

#### **The measurable objectives, strategies and timeframes included in the Waste plan(s):**

- The waste diversion rate is calculated annually by the sustainability office. The objective is to exceed 50% diversion by the year 2020. In the short-term, the goal is to achieve a 3% increase in the diversion rate per year (percentage referring to total waste generated).
- The sustainability office and a biology professor experienced in waste management carry-out audits of the trash to estimate the percentage of divertable material found in it. Metrics include estimated tonnage and estimated volume. By 2020, GMC aims to find less than 1% divertable material in the trash by weight.

#### **Accountable parties, offices or departments for the Waste plan(s):**

- Sustainability Office
- Faculty with expertise in waste management
- Campus Sustainability Council

#### **A brief description of the plan(s) to advance sustainability in Water:**

- The sustainability office aimed to ban bottled water on campus, following a student campaign in the fall of 2013 (Sustainability Plan)

#### **The measurable objectives, strategies and timeframes included in the Water plan(s):**

- The goal was achieved in August of 2014 when the last retail bottled water was removed.

#### **Accountable parties, offices or departments for the Water plan(s):**

- Sustainability Office
- Auxiliary Services
- Business Office
- Chartwells Dining Services

#### **A brief description of the plan(s) to advance Diversity and Affordability:**

- Grow the social capital on campus and in the region to a level that can adequately sustain system shocks and quickly recover from such shocks, including financial (e.g. economic recessions), natural (e.g. hurricanes), and social (e.g. suicide in the community). In order to accomplish this, a high level of trust and associations within the community is essential, including a robust culture of support for diversity



and inclusion (Sustainability 2020 Strategic Plan).

- A diversity and inclusion plan developed by the diversity committee and approved by Cabinet sets specific goals and outlines approaches (Diversity and Inclusion Plan)
- Decrease the gap between tuition costs and financial support enough so that outgoing students are not burdened by an unreasonable amount of debt and so that the College can continue attracting students from all socio-economic demographics regardless of need (Sustainability 2020 Strategic Plan).
- Decrease the gap between the highest paid and lowest paid employees to a level that is perceived by most to be equitable, while also allowing for competitive salaries to attract a highly talented workforce (Sustainability 2020 Strategic Plan).
- Grow total enrollment, the efficiency of revenues to expenses, total net assets, and the primary reserve ratio to a level that will sustain the institution indefinitely into the future and allow it to adequately prepare students to succeed in a world faced with multiple global crises (Sustainability 2020 Strategic Plan).

### **The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):**

- General progress toward the diversity and inclusion goals will be measured by a social and human capital survey every two years. The first of these surveys was administered in the spring of 2014.
- Because inclusion is an abstract goal, it is difficult to know when a sufficient amount has been achieved. Therefore, the College aims to increase the general level of inclusion, as estimated in the survey, over time and keep a watchful eye on areas that are not as strong as others, so that strategies can be employed to address weaknesses.
- Diversity goals are to significantly exceed the diversity of Rutland county
- Each department at the College will be asked to develop a specific approach to increasing diversity and inclusion.
- A range of metrics on affordability are being collected on an annual basis by the Registrar's Office and summarized in the IR report. For a list of the metrics, see the financial capital section of the white paper, which can be found here:

<http://www.greenmtn.edu/sustainability-2020.aspx>

### **Accountable parties, offices or departments for the Diversity and Affordability plan(s):**

- Registrar's Office
- Provost's Office
- Diversity Committee
- Health and Wellness Center
- Sustainability Office

### **A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:**

- Help every student, staff, and faculty member reach their full human potential on a personal and professional level in order to live a fulfilling life and assist the College in advancing institutional goals. This requires an adequate level of health and well-being, personal development (including skills and knowledge), and grit (persistence). (Sustainability 2020 Strategic Plan).

### **The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):**

- Progress toward health, well being and personal development will primarily be measured by the social and human capital survey every two years. The first of these surveys was administered in the spring of 2014. Because these are abstract goals, it is difficult to know when a sufficient amount has been achieved. Therefore, the College aims to increase the levels of these items over time and keep a watchful eye on areas that are not as strong as others, so that strategies can be employed to address weaknesses.
- The NSSE and SSI surveys will also provide data indicating the general level of wellbeing and personal development among students
- Survey questions that address these areas specifically include questions on physical health, mental health, grit, and personal development

**Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):**

- Provost's Office
- Health and Wellness Center
- Sustainability Office

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

- Divest the endowment from fossil fuels (Sustainability 2020 Strategic Plan).
- Increase investments in holdings with a positive screen, such as Portfolio 21 through a forthcoming ESG or Environmental, Social, and Corporate Governance framework (Sustainability 2020 Strategic Plan & CIR Plan).
- Continue to invest in energy efficiency projects through the green revolving loan fund until the full capacity of the fund is used (Sustainability Plan).

**The measurable objectives, strategies and timeframes included in the Investment plan(s):**

- Divestment in fossil fuels is measured by the number of holdings in the endowment matching 350.org's list of the 200 largest fossil fuel accounts. In May, 2013, the Board of Trustees voted to divest from these holdings and that process is nearly complete.
- The metric for investments in positive screens is the % of total investments invested in Portfolio 21 and additionally, the total investments that meet the ESG's criteria. Currently, 15% has been approved for this purpose and over time, the College aims to increase it.
- By 2015, GMC aims to reinvest the remainder of the \$30,000 revolving loan fund in additional energy efficiency projects. The long-term objective is to constantly maximize the capability of this fund to invest in renewable energy projects with high returns.

**Accountable parties, offices or departments for the Investment plan(s):**

- Sustainability Office
- Business Office
- Committee on Investment Responsibility

**A brief description of the plan(s) to advance sustainability in other areas:**

- Have a strong positive economic impact on the region through hiring, purchasing, job creation, and student-driven economic research and entrepreneurial projects (Sustainability 2020 Strategic Plan).

### **The measurable objectives, strategies and timeframes included in the other plan(s):**

- Every two years, a class will estimate the regional impact the College has on hiring, purchasing, job creation, and entrepreneurialism. The objective is to increase these areas, but there are no specific targets yet.

### **Accountable parties, offices or departments for the other plan(s):**

- Sustainable Business Faculty

### **The institution's definition of sustainability:**

Green Mountain College's institution-wide strategic plan, Sustainability 2020, calls for the College to achieve authentic sustainability by the year 2020. The most basic way to define authentic sustainability is to say that the College aims to have a net positive impact on the natural, financial, and social/human capital of its local and global communities. What follows is a narrative explaining the nuances of this definition and then the actual technical definition as it is articulated in the Sustainability 2020 Metrics white paper.

Narrative of the definition:

"Our starting point in defining sustainability is the well-known definition of sustainability by the Brundtland Commission: 'meeting the needs of the present without compromising the ability of future generations to meet their own needs' (WCED, 1987, p. 43). This definition requires us to leave the world better than we found it, or as we put it last year (GMC, 2012): 'To achieve authentic sustainability, we must begin to give more than we take in three areas: Natural Capital, Social/Human Capital and Financial Capital.' These capital stocks represent the resources humans have available at any given point in time to support a high quality of life within a healthy biosphere. Sustainability thus requires maintaining or growing these resources over time so that future generations have at least the same capability to thrive that we do.

This starting definition of sustainability is closely connected with the concept of human well-being, a subject of much research and debate. We have taken a comprehensive approach, incorporating both objective and subjective measures of well-being into our framework.

Before proposing an initial set of six to eight metrics in each of the capital areas, we attempt to define more carefully the notion of authentic sustainability. The fact that our GMC community does not (and should not) exist in a vacuum complicates the task of assessing our progress. We are embedded in unsustainable systems, which are largely beyond our control. These economic, social, and ecological systems constrain our options and limit our ability to achieve some ideals of sustainability. Our aim is to create a practical model for authentic sustainability which can serve as a guide to other communities and organizations. We believe global, social, and economic systems must undergo a profound paradigm shift. Since we cannot predict the dynamics of this shift, our assessment of Green Mountain's sustainability will inevitably involve multiple uncertainties. To address such uncertainties requires a pragmatic approach: we can only judge our progress based on those outcomes we can control and understand. In defining authentic sustainability in this way, we can still hold ourselves to an objective criterion — creating more good than harm — while allowing for the possibility that outside events and unknown factors may cause global resource stocks to decline.

These considerations have helped us arrive at a more formal definition of authentic sustainability, but they also suggest that assessing our progress will, in the end, require judgment. We propose six guiding principles for our assessment and communication:

- Transparency
- Resilience
- Narrative credibility
- Social justice

- Engaged community
- Ongoing reassessment and improvement

We see achieving such an authentic sustainability not as an endpoint, but rather as a significant milestone on a continuing journey. Ultimately, for us to claim that we have achieved authentic sustainability, we will need to tell a compelling story with integrity. That story is a critical part of the closed-loop process we propose to assess our progress and guide our actions going forward."

Technical definition:

"A community C is authentically sustainable during a period t if and only if:

- a. the stocks of natural, social, human, and financial capital within C's control are increasing over t
- b. continuing the activities of members of C for multiple generations beyond t will likely further maintain or increase each of these stocks, and
- c. during t, C achieves a level of impact on each of these stocks such that if everyone had that impact during t, human society would have the capabilities to thrive for multiple human generations within the carrying capacity of the planet (all else being equal)."

**Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:**

Yes

**A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:**

Sustainability is the primary focus of the institution's strategic plan called Sustainability 2020. The main objective of the strategic plan reads, "Through innovative education and research, Green Mountain College will achieve authentic sustainability by the end of this decade." All of the specific goals under this overarching goal are also sustainability-related. The plan is structured around five initiatives: building human and social capital, building natural capital, strengthening financial capital, creating adaptive systems and telling our sustainability story. Many of the goals described in this credit are from the strategic plan. Those that aren't directly from the plan are meant to support main objectives in the plan.

**The website URL where information about the institution's sustainability planning is available:**

<http://www.greenmtn.edu/sustainability-2020/measuring-progress.aspx>

## Responsible Party

**Bill Throop**

Provost

Provost's Office

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## Criteria

### *Part 1*

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

### *Part 2*

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

### *Part 3*

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

**Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

Yes

**A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:**

Student representatives serve on the strategic plan steering committee, as well as four Board of Trustee committees including academic affairs, student life, budget advisory, and responsible investing.

**Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:**

No

**A brief description of student representation on the governing body, including how the representatives are selected:**

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**Do students have a formal role in decision-making in regard to the following?:**

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes

<b>Establishing new policies, programs, or initiatives</b>	Yes
<b>Strategic and long-term planning</b>	Yes
<b>Existing or prospective physical resources</b>	Yes
<b>Budgeting, staffing and financial planning</b>	Yes
<b>Communications processes and transparency practices</b>	No
<b>Prioritization of programs and projects</b>	Yes

**A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:**

Students have a formal role in decision-making in regard to organizational mission through representatives on the strategic plan steering committee which decides on campus-wide goals and through Student Senate which has the role of approving changes to the College's mission statement.

Students have a formal role in establishing new policies, programs, and initiatives through the Board of Trustees' academic affairs and budget advisory committees. Student Senate also plays a formal role in creating or approving most policies that affect students.

Students are formally involved in strategic and long-term planning through two representatives that serve on the strategic plan steering committee, and students were involved in creating the strategic plan through multiple committees tasked with various parts of development. The student body at large was also consulted on strategic plan development through a voting session in the dining hall and through a community conversation, which was attended by over 100 people.

Students are formally involved in decisions about existing or prospective physical resources through student representatives on the facilities committee.

Students are formally involved in budgeting, staffing, and financial planning through representatives on the budget advisory committee.

Although students do not have a formal role in decision-making in regard to communications and transparency practices, they are actively involved in vetting branding documents, website architecture and content, and other mass communications for institutional integrity.

Students are formally involved in prioritization of programs and projects through representatives on the strategic plan steering committee, the budget advisory committee, the academic affairs committee, and the student life committee.

**Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

Yes

**A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:**

Staff have several mechanisms through which they can participate in governance bodies. All GMC staff, outside of the offices of Cabinet, are invited to attend Staff Assembly, which meets once per month. Staff Assembly is run by representatives elected by the Assembly at large. The Assembly also elects representatives to serve on several different bodies that participate in decision-making, such as the Faculty Assembly and budget advisory committee.

**Is there at least one non-supervisory staff representative on the institution’s governing body who was elected by peers or appointed by a representative staff body or organization?:**

No

**A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:**

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**Do non-supervisory staff have a formal role in decision-making in regard to the following? :**

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	No
Prioritization of programs and projects	Yes

**A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:**

Staff have a formal role in decision-making in regard to establishing organizational mission, vision, and goals through representatives on the strategic plan steering committee and through staff assembly, which votes on changes to the College's mission.

Staff have a formal role in decision-making in regard to new policies, programs, and initiatives through staff assembly which gives input in these areas.

Staff have a formal role in strategic and long-term planning through representatives on the strategic plan steering committee.



Staff have a formal role in existing or prospective physical resources through the facilities committee and land use committee.

Staff have a formal role in budgeting, staffing, and financial planning through representatives on the budget advisory committee.

Although staff do not have a formal role in decision-making in regard to communications and transparency practices, they are actively involved in vetting branding documents, website architecture and content, and other mass communications for institutional integrity.

Staff have a formal role in prioritization of programs and projects through the budget advisory committee and strategic plan steering committee.

**Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

Yes

**A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:**

All faculty, including adjuncts, may attend the main faculty meetings. They may also participate in regular academic program meetings.

**Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:**

No

**A brief description of faculty representation on the governing body, including how the representatives are selected:**

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**Do faculty have a formal role in decision-making in regard to the following?:**

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	No

**Prioritization of programs and projects**

Yes

**A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:**

The faculty have a formal role in establishing organizational mission, vision, and goals through representatives on the strategic plan steering committee and through the faculty assembly, which votes on changes to the mission.

Faculty have a formal role in establishing new policies, programs, or initiatives through the faculty assembly and through the budget advisory committee.

Faculty have a formal role in strategic and long term planning through representation on the strategic plan steering committee.

Faculty have a formal role in decision-making in regard to existing or prospective physical resources through the land use committee.

Faculty have a formal role in budgeting, staffing, and financial planning through the budget advisory committee.

Although faculty do not have a formal role in decision-making in regard to communications and transparency practices, they are actively involved in vetting branding documents, website architecture and content, and other mass communications for institutional integrity.

Faculty have a formal role in prioritization of programs and projects through faculty assembly and the budget advisory committee.

**The website URL where information about the institution's governance structure is available:**

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# Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

<b>Credit</b>
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

# Diversity and Equity Coordination

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## Responsible Party

**Aaron Witham**  
Director of Sustainability  
Sustainability Office

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## Criteria

### Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

### Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
  - Staff
  - Faculty
  - Administrators
- 

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

**Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:**

Yes

**Does the committee, office and/or officer focus on one or both of the following?:**

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

**A brief description of the diversity and equity committee, office and/or officer, including purview and activities:**

The Diversity Committee at Green Mountain College was established in January 2011 to “strengthen, coordinate, and promote programs and activities that support diversity across a range of characteristics.” Comprised of faculty, staff, and student members, the three key areas of the committee’s charge are:

- o To assess campus attitudes, procedures, and programs with respect to their impact on diversity and to make recommendations to cabinet for changes that would enhance diversity and a culture of inclusion
- o To create and promote campus events, workshops, and programs aimed at building intercultural competence among faculty, staff, and/or students
- o To coordinate and document the college’s diversity programs

**The full-time equivalent of people employed in the diversity and equity office:**

0

**The website URL where information about the diversity and equity committee, office and/or officer is available:**

<http://www.greenmtn.edu/diversity.aspx>

**Does the institution make cultural competence trainings and activities available to all members of the following groups?:**

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

**A brief description of the cultural competence trainings and activities:**

Safe(r) Zone training is offered to all students, staff, and faculty at least once per year during the fall orientation and at other select times. Safe(r) Zone is a visible, voluntary support system for LGBT and queer GMC community members. Safe(r) Zone also acts as an educational resource for the GMC community on topics surrounding sex, gender, and sexuality. Participants in the program can become Safe(r) Zone certified and take home packets of information to help them navigate the topic and access additional resources. Additionally, offices can become certified and place stickers in prominent locations to display that the office is a safe(r) zone.

**The website URL where information about the cultural competence trainings is available:**

<http://www.gayalliance.org/safezonet.html>

# Assessing Diversity and Equity

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## Responsible Party

**Aaron Witham**

Director of Sustainability  
Sustainability Office

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## Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
  2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
  3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
  4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts
- 

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

## Has the institution assessed diversity and equity in terms of campus climate?:

Yes

## A brief description of the campus climate assessment(s) :

The biennial social and human capital survey given to students, staff, and faculty assesses campus climate around diversity and equity. The last survey was conducted in the spring of 2014 and the next will be completed in 2016. The survey asks participants to indicate the extent to which they agree with the following statements:

- 1) Green Mountain College demonstrates a strong commitment to incorporating diversity awareness into the curriculum.
- 2) Diverse perspectives are encouraged at GMC.
- 3) GMC's goals of creating diverse learning and social communities are clear.
- 4) GMC demonstrates a commitment to social justice.

In 2014, a majority of the respondents answered "somewhat agree" or "strongly agree" to that set of statements.

Participants are also asked to indicate how much respect they see for the following types of diversity within the GMC community and how much GMC is inclusive of each of these types:

- 1) Race

- 2) Gender
- 3) Sexual Identity
- 4) Religious Beliefs
- 5) Socioeconomic Status
- 6) Ethnicity
- 7) Physical or Developmental Ability
- 8) Political Views

In 2014, for the first question about how much diversity they see, a majority of the respondents answered "moderate inclusion" or "high inclusion" for all of the categories except for political views. A majority of the respondents answered "little inclusion" or "moderate inclusion" for political views.

For the second question about the extent to which GMC is inclusive of diversity, a majority of respondents answered "little" or "moderate" for race, and "moderate" or "high" for gender. For religious, socio-economic status, and ethnicity, respondents tended toward the middle with a majority clustering around "moderate." For disabilities, the majority answered "little" or "moderate." For political views, the majority answered "very little" to "moderate."

The first step in using these results to shape policy, programs, or initiatives was to have a community-wide conversation in the spring of 2014. The results were shared at the conversation through a presentation and through handouts of the data. Participants then wrote ideas about how to improve on big sheets of paper that were collected and transcribed into typed lists. These lists were then emailed to the whole campus so that staff, faculty, and students can incorporate the results into their areas. The results were also discussed on the strategic plan steering committee and used to inform the next set of priorities the committee addresses. The steering committee recognizes that diversity and equity are important goals in the strategic plan, Sustainability 2020. Finally, the results were also shared with the diversity committee, which will be asked to develop specific recommendations to address weak areas found in the data.

### **Has the institution assessed student diversity and educational equity?:**

Yes

### **A brief description of the student diversity and educational equity assessment(s):**

In addition to the questions outlined above, the social and human capital survey asks other questions that are relevant to student diversity and educational equity. The last assessment was conducted in the spring of 2014. Respondents on the survey are asked to indicate the extent to which they agree with the following statements:

- 1) The strategies used by GMC to create a diverse living and learning environment are effective.
- 2) My experiences at GMC have helped me develop an appreciation for multicultural perspectives.
- 3) There is a strong sense of respect for diversity across the GMC community.
- 4) I think that people at GMC with perspectives, religious traditions, and cultural activities different than my own are able to express themselves freely and feel included.
- 5) My experiences at GMC have allowed me to feel comfortable expressing my creativity.
- 6) I feel comfortable participating in my cultural/religious traditions at GMC.
- 7) I think that the diversity I bring to the College is appreciated.

In 2014, the majority of respondents answered "somewhat agree" or "strongly agree" for the following statements: "there is a strong sense of respect for diversity across the GMC community"; "people at GMC with perspectives, religious traditions, and cultural activities different than my own are able to express themselves freely and feel included," and "my experiences at GMC have allowed me to feel comfortable expressing my creativity."

The majority of respondents answered "neutral" or "somewhat agree" for "the strategies to create a diverse living and learning environment are effective" and "GMC helped me create an appreciation for multicultural perspectives."

The majority of respondents tended toward the middle or "neutral" with the statements "I feel comfortable participating in my cultural/religious traditions at GMC" and "I think that the diversity I bring to the College is appreciated."

Finally, participants are asked, in an open-ended question, if they are aware of any particular groups that struggle to be included at GMC. The n for this question was low, but nonetheless some trends emerged, indicating struggles for a small number of people across the areas of race, nationality, religion, and political philosophy.

As with the campus climate assessment questions, the first step in using these results to shape policy, programs, or initiatives was to have a community-wide conversation in the spring of 2014. The results were shared at the conversation through a presentation and through handouts of the data. Participants then wrote ideas about how to improve weaknesses on big sheets of paper that were collected and transcribed into typed lists. These lists were then emailed to the whole campus so that staff, faculty, and students can incorporate the results into their areas. The results were also discussed on the strategic plan steering committee and used to inform the next set of priorities the committee addresses. The steering committee believes that diversity and equity are important goals in the strategic plan, Sustainability 2020. Finally, the results were also shared with the diversity committee, who will be asked to develop specific recommendations to address weak areas found in the data.

### **Has the institution assessed employee diversity and employment equity?:**

Yes

### **A brief description of the employee diversity and employment equity assessment(s):**

The social and human capital survey is also given to employees and asks participants the same set of questions as the students. See the answers above for these questions, the results, and how the results were used.

### **Has the institution assessed diversity and equity in terms of governance and public engagement?:**

Yes

### **A brief description of the governance and public engagement assessment(s):**

The social and human capital survey also covers governance and public engagement. Respondents are asked to indicate the extent to which they agree with the following statements:

- 1) GMC is committed to a collaborative conflict resolution process that includes diverse perspectives.
- 2) I have felt that my perspectives have been included in the decision making processes at GMC when I wanted them to be.
- 3) I have been actively trying to participate in the decision making processes at GMC.

In 2014, a majority of respondents answered "neutral" or "somewhat agree" to all three of the statements.

Respondents are also asked how much they think each of the following groups are taken into account when decisions are made at GMC?

- 1) Board of Trustees
- 2) Administration
- 3) Faculty
- 4) Staff



5) Students

6) Members of the general Poultney Community

2014 results showed that most people thought The Board was considered most highly when decisions are made, followed by the Administration, and then faculty. Staff and students both tended toward "somewhat included." The Poultney community clustered between "very minimally included" and "somewhat included."

As with the other data, results for these questions were shared with the community at large during an open community conversation. A presentation on the results was given and hard copies of the frequencies for each question were handed out to those in attendance. Input from the conversation was captured on big sheets of paper and transcribed into a typed list. This list was then sent to the whole campus through email and was used to help set priorities by the strategic plan steering committee.

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

<http://www.greenmtn.edu/sustainability-2020/measuring-progress.aspx>

# Support for Underrepresented Groups

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## Responsible Party

**Aaron Witham**

Director of Sustainability  
Sustainability Office

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## Criteria

### *Part 1*

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

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

### *Part 2*

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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## Submission Note:

GMC supports gender-neutral housing. Currently, the College has many co-ed by neighbor floors and a few gender-neutral floors. The difference is that men/women/transgendered people can live in the same room with a signed note from parents/guardians that allow this. Student Life is exploring the possibility of doing away with the parental signature, and moving more towards a notification system only. The publicly accessible inventory of gender neutral bathrooms on campus is available in the student handbook, which can be found online here:

<http://www.greenmtn.edu/life/handbook.aspx>

. It is also posted on the bulletin board outside the Sustainability Office.

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

## Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

## A brief description of the programs sponsored by the institution to support underrepresented groups:

The Academic Coaching Program supports underrepresented groups. In FY 2014, this program focused on student athletes and transfer students. It is a specialized service that allows individuals to focus on their educational potential. This service assists students in taking charge of their academics by enhancing structure and accountability while providing new strategies and support. An academic coach will work individually with students on time-management, organization, goal setting, motivation, skill development, personal accountability,

confidence building, stress management, and self-advocacy. The coaching took two forms in 2013-2014: group coaching and individual coaching.

- **Group:** Fall 2013. This program targeted GMC athletes as it was thought that they had low retention rates. This group received weekly meetings to discuss ways to achieve academic success. 29 students completed this program. 13/29 students were found to be Pell Grant eligible. Of that 13, nine had zero Estimated Family Contribution. As defined by the VISTA standards, 17/29 students were considered to be “disadvantaged children and youth.” Disadvantaged children and youth are defined as: "up to age 25 with exceptional or special needs (as defined in part 2552.81 of the DVSA), or who are economically disadvantaged and for whom one or more of the following may apply: 1) out-of-school youth who are unemployed, 2) in or aging out of foster care, 3) limited English proficiency, 4) homeless or have run away from home, 5) at-risk to leave school without a diploma and 6) former juvenile offenders or at risk of delinquency.”
- **Individual:** Fall 2013-Spring 2014. This program worked individually with students to provide academic support. In the fall, the student athletes were the focus group. In the spring, the focus will be a mix of student athletes, transfer students, & students on academic probation.

Next fall the program will reach out specifically to "low-income" students, defined by certain federal standards (anyone Pell Grant eligible will qualify). Over the past several years, this percentage has, for the most part, been increasing at GMC:

08/09 – 29.74% Pell Eligible Students at GMC  
09/10 – 35.34% Pell Eligible Students at GMC  
10/11 – 38.55% Pell Eligible Students at GMC  
11/12 – 37.30% Pell Eligible Students at GMC  
12/13 – 40.03% Pell Eligible Students at GMC  
13/14 – 39.22% Pell Eligible Students at GMC

Additionally, the College supports peer-to-peer support clubs and training programs, such as Safe(r) Zone training, the Black Culture Club, and the PRANTS Club.

Safe(r) Zone training is offered to all students, staff, and faculty at least once per year during the fall orientation and at other select times. Safe(r) Zone is a visible, voluntary support system for LGBT and queer GMC community members. Safe(r) Zone also acts as an educational resource for the GMC community on topics surrounding sex, gender, and sexuality. Participants in the program can become Safe(r) Zone certified and take home packets of information to help them navigate the topic and access additional resources. Additionally, offices can become certified and place stickers in prominent locations to display that the office is a safe(r) zone.

The Black Culture Club engages the campus and surrounding communities in activities that promote multiculturalism and provides academic and social support to black students.

The PRANTS (People Really Are Not Their Sex) Club raises awareness about sexual identity and gender issues, while helping to mentor and provide resources to students facing challenges in this area.

**The website URL where more information about the support programs for underrepresented groups is available:**

[http://www.greenmtn.edu/learning\\_center.aspx](http://www.greenmtn.edu/learning_center.aspx)

**Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:**

Yes

**A brief description of the institution’s discrimination response policy, program and/or team:**

Students can report discrimination via the anonymous reporting system. Then the anonymous reporting system threat assessment team responds to incidents and issues that show up in the system. When appropriate, the team reaches out to the Wellness Center and reaches out to the student(s) involved to offer services. Students may also report incidents to their RAs, CDs, the Director of Resident Life, or the Vice President of Student Life. Incidents are dealt with on a case-by-case basis by the Threat Assessment Team. Incidents are kept in a database and can be searched by key word to track frequency by type of event.

Staff can also report incidents involving students to the Threat Assessment Team or through the retention module under the category of wellness/general concern. If reported through the retention module, other staff/faculty playing a mentoring role in the student's life will be notified and asked to provide support.

As outlined in the staff handbook, staff who want to report an incident involving themselves or other staff members are encouraged to do so through Human Resources. If they are not comfortable reporting to Human Resources, they are asked to report directly to the Vice President of Finance and Administration.

GMC is committed, and required by law, to take all appropriate steps to ensure that the matter is promptly investigated and addressed. The investigation will be conducted in such a way as to maintain confidentiality to the extent practical under the circumstances, with disclosure only on a need-to-know basis and/or as reasonably necessary to carry out the investigation and any remedial action. The investigation may include an interview with the person filing the complaint and the person alleged to have committed sexual harassment. Possible witnesses may be contacted, and other materials related to the complaint may be gathered. GMC reserves the right to take whatever steps it, in its sole discretion, it deems necessary to properly investigate a complaint. All employees must cooperate with any investigation.

If it is determined that discrimination or harassment has occurred, GMC will act promptly to address the offending conduct and, when appropriate, impose disciplinary action. Any employee who has been found to have discriminated against or harassed another employee will be subject to disciplinary action, ranging from a verbal warning to immediate termination of employment. Individuals who engage in acts of discrimination or harassment may also be subject to civil and criminal penalties.

All employees who hold supervisory positions are responsible for taking appropriate action to help prevent and report any such harassment of a GMC employee, even if the employee has not filed a formal complaint. Supervisors should contact the Office of Human Resources to discuss suspected or potential harassment situations and required actions.

**The website URL where more information about the institution's discrimination response policy, program and/or team is available:**

<http://www.greenmtn.edu/life.aspx>

**Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:**

Yes

**Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:**

Yes

# Support for Future Faculty Diversity

## Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

**Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:**

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**A brief description of the institution's programs that help increase the diversity of higher education faculty:**

We are pursuing this credit to the full extent. Data collection is currently in progress.

**The website URL where more information about the faculty diversity program(s) is available :**

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# Affordability and Access

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## Responsible Party

**Bill Throop**

Provost

Provost's Office

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## Criteria

### *Part 1*

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

### *Part 2*

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
  - B. The graduation/success rate for low-income students
  - C. The percentage of student financial need met, on average
  - D. The percentage of students graduating with no interest-bearing student loan debt
- 

## Submission Note:

The performance year is FY 2013. The snapshot for incoming students was fall, 2012. "Low-income" was defined as Pell eligible.

The low-income criteria we used was US Federal TRIO.

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

**Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:**

Yes

**A brief description of any policies and programs to minimize the cost of attendance for low-income students:**

Green Mountain College has made a significant commitment to increasing need-based aid over the past four years, which is part of the College's affordability plan. Overall financial aid has risen more than \$2,500,000 with no increase in numbers of students receiving aid. GMC's matrix for awarding institutional financial aid attempts to meet 90% of Expected Family Contributions. Additionally, after low-income students are admitted, they can receive assistance from the academic coaching program, which addresses student loans and finances, among many other issues.

Over the past five years, the percentage of Pell-grant eligible students has been increasing at GMC:

08/09 – 29.74% Pell Eligible Students at GMC

09/10 – 35.34% Pell Eligible Students at GMC

10/11 – 38.55% Pell Eligible Students at GMC

11/12 – 37.30% Pell Eligible Students at GMC

12/13 – 40.03% Pell Eligible Students at GMC

13/14 – 39.22% Pell Eligible Students at GMC

**A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:**

Green Mountain College received a \$2,000,000 Title III grant in 2013. The grant is awarded to institutions that have a significant commitment to educating low income students. It provides faculty and staff with tools for significantly increasing retention and graduation rates. These tools include differentiated instruction and enhanced advising.

**A brief description of any programs to prepare students from low-income backgrounds for higher education:**

The Academic Coaching Program helps prepare students for higher education. It was partially funded by a Vista grant which aims to serve the College's low income students and students in the area high schools. In FY 2014, this program focused on student athletes and transfer students. It is a specialized service that allows individuals to focus on their educational potential. This service assists students in taking charge of their academics by enhancing structure and accountability while providing new strategies and support. An academic coach works individually with students on time-management, organization, goal setting, motivation, skill development, personal accountability, confidence building, stress management, and self-advocacy.

The coaching took two forms in FY 2014: group coaching and individual coaching. Next fall the program will reach out specifically to "low-income" students, defined by certain federal standards (anyone Pell Grant eligible will qualify).

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

Green Mountain College offers both merit-based and need-based financial aid to all students, with a special focus on need. All students are reviewed for merit-based financial aid during the acceptance process and then for need-based financial aid during the awarding process. Need based financial aid is determined by the submission of a FAFSA and the calculated Expected Family Contributions. Low-income students will have a lower EFC and therefore would be eligible for more need-based financial assistance.

**A brief description of any programs to guide parents of low-income students through the higher education experience:**

The Learning Center created a 'Family Resources' flyer that will be sent out to parents in 2014-2015. This flyer walks 'parents' through what they can expect their student to be going through at college, and ways they can offer support. Additionally, the Student Financial Services Office works independently with parents and students to help guide them through the process of financial aid. The Career and Personal Development Center has produced a brochure that explains approaches for managing student debt.

**A brief description of any targeted outreach to recruit students from low-income backgrounds:**

The College has the highest ratio of lower income students of any private liberal arts college in the state. GMC's values and curriculum, which focus on how students will be learning how to change society so that everyone lives a sustainable life, attract a disproportionate number of students who are disenfranchised by the dominant economic system in our society.

**A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:**

The College aggressively promotes its affordability initiatives, so that low-income students and their families will not be deterred by the sticker price.

**A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:**

See above.

**A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:**

See above.

**Does the institution have policies and programs in place to support non-traditional students?:**

Yes

**A brief description of any scholarships provided specifically for part-time students:**

There are no scholarships available specifically for part-time students.

**A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:**

The College has arranged to have a day care facility in one of its buildings, so that faculty, staff and non-traditional students have easy access to childcare.



**A brief description of other policies and programs to support non-traditional students:**

The College has a residential requirement because the living experience on campus is critical to GMC's educational model. It waives that requirement for non-traditional students, though it tries to accommodate their needs if they choose to live on campus.

**Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:**

Yes

**Indicators that the institution is accessible and affordable to low-income students::**

	Percentage (0-100)
The percentage of entering students that are low-income	38.88
The graduation/success rate for low-income students	30.90
The percentage of student financial need met, on average	86
The percentage of students graduating with no interest-bearing student loan debt	23

**The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:**

84

**The website URL where information about the institution's affordability and access programs is available:**

[http://www.greenmtn.edu/tuition\\_aid/affordability.aspx](http://www.greenmtn.edu/tuition_aid/affordability.aspx)

# Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

<b>Credit</b>
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

# Employee Compensation

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## Responsible Party

**Aaron Witham**  
Director of Sustainability  
Sustainability Office

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## Criteria

### *Part 1*

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

### *Part 2*

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

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**Submission Note:**

The performance year for this credit is FY 2013.

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

**Number of employees:**

216

**Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:**

0

**Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:**

Yes

**Number of employees of contractors working on campus:**

63

**Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:**

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**A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:**

Even though there isn't a particular standard, guideline, or policy addressing sustainable compensation standards, all employees (including employees of the two permanent on-site contractors: Chartwells and DTZ) are eligible for the Community Income Equity Fund (CIEF). CIEF is a fund paid in six-month cycles to nominated employees who make less than a sustainable wage. Employees of GMC and both of its major subcontractors (Chartwells and DTZ) may give voluntary donations to this fund as one-time payments or part of a regular payroll deduction. Any employee of any of the three organizations can also nominate employees to receive funding. The fund was established in 2013 by a group of faculty and staff who wanted to address income equity in the community. In 2014, the fund expanded its offerings to include refurbished Mac computers from campus for those who would otherwise have difficulty buying a high quality computer. A total of \$5,500 was distributed in FY 2014 to eight nominees. For nominees making close to minimum wage, they received the equivalent of three weeks of additional pay or a 6% bonus.

**Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:**

Yes

**Number of staff and faculty that receive sustainable compensation:**

**Number of employees of contractors that receive sustainable compensation:**

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**A brief description of the standard(s) against which compensation was assessed:**

CIEF defines the standard for sustainable compensation to be the Vermont Liveable Wage, which was determined by the State of Vermont to be \$15.74 in 2013.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:**

All full-time Green Mountain College employees are offered medical insurance, dental insurance, flexible spending accounts, TIAA-CREF retirement account, paid vacation days, paid sick days, paid holidays, and life insurance. The lowest paid full-time employees are also eligible for the CIEF, as described above.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:**

The lowest paid part-time workers make minimum wage and are eligible to receiving compensation from CIEF, as described above. They are not eligible to receive the other benefits given to full-time employees.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:**

The lowest paid temporary staff make minimum wage and are eligible to receive compensation from CIEF, as described above. They are not eligible to receive the other benefits given to full-time employees.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:**

The lowest paid adjunct faculty are eligible to receive compensation from the CIEF, as described above. They are not eligible to receive the other benefits given to full-time employees.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):**

The lowest paid student employees make minimum wage and are eligible for CIEF if they are hired as regular employees. If they are hired as work study students, then they are not eligible for CIEF. No student employees, unless they are full-time, are eligible for the other benefits that GMC's full-time employees receive.

**The local legal minimum hourly wage for regular employees:**

8.73 US/Canadian \$

**Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:**

Yes

**Does the institution offer a socially responsible investment option for retirement plans?:**

Yes

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

[http://sustainability.greenmtn.edu/living\\_learning/beyond\\_classroom/gmc-community-income-equity-fund-.aspx](http://sustainability.greenmtn.edu/living_learning/beyond_classroom/gmc-community-income-equity-fund-.aspx)

# Assessing Employee Satisfaction

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## Responsible Party

**Aaron Witham**  
Director of Sustainability  
Sustainability Office

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## Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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## Submission Note:

Performance year for this credit is FY 2014.

All of GMC's staff and faculty were assessed by a representative sample, but employees from the two regular on-site contractors were not because it was difficult to find an unbiased mechanism for survey implementation. The strategic plan steering committee is working on ways to offer the survey to contracted employees in a way that will yield a representative sample.

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

## Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

## The percentage of employees (staff and faculty) assessed, directly or by representative sample:

71

## A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

Employee satisfaction and engagement is measured on a biennial basis through the social and human capital survey as an official metric of the Sustainability 2020 strategic plan.

On the last version of the survey, some questions of engagement were phrased as statements for which respondents had to indicate agreement on a scale of "not at all" to "a lot". The statements included:

- You identify with the goal of authentic sustainability and GMC's strategies for working toward that goal.
- You are personally working to achieve authentic sustainability at GMC.
- You feel your personal path to success is affected by the goal of authentic sustainability at GMC.

Other engagement questions were asked as statements with a scale ranging from "strongly disagree" to "strongly agree" and included:

- You clearly understand the mission of the College.
- The mission provides direction for the curriculum and other activities of the College.
- The College's governance structure effectively facilitates achievement of its mission and purposes.
- Communication between College constituencies is systematic and effective.
- Green Mountain's governance structure enables faculty and staff to participate appropriately in decision-making matters related to their areas of responsibility.

Satisfaction questions were also asked using a scale. The first set offered a scale ranging from "strongly disagree" to "strongly agree":

- The College provides faculty and staff with substantial and equitable opportunities for professional development and advancement.
- Green Mountain protects and fosters academic freedom.
- The College provides an enriching workplace culture that also allows for a reasonable work-life balance.

Another question asked respondents to rate their job satisfaction at Green Mountain College with choices ranging from "very low" to "very high."

The faculty were then asked an additional set of scale questions. These statements offered responses ranging from "strongly disagree" to "strongly agree":

- There are an adequate number of faculty to assure accomplishment of class and out of class responsibilities.
- Faculty workloads are equitably determined and consistent with the mission.
- The faculty evaluation process is effective and equitable.
- Instructional techniques and delivery systems, including technology, are appropriate to the mission of the College.
- Faculty are accorded reasonable contractual security for appropriate periods consistent with the institution's ability to fulfill its mission.
- Resources are adequate to support an appropriate institutional commitment to research and creative activity.

**A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):**

Issues raised by the evaluation are addressed through two channels.

First, the results are shared with the campus at large through a community conversation. For example, at the community conversation in the spring of 2014, the results of the survey were shared through an oral presentation and also through hard copies of the data that were passed out to attendees. Attendees were then asked to write their ideas for improvements on big sheets of paper with markers. These ideas were then transcribed into a typed list that was emailed to the whole campus so that leaders in various areas around campus could work to address the issues. The list of ideas was also given to the strategic plan steering committee, which used them to prioritize projects and programs to help advance the strategic plan. Employee engagement and satisfaction is deeply embedded in the strategic plan goals 1A: "Initiate a cross-college emphasis on human health and quality of life that becomes a nationally recognized compliment to our environmental emphasis" and 1C: "Deepen student and employee engagement in the College's endeavors to promote innovation and retention."

Second, the results were reviewed by the NEASC committee and recommendations on how to improve weak areas were given to Cabinet.

**The year the employee satisfaction and engagement evaluation was last administered:**



**The website URL where information about the institution's employee satisfaction and engagement assessment is available:**

<http://www.greenmtn.edu/sustainability-2020/measuring-progress.aspx>

# Wellness Program

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## Responsible Party

**Aaron Witham**  
Director of Sustainability  
Sustainability Office

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## Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
  - Staff
  - Faculty
- 

## Submission Note:

The performance year for this credit is FY 2014.

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

**Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:**

	Yes or No
<b>Students</b>	Yes
<b>Staff</b>	No
<b>Faculty</b>	No

**A brief description of the institution's wellness and/or employee assistance program(s):**

Counseling, referral and wellbeing services are available for all students. Some of these services are also available for faculty and staff, but not all the services are available to all the faculty and staff on a regular basis.

The Wellness Center at Green Mountain College provides mental health counseling, wellness and health promotion programs and medical referral services for enrolled students. Students can access these services by calling or walking into the Center. The Wellness Center is staffed by two licensed mental health professionals.

Full-time faculty and staff have both inpatient and outpatient mental health care provided through the institution's medical insurance provider. The Wellness Center staff provide crisis intervention and critical incident debriefing services for the entire campus community including faculty, staff and students.

Wellness programs sponsored by the center such as yoga, tribal dance and open movement studio sessions are also open and free for all faculty, staff and students.

**The website URL where information about the institution's wellness program(s) is available:**

<http://www.greenmtn.edu/wellness.aspx>

# Workplace Health and Safety

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## Responsible Party

**Aaron Witham**  
Director of Sustainability  
Sustainability Office

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## Criteria

### Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

### Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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### Submission Note:

The performance year for this credit is FY 2013.

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

### Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	---	---
Full-time equivalent of employees	---	---

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2006	June 30, 2007

**A brief description of when and why the workplace health and safety baseline was adopted:**

We are pursuing this credit to the fullest extent. Data collection is currently in progress.

**A brief description of the institution’s workplace health and safety initiatives:**

Data collection is currently in progress.

**The website URL where information about the institution’s workplace health and safety initiatives is available:**

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# Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

<b>Credit</b>
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

# Committee on Investor Responsibility

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## Responsible Party

**Robert Gould**

Vice President for Enrollment, Finance & Operations  
Admissions

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## Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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## Submission Note:

The performance year for this credit is FY 2014, the year when the most recent data are available.

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

**Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:**

Yes

**The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:**

Formed in spring 2010, the Socially Responsible Investment Advisory Committee (SRIAC) recommended that the Investment Committee of the Board of Trustees approve an initial investment equal to 10% of GMC's current endowment portfolio in a socially responsible investment fund. The Board approved this investment and added an additional 5% the following year. As of November, 2014, the socially responsible investment fund (Portfolio 21) occupies 24.5% of the total endowment.

The SRIAC committee charge is as follows:

Review the College's investment portfolio and provide recommendations regarding socially responsible investment initiatives to the Investment Committee of the Board of Trustees.

The SRIAC is chaired by the chief financial officer of the College and consists of up to two well-qualified students appointed by student senate and one faculty member appointed by the FCEB and approved by the provost.

The committee meets four times per year, once at the beginning of each semester and once toward the end of each semester, unless additional meetings are necessary. They review quarterly returns from the investment portfolio and changes in the portfolio. On the basis of this review, they make recommendations to the Investment Committee of the Board of Trustees for action. These recommendations may relate to proxy voting, increased transparency of the portfolio, divestment of certain securities, or positive and negative screening of investments.

The SRIAC's objective is to assist the College in making investment decisions that reflect its environmental mission. In the case that SRI returns are not equal to or exceed non-SRI returns, alternative SRI funds are suggested.

The SRIAC's deliberations are guided in part by best practices in socially responsible investing, as identified by the Sustainable Endowments Institute and AASHE's sustainability tracking and rating system's investment section. The recommendations are made public knowledge through the College newspaper, presentations, or a branch of the College website.

### **Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):**

Robert Gould, Vice President for Enrollment, Finance and Operations, Green Mountain College

Frank Pauzé, Professor of Business and Economics, Director of the Resort and Hospitality Management Program

Lauren Buss, Student Senate Appointee

Shannon Saulsbury, Student Senate Appointee

### **Examples of CIR actions during the previous three years:**

The committee recommended the Socially Responsible Investment Fund be increased to 15% of the endowment in FY 2011. As of November, 2014, the fund is now 24.5%.

In 2013 the committee recommended that the College divest from 200 publicly-traded companies which hold most of the world's known coal, oil, and gas reserves at its May 10th meeting. In May 2013, the Green Mountain College Board of Trustees approved this divestment. The proposal to divest in fossil fuels resulted from a collaboration between student groups, including Divest GMC, the College administration, and the sustainability office. Students in Divest GMC hosted a "teach-in" which included an interview with author and environmentalist Bill McKibben, a long-time friend of the College. In response to the board's decision, McKibben said "I'm delighted Green Mountain College has taken a leadership role in this important issue. GMC has long had a great reputation for environmental studies. Now they've demonstrated that it's a core part of their value. What leadership!"

Now the committee is working on creating an ESG (A positive shielding screen that includes Environmental, Social, and Governance criteria). This screen would be applied to all investments. Part of the ESG will be dedicated to institutional aid.

In addition to the SRIAC's actions, the campus sustainability council continues to actively manage the green revolving loan fund. In the last three years, the council has implemented three investment projects: 1) A replacement of all 80 outdoor lamp posts with LEDs, construction of a 5.8 kW solar charging station, and a renovation of the Two Editor's Inn (A College-owned residence used to house guests) to be a model for residential energy efficiency for older buildings.



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

[http://sustainability.greenmtn.edu/leadership/social\\_responsibility/investment.aspx](http://sustainability.greenmtn.edu/leadership/social_responsibility/investment.aspx)

## Responsible Party

**Robert Gould**

Vice President for Enrollment, Finance & Operations  
Admissions

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## Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

### *Option 1: Positive Sustainability Investment*

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions (CDFI)** or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

### *Option 2: Investor Engagement*

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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**Submission Note:**

The endowment snapshot here is from November 30th, 2014. This is the date when the most recent data are available.

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

**Total value of the investment pool:**

3,405,845 US/Canadian \$

**Value of holdings in each of the following categories::**

	Value of Holdings
<b>Sustainable industries (e.g. renewable energy or sustainable forestry)</b>	0 US/Canadian \$
<b>Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)</b>	0 US/Canadian \$
<b>Sustainability investment funds (e.g. a renewable energy or impact investment fund)</b>	0 US/Canadian \$
<b>Community development financial institutions (CDFIs) or the equivalent</b>	0 US/Canadian \$
<b>Socially responsible mutual funds with positive screens (or the equivalent)</b>	833,251 US/Canadian \$
<b>Green revolving loan funds that are funded from the endowment</b>	0 US/Canadian \$

**A brief description of the companies, funds, and/or institutions referenced above:**

In FY 2011, Green Mountain College invested approximately 15% of the College's \$3 million endowment in Portfolio 21, an environmentally screened global equity mutual fund. It is a fund that uses positive and negative screens, searching for companies that uphold environmental practices and excluding those that do not meet their criteria. The Portfolio 21 investment now accounts for 24.5%

of the total endowment.

“Portfolio 21 invests only in companies that are integrating intelligent and forward-thinking environmental strategies into their overall business planning. We designed Portfolio 21 to address the ecological risks and opportunities of the investment process in the 21st century” (

[www.portfolio21.com](http://www.portfolio21.com)

)

The Socially Responsible Investment Advisory Committee (SRIAC) is now creating an ESG (Environmental Social Governance screen) to apply to all investments. This may result in growing the holdings in Portfolio 21, or it may go beyond Portfolio 21. Either way, the ESG will help identify indexed funds that match positive criteria.

**Does the institution have a publicly available sustainable investment policy?:**

Yes

**A copy of the sustainable investment policy:**

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**The sustainable investment policy:**

The current policy is available at the following url:

[http://www.greenmtn.edu/administration/business\\_office/our-endowment.aspx](http://www.greenmtn.edu/administration/business_office/our-endowment.aspx)

. The new policy will take the form of the ESG and is not yet finished. When it is finished, it will also be publicly available.

**Does the institution use its sustainable investment policy to select and guide investment managers?:**

Yes

**A brief description of how the policy is applied, including recent examples:**

GMC currently uses Portfolio 21 and the revolving loan fund to guide positive investments, but soon the ESG will guide all investments. The investment manager will have to sign off on investments, indicating compliance with the ESG. These investments will be reviewed annually and the Board of Trustees will have to approve of them.

**Does the institution's sustainable investment policy include negative screens?:**

Yes

**A brief description of the negative screens and how they have been implemented:**

In May 2013, the Board of Trustees voted to divest from fossil fuel companies following 350.org's list of the 200 largest holders of fossil fuel assets. These holdings represented approximately 1.6% of the total endowment. Therefore, even though the negative screen applied

to all investments, it only affected approximately 1.6%.

**Approximate percentage of the endowment that the negative screens apply to:**

100

**Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:**

No

**A copy of the proxy voting guidelines or proxy record:**

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**A brief description of how managers are adhering to proxy voting guidelines:**

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**Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:**

No

**Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:**

Given how small GMC's endowment is, it's not cost-effective to engage closely with corporations because of the small amount of holdings in any given company. Besides the recent divestment action and the forthcoming ESG, the College maintains passive management over its endowment funds.

**Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:**

Yes

**A brief description of the investor networks and/or collaborations:**

GMC Board of Trustee member Anthony Cortese co-chaired the steering committee for the Intentionally Designed Endowment Conference, which took place in Cambridge, MA in 2014. GMC's CFO Robert Gould and Treasurer of the Board of Trustees Catherine Parker attended the conference to share ideas about sustainable investing. The outline of the conference was as follows:

"Intentionally Designed Endowment: Aligning Your Investment Portfolio with your Environmental, Social, and Governance Goals" co-hosted by Hampshire College and Second Nature on April 3-4 in Cambridge, MA.

Attended by 115 college, university, and private foundation leaders, "Intentionally Designed Endowment: Aligning Your Investment Portfolio with Your Environmental, Social and Governance Goals" provided an opportunity to explore how endowment can be positioned to create a more just, healthy, and sustainable society.

The conference was designed to engage participants in developing strategies, resources, and support networks that will assist them going forward and to encourage participation by a larger group of institutions.

Keynote speakers included the following:

- Robert Litterman, chairman of the Risk Committee and Academic Advisory Board at Kepos Capital LP (and who was on April 7 elected chair of the Commonfund Board of Trustees).
- White House staff member Jonathan Greenblatt, special assistant to the president and director of the office of social innovation and civic participation in the Domestic Policy Council.

Hampshire and Second Nature developed the conference to provide education and support to assist higher education leaders in communicating and working with various interested stakeholders including student groups such as the fossil fuel divestment movement.

Second Nature's mission is to create a sustainable society by transforming higher education. [More »](#)

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

Steering Committee:

- Anthony Cortese, senior fellow, Second Nature (co-chair)
- Jonathan Lash, President, Hampshire College (co-chair)
- Dan Apfel, executive director, Responsible Endowments Coalition
- Chris Davis, director, Investor Programs, Ceres
- David Dinerman, COO/CFO, Zomazz, Hampshire College Trustee
- Ellen Dorsey, executive director, Wallace Global Fund
- David Hales, president and CEO of Second Nature
- Stewart Hudson, executive director, Audubon Connecticut
- Peter Kinder, Independent SRI consultant, former co-founder of KLD Investment Research, Inc.
- Amanda King, director of sustainability and special advisor to the president at Bentley University
- Alex Lamb, senior consultant in Ernst & Young LLP's Climate Change and Sustainability Services practice, and Hampshire alum (99F)
- Mark Orłowski, executive director, Sustainable Endowments Institute
- Jonathan Scott, partner, Veritable LP, former Hampshire College Trustee
- Barbara Simonetti, president, Meetings That Matter
- Sue Tierney, chairman of Climate Works

Planning Team:

- Georges Dyer, strategic advisor at Second Nature and principal of Greenland Enterprises
- Maryelizabeth Fahey, executive assistant to the board and to the chief of staff, Hampshire College
- Danielle Faris, event management consultant, Yellow Chair
- Michele Madia, director of sustainability financing and policy, Second Nature
- Joanna Olin, chief of staff to the President, Hampshire College
- Beth Ward, secretary of the College, Hampshire College

Contact Information:

- Joanna Olin, chief of staff, office of the President, Hampshire College

[jlcPR@hampshire.edu](mailto:jlcPR@hampshire.edu)

413.559.5521

- Tony Cortese, senior fellow, Second Nature

[acortese@secondnature.org](mailto:acortese@secondnature.org)

617.549.4736

**The website URL where information about the institution's sustainable investment efforts is available:**

[http://www.greenmtn.edu/administration/business\\_office/our-endowment.aspx](http://www.greenmtn.edu/administration/business_office/our-endowment.aspx)

# Investment Disclosure

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## Responsible Party

**Robert Gould**

Vice President for Enrollment, Finance & Operations  
Admissions

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## Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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### Submission Note:

The performance year for this credit is 2014.

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

### Does the institution make a snapshot of its investment holdings available to the public?:

Yes

### The percentage of the total investment pool included in the snapshot of investment holdings:

100

### A copy of the investment holdings snapshot:

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### The website URL where the holdings snapshot is publicly available:

[http://www.greenmtn.edu/administration/business\\_office/our-endowment.aspx](http://www.greenmtn.edu/administration/business_office/our-endowment.aspx)



# Innovation

## Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

## Responsible Party

**Aaron Witham**

Director of Sustainability  
Sustainability Office

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## Criteria

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**Title or keywords related to the innovative policy, practice, program, or outcome:**

Three Bin Waste Station Project: A Model for Economic & Environmental Efficiency

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

The new three-bin waste station program at GMC is a truly unique effort to get the campus to recycle and compost more waste, while simultaneously showcasing the potential for reusing material in a way that saves money. The program consists of a starting fleet of 27 new waste stations that are being installed on every floor in every residence hall on campus. Each station consists of a housing unit for three waste receptacles, each dedicated to a specific waste stream (recycling, compost, and landfill). The purpose of the system, which is color-coded by stream, is to make it easy for people to be aware of all the options available to them for proper disposal, and ultimately to lead them to recycle and compost everything that is recyclable or compostable. The units also have clear signage for what goes in each stream.

Many schools are beginning to install similar units in the United States as they recognize the importance of having a waste station model as opposed to disparate bins serving different purposes in various locations. What makes Green Mountain College's project unique is that it was developed, constructed, and is now run primarily by students, and it serves as a holistic model for economic and environmental efficiency that exceeds the sustainability standards for all other three-bin systems we're aware of.

Students came up with the idea of installing the units at the College, students wrote a successful grant proposal to build a prototype, students tested the prototype in a residence hall before full implementation, students wrote another grant to fund enough units to install one on every floor in every residence hall, and students are building and installing the units from scratch. The fact that the project has been led by students at every step has resulted in widespread community-buy in over the project. Not only is the student body aware of the fact that the project is taking place, but over 20 students have been directly involved, so they are explaining its benefits to their peers and generating enthusiasm for the project.

As a model for economic efficiency, students researched several different factory-made models on the market (most of which run from \$2,000 to \$3,000 each for the type GMC wanted), and ultimately decided to build their own out of primarily recycled materials. The grant that they were awarded from the Student Campus Greening Fund totals \$2,500 and is enough money to pay for all of the supplies and all of the student labor required to build all 27 units to cover the residence halls. Therefore, for the price of one factory unit, they were able to build 27. The project was 75% complete as of December, 2014 and will be fully completed in January of 2015.

From an environmental sustainability perspective, the project serves as a model because over 80% of the material that goes into each unit is recycled. The front doors are made out of old trays from the dining hall. The sides and back are made out of large pieces of recycled cardboard that have been painted to look professional. The bottoms are made out of old bureau bottoms and other scrap wood. The vertical supports for the sign holders are made out of old chair legs and old strips of wire. The bumpers for the bottom of the units are made from salvaged rubber strips from the facilities department. Finally, all of the three bins needed for 20 of the 27 units are reused (all the compost bins are recycled pails from paint jobs and the dining hall; all the recycling bins are reused from the old recycling receptacles; and all of the old waste receptacles are also reused). Usually when schools install three bin systems, they have to buy new receptacles and phase out the old ones. In this case, the stations were designed specifically to fit the old receptacles in order to reuse as much as possible. Only 7-10 new bins will need to be purchased, while the other 60+ bins are being reused. In addition to maximizing recycled and reused material, the stations are also designed to minimize the portion of new material purchased. For example, the students are using 2x3s for the support beams rather than 2x4s in order to save lumber and money. Other new supplies include low VOC paint, screws, and plastic sign holders.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

When the project was piloted in the spring of 2014 on a floor of a residence hall, student researchers weighed the total trash of each stream leaving the building for six days prior to installing the station and then for six days after installing the system. Results showed a drop in the landfill stream of 39%. The sustainability office expects to see aggregate landfill numbers drop over 15% annually as a result of the new system.

**A letter of affirmation from an individual with relevant expertise:**

[McCarthy.Letter.for.Three.Bin.Project.pdf](#)

**Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):**

	Yes or No
Curriculum	No
Research	No
Campus Engagement	Yes
Public Engagement	No
Air & Climate	No
Buildings	Yes
Dining Services	No
Energy	No
Grounds	No
Purchasing	Yes
Transportation	No
Waste	Yes
Water	No

<b>Coordination, Planning &amp; Governance</b>	No
<b>Diversity &amp; Affordability</b>	Yes
<b>Health, Wellbeing &amp; Work</b>	No
<b>Investment</b>	No

**Other topic(s) that the innovation relates to that are not listed above:**

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

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### Responsible Party

**Aaron Witham**

Director of Sustainability  
Sustainability Office

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**Title or keywords related to the innovative policy, practice, program, or outcome:**

First-year Impressions Pre-orientation Program (FYI!)

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

The First Year Impressions (FYI!) pre-orientation program at Green Mountain College (GMC) gives new students the opportunity to build relationships with the people in Poultney before classes begin, as a way of contributing to the social sustainability of the community. New students and student leaders (comprised of upperclassmen) travel around the town and surrounding communities to do community service projects for one week. Some of the service projects involve trail maintenance, garden weeding, town-wide cleanup, farm gleaning, special history tasks with the local historical society, and several other volunteer projects needed in the community. While students engage in these projects, they constantly interact with various residents and neighbors of Poultney.

The program trains students to overcome fears of exploring off campus and engaging with the community. Throughout the week-long pre-orientation, FYI! students get the chance to eat at local restaurants and diners in the area. On the second night of the program, new students, along with the student leaders, cook a meal with a family in Poultney. At the same time they also get the chance to join GMC faculty and staff for potluck gatherings. All participants in the program become kitchen certified to use GMC's Solar Harvest Center, which provides the group plenty of future opportunities to cook sustainable community meals for themselves, their guests and friends.

The program not only benefits the first-year students who are enrolled; it also benefits upperclassmen who receive an opportunity to serve as student leaders. Throughout the week, student leaders hone their leadership skills by having active participatory involvement in the decision-making process of the program.

FYI! is made possible by generous support from many community groups, most notably Hills and Hollows, which funds the majority of the costs. The idea for FYI! came from a similar program at Williams College called WAI?! Our version for the program differs from WAI?! in several ways, including the following: all participating students do the full range of volunteer activities rather than having groups split up and take on different tasks; students eat in local restaurants and at local residents' houses; students spend half of the time allotted in the program to exploring the community in celebratory ways, rather than focusing exclusively on community service. The idea is to build a holistic model for community engagement.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

An average of 8,500 hours of community service were dedicated to the Poultney Community for each of the first two years of the program. An average of 10 first-year students have participated each year. Plans are in place to grow this number considerably.

Success has also been displayed through the growth of the student participants throughout their first year of college. Most of them have become highly engaged student leaders on campus and in the larger community.

Community organizations and businesses have also benefited including the following:

- GMC Cerridwen Farm and Solar Harvest Center
- Green Mountain Power
- Local Businesses and Restaurants
- Local Area Farms
- PEG-TV – Rutland Community Access

- Poultney Food Shelf
- Poultney Historical Society,
- Poultney-Mettowee Natural Resources Conservation District (PMNRCD)
- Poultney Rotary Club,
- Poultney Town Hall,
- Rutland Area Farm and Food Link (RAAFL),
- Rutland Young Professionals
- Stone Valley Arts,
- St. Catherine State Park,
- Young At-Heart Senior Center

**A letter of affirmation from an individual with relevant expertise:**

[FYI! Innovation letter by Spalding.2014.pdf](#)

**Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):**

	Yes or No
<b>Curriculum</b>	No
<b>Research</b>	No
<b>Campus Engagement</b>	Yes
<b>Public Engagement</b>	Yes
<b>Air &amp; Climate</b>	No
<b>Buildings</b>	No
<b>Dining Services</b>	No
<b>Energy</b>	No
<b>Grounds</b>	No
<b>Purchasing</b>	No
<b>Transportation</b>	No
<b>Waste</b>	No



<b>Water</b>	No
<b>Coordination, Planning &amp; Governance</b>	No
<b>Diversity &amp; Affordability</b>	No
<b>Health, Wellbeing &amp; Work</b>	Yes
<b>Investment</b>	No

**Other topic(s) that the innovation relates to that are not listed above:**

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

[http://www.greenmtn.edu/academics/service\\_learning.aspx](http://www.greenmtn.edu/academics/service_learning.aspx)

### Responsible Party

**Aaron Witham**

Director of Sustainability  
Sustainability Office

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**Title or keywords related to the innovative policy, practice, program, or outcome:**

Community Income Equity Fund

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

While per capita income in the U.S. has risen 90% between 1970 and today, the benefits of increased economic production have not been evenly distributed. Shares received by low and middle-income workers have declined as measured in inflation-adjusted dollars. During the past 40 years, the minimum wage also decreased 11% in real dollars. This has resulted in the greatest income disparity between top and bottom earners since the Great Depression. It has also created a system of eroding social capital in the U.S. that can be compared to our current ecological crisis.

Green Mountain College by itself cannot influence broad economic factors that have created wide income disparity in the United States. But GMC takes its commitment to social sustainability seriously. To address the problem of income inequity at home, the Green Mountain Community Income Equity Fund (CIEF) was established in 2013 with the support of the College administration. CIEF invites higher earning workers at GMC to voluntarily contribute funds to benefit other workers in our community who earn less than the hourly livable wage.

The livable wage for a single adult in Vermont is estimated to be between \$15.23 and \$16.41 per hour. Some full-time employees in the GMC community (including GMC, Chartwells, and UGL) make below that income level. By inviting employees earning higher wages or salaries to contribute to a fund that compensates workers earning less than a living wage, the College is making a very real commitment to social sustainability as expressed in the 8-year master plan Sustainability 2020. CIEF also creates an opportunity for members of the GMC community to express values of social sustainability in ways that directly help their neighbors. Participation is voluntary.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

The fund has made several payouts in the short time since it was established. For the most recent payout in the summer of 2014, the fund distributed approximately \$5,500 to eight people. For people making minimum wage or close to it, they received the equivalent of three weeks' additional pay or a 6% bonus.

**A letter of affirmation from an individual with relevant expertise:**

[Kelly.CIEF.Support.Letter.pdf](#)

**Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):**

	Yes or No
Curriculum	No
Research	No

<b>Campus Engagement</b>	Yes
<b>Public Engagement</b>	No
<b>Air &amp; Climate</b>	No
<b>Buildings</b>	No
<b>Dining Services</b>	No
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<b>Purchasing</b>	No
<b>Transportation</b>	No
<b>Waste</b>	No
<b>Water</b>	No
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<b>Diversity &amp; Affordability</b>	Yes
<b>Health, Wellbeing &amp; Work</b>	Yes
<b>Investment</b>	Yes

**Other topic(s) that the innovation relates to that are not listed above:**

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

[http://sustainability.greenmtn.edu/living\\_learning/beyond\\_classroom/gmc-community-income-equity-fund-.aspx](http://sustainability.greenmtn.edu/living_learning/beyond_classroom/gmc-community-income-equity-fund-.aspx)

### Responsible Party

**Aaron Witham**

Director of Sustainability  
Sustainability Office

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**Title or keywords related to the innovative policy, practice, program, or outcome:**

Community Barn Quilt Program

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

The Community Barn Quilt Program took place over the summer of 2014 and was aimed at boosting social sustainability in the Town of Poultney. Six weeks of arts and community-building programming were held for all local people, of all ages, with four barn quilt camps and interactive arts events which helped build community ties. The barn quilts are large wooden paintings (ranging in size from 4x4 feet to 2x2 feet) consisting of grids with miniature paintings in each grid. The paintings resemble quilts because of the grid pattern. Twenty of these quilts were created, each distinctive and painted by many different people, but all with the same color palette of five colors.

Through a series of public events, the barn quilts were mounted on businesses and homes ranging from the village of Poultney to East Poultney. This outdoor exhibit is a “trail” that exhibits visual continuity across Poultney and symbolically links buildings of East Poultney, west Main Street, Poultney, and the Green Mountain College campus. Supporting materials were also created, such as a Barn Quilt trail map distributed at the Stonebridge visitor Center and an online Facebook page for remote users. A public presentation by the community arts organizer, Jason Jansen, displayed the results of the project to the larger community. The activities related to the program built partnerships between Green Mountain College and various businesses and municipal entities.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

Approximately 400 community members were directly involved in painting throughout the program and ranged from children, parents, college students, and seniors. Several solo artists were also involved, such as Melissa Kristianson (a member of the Poultney Artists Guild and Poultney High School art teacher), a Poultney High School student, and a Poultney Elementary School student.

Barn quilts are now proudly displayed at the following locations:

- Home of Wilma Reed
- Home of Carol Morash (East Poultney),
- The East Poultney General Store,
- The East Poultney General Store barn,
- Stackpole Landscaping, East Main
- Street,
- Poultney Discount Foods,
- Williams True Value Hardware,
- The Trolley Stop (left facade),
- The Trolley Stop,
- Café Paziienza,
- The Poultney Public Library,
- The GMC President’s Carriage Barn,
- The GMC Solar Harvest Center,
- The GMC Cerridwen Farm Main Barn.

In addition to those displaying barn quilts, many other community partners benefited from the project, including the following:

- Green Mountain College Development Office
- Green Mountain College DTZ Employees & families
- Cerridwen Farm Summer Farm Program and CSA Members
- Green Mountain College REED Program
- Green Mountain College summer student workers
- LiHigh School (summer special ed. program)
- Local Businesses
- Poultney Area Artist Guild
- Poultney High School Summer Portfolio Prep and Art Exploration open studio
- Poultney Historical Society/East Poultney Day
- Poultney Town Hall
- Stone Valley Arts members
- Town of Poultney Recreation Farmin' Fun Program
- Williams Hardware Store

**A letter of affirmation from an individual with relevant expertise:**

[Barn Quilt Letter for STARS.2014..pdf](#)

**Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):**

	Yes or No
<b>Curriculum</b>	Yes
<b>Research</b>	No
<b>Campus Engagement</b>	Yes
<b>Public Engagement</b>	Yes
<b>Air &amp; Climate</b>	No
<b>Buildings</b>	Yes
<b>Dining Services</b>	No
<b>Energy</b>	No
<b>Grounds</b>	No
<b>Purchasing</b>	No

<b>Transportation</b>	No
<b>Waste</b>	No
<b>Water</b>	No
<b>Coordination, Planning &amp; Governance</b>	No
<b>Diversity &amp; Affordability</b>	No
<b>Health, Wellbeing &amp; Work</b>	Yes
<b>Investment</b>	No

**Other topic(s) that the innovation relates to that are not listed above:**

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

[http://www.greenmtn.edu/academics/service\\_learning.aspx](http://www.greenmtn.edu/academics/service_learning.aspx)