



# University of Connecticut

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

This won't display

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

## Institution type:

Doctorate

## Institutional control:

Public

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

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

## Reason for excluding agricultural school:

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**Reason for excluding medical school:**

The UConn Health Center (UCHC) is the medical school associated with UConn. However, the UCHC is over 30 miles away from the main UConn campus, in Farmington, right outside of Hartford, CT. Administratively, the UCHC is largely separate from UConn's main campus as well. Because it is so divided from the UConn main campus, we are not including data from the UCHC.

**Reason for excluding pharmacy school:**

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**Reason for excluding public health school:**

The UConn Health Center (UCHC) is the public health school associated with UConn. However, the UCHC is over 30 miles away from the main UConn campus, in Farmington, right outside of Hartford, CT. Administratively, the UCHC is largely separate from UConn's main campus as well. Because it is so divided from the UConn main campus, we are not including data from the UCHC.

**Reason for excluding veterinary school:**

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**Reason for excluding satellite campus:**

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**Reason for excluding hospital:**

The UConn Health Center (UCHC) is the hospital associated with UConn. However, the UCHC is over 30 miles away from the main UConn campus, in Farmington, right outside of Hartford, CT. Administratively, the UCHC is largely separate from UConn's main campus as well. Because it is so divided from the UConn main campus, we are not including data from the UCHC.

**Reason for excluding farm:**

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**Reason for excluding agricultural experiment station:**

The agricultural experiment station is in Torrington, CT and associated with the Torrington regional campus. We are not including any of the regional campuses in our institutional boundary because they have very different logistics and institutional characteristics than the main campus at Storrs.

**Narrative:**

We are including the UConn Depot campus, which is the satellite to UConn's main campus in Storrs. However, we are excluding UConn's regional campuses, which are located all around the state of Connecticut because they have very different logistics and institutional characteristics than the main campus at Storrs.

# Operational Characteristics

## Criteria

n/a

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

### Endowment size:

359,500,000 US/Canadian \$

### Total campus area:

4,272 Acres

### IECC climate region:

Mixed-Humid

### Locale:

Rural

### Gross floor area of building space:

12,535,305 Gross Square Feet

### Conditioned floor area:

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### Floor area of laboratory space:

465,262 Square Feet

### Floor area of healthcare space:

8,873 Square Feet

### Floor area of other energy intensive space:

0 Square Feet

### Floor area of residential space:

3,466,506.87 Square Feet

### Electricity use by source::

	Percentage of total electricity use (0-100)
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<b>Biomass</b>	2.60
<b>Coal</b>	0.90
<b>Geothermal</b>	0
<b>Hydro</b>	3.50
<b>Natural gas</b>	82.80
<b>Nuclear</b>	5.20
<b>Solar photovoltaic</b>	0.10
<b>Wind</b>	0.70
<b>Other (please specify and explain below)</b>	3.90

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

Purchased electricity from the local utility (CL&P) was comprised of 35% renewable energy during the performance year, and is now 40%, including Landfill Gas/Refuse Methane, which are not listed above and make up 2.1% of the campus mix.

1.8% of the ‘other’ category comes from the on-campus hydrogen fuel cell, which generates electricity through an electro-chemical reaction rather than through combustion of fossil fuel. Compared to a conventional gas-fired turbine generating the same amount of energy, UConn’s 400 kW fuel cell reduces CO2 emissions by 800 tons per year and eliminates other air pollutants like NOx, VOCs, SO2, particulates and air toxics. The fuel cell also avoids the need for cooling water, saving nearly 4 million gallons of water per year compared to a similar-sized combustion turbine. Under CT’s renewable portfolio standard law, a hydrogen fuel cell is classified as a class 1 renewable energy source.

More information:

<http://ecohusky.uconn.edu/energy/fuel-cell.html>

(Note: while coal is part of the ISO grid fuel mix in CT at a very small percentage, and therefore shows up as .9% of UConn’s energy mix, based on our purchase of 20% of campus electricity from CL&P, it is doubtful that any electrons generated by a coal-burning power plant are making it to UConn’s campus. There has not been a coal-burning source of energy on UConn’s campus for several decades and the nearest coal plant in CT is very far away from our campus.)

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

	<b>Percentage of total energy used to heat buildings (0-100)</b>



<b>Biomass</b>	0
<b>Coal</b>	0
<b>Electricity</b>	0
<b>Fuel oil</b>	1.80
<b>Geothermal</b>	0
<b>Natural gas</b>	98.20
<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:

These numbers are all either from the Office of Institutional Research and Effectiveness (OIRE) or from the Registrar's report on enrollment

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

### Number of academic divisions:

14

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

137

### Full-time equivalent enrollment:

20,883

### Full-time equivalent of employees:

4,749

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

312

### Total number of undergraduate students:

18,016

### Total number of graduate students:

4,213

### Number of degree-seeking students:

22,229

### Number of non-credit students:

559

### Number of employees:

4,816

**Number of residential students:**

12,199

**Number of residential employees:**

33

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

8

# 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

**Eric Grulke**

Sustainability Coordinator  
Office of Environmental Policy

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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*.

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

	<b>Undergraduate</b>	<b>Graduate</b>
<b>Total number of courses offered by the institution</b>	2,907	2,281
<b>Number of sustainability courses offered</b>	180	56
<b>Number of courses offered that include sustainability</b>	300	111

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

66

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

137

**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):**

[AC-1 Sustainability Course List with Descriptions.xlsx](#)

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

List of courses that include sustainability:

[http://ecohusky.uconn.edu/docs/ecohusky/Course%20List%20\(includes%20sustainability\).pdf](http://ecohusky.uconn.edu/docs/ecohusky/Course%20List%20(includes%20sustainability).pdf)

List of sustainability courses:

[http://ecohusky.uconn.edu/docs/ecohusky/Course%20List%20\(sustainability](http://ecohusky.uconn.edu/docs/ecohusky/Course%20List%20(sustainability)

courses).pdf

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

<http://ecohusky.uconn.edu/ecohusky/resources.html>

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

To complete the course inventory, one of the OEP interns read through all of the course descriptions in the undergraduate and graduate catalogues, determining if the course met the definition of sustainability we use for this survey ("AASHE defines sustainability in a pluralistic and inclusive way, encompassing human and ecological health, social justice, secure livelihoods, and a better world for all generations. STARS attempts to translate this broad and inclusive view of sustainability to measurable objectives at the campus level. Thus, it includes credits related to an institution's environmental, social, and economic performance." The Earth Charter (

<http://www.earthcharterinaction.org/content/pages/Read-the-Charter.html>

) was also used as a framework in determining courses that were sustainability related and focused. Courses that were considered "focused" pertained mainly to the environment and dealt with sections from the Earth Charter such as "Protect and restore the integrity of Earth's ecological systems, with special concern for biological diversity and the natural processes that sustain life" and "Prevent harm as the best method of environmental protection and, when knowledge is limited, apply a precautionary approach." Sections considered to be "related" did not pertain directly to the environment and embodied excerpts from the Earth Charter such as "Uphold the right of all, without discrimination, to a natural and social environment supportive of human dignity, bodily health, and spiritual well-being, with special attention to the rights of indigenous peoples and minorities and "Build democratic societies that are just, participatory, sustainable, and peaceful."

The definition that UConn specifically uses for sustainability is from the Academic Plan.

"...problems of environmental sustainability cannot be addressed solely by grasping the scientific principles that lead to technical solutions. Successful resolution also requires understanding their ethical, social, legal, economic, and cultural implications from a global perspective."

Other interns and sustainability coordinators from the OEP then went through all of the courses in the graduate and undergraduate catalogs eliminating internships, practicums, independent studies, special topics courses, thesis, dissertation, and capstone courses, clinical courses, physical education courses, and exclusively performance based courses (such as concert choir or marching band). All courses that are offered exclusively at one of the branch campuses (such as classes in Medical Science or Dental Science) were excluded as well, because those schools do not fall within the institutional boundary we report for this survey.

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

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

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

However, courses that were cross-listed across multiple departments (with a prefix for each department) were counted for each department. For example, if a class is cross listed between Human Rights and Political Science, it is counted twice. We applied this rule to both sustainability courses and to all courses.

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

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

**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

**Sarah Munro**

Sustainability Coordinator  
Office of Environmental Policy

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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:

Graduates from the School of Social Work, the School of Law, the Health Center, and other campuses were excluded from the number of total graduates, because they are not within the institutional boundary.

"---" 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:**

5,499

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

7,871

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

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

Statistics from the University's Office of Institutional Research & Effectiveness were used to identify the programs most strongly associated with the stated global citizenship goals from the University Academic Plan.

For 2014, this included Bachelor's degrees from the College of Agriculture and Natural Resources, the School of Engineering, and the College of Liberal Arts and Sciences as well as various diplomas and certificates from various other schools with academic coursework in the departments listed below. These departments are all part of colleges with sustainability learning outcomes described in their mission statements (see link below) and with sustainability focused and related courses as part of their department.

<http://www.ecohusky.uconn.edu/docs/ecohusky/sustainability%20learning%20outcomes.pdf>

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

List/sample of sustainability learning outcomes associated with degree, diploma, or certificate programs from the current University Academic Plan:

"Members of the University community are committed to freedom of academic inquiry and expression and dedicated to excellence as demonstrated in the national and international recognition of our faculty, students, and programs. We create and disseminate knowledge by means of our scholarly and creative achievements, graduate and professional programs, and outreach to the community.

"Through teaching and learning, we help students grow intellectually and become contributing members of the state, national, and world communities. Through research, teaching, and service, we embrace diversity and cultivate leadership, integrity, and engaged citizenship in our students, faculty, staff, and alumni. And through our work as a land and sea grant institution, we promote the health and well-being of Connecticut's citizens and enhance the social, economic, cultural, and natural environments of the state and beyond."

UConn's brand new Academic plan outlines the mission statements of colleges. Our interns read through these statements and determined that the following college descriptions closely related to the terms of sustainability in the Earth Charter. The colleges included were College of Agriculture, Health and Natural Resources, School of Nursing, School of Business, School of Engineering, College of Liberal Arts and Sciences, and the School of Nursing.

CAHNR: CAHNR has identified two major areas of strength and opportunity that contribute to improving quality-of-life issues and supporting economic growth in the 21st century:

- a) Food, Nutrition, and Health
- b) Environmental and Agricultural Sustainability.

These areas of strength are intimately connected because healthy and sustainable environments are the foundation for healthy individuals, families, and communities. Connecticut has a strong and vibrant agricultural economy delivering food, forest products, and plants and plant products to citizens across New England and the Northeast. CAHNR provides the science, technology, and educational outreach

needed to promote healthy lifestyles, sustain a diverse and resilient agricultural economy, protect the natural resource base in Connecticut, and guide sensible and sustainable development that will help citizens and communities adapt to climate change. The College of Agriculture and Natural Resources offers undergraduate and graduate degree programs in eight academic departments, and has an increasing presence in health-based programming, economics, environmental sciences, and food safety. The College is highly engaged in programs and centers focusing on food, nutrition and health, and environmental and agricultural sustainability. These areas of strength are intimately connected—healthy and sustainable environments serve as the foundation for healthy individuals, families, and communities. Connecticut has a strong and vibrant agricultural economy delivering food, forest products, and plants and plant products to citizens across New England and the Northeast. UConn provides the science, technology, and educational outreach needed to promote healthy lifestyles, sustain a diverse and resilient agricultural economy, protect the state’s natural resource base, and guide sensible and sustainable development. The College is the second-fastest growing college of agriculture in the nation, and has several programs that rank in the top one-third nationally.

**School of Business:** The School of Business offers numerous master’s and doctoral programs including three MBA programs—full-time, executive, and part-time; three specialized masters programs —accounting, business analytics and project management, and financial risk management; and a full-time Ph.D. program. It also offers a broad set of undergraduate majors in its BS degree program. Among its research strengths are a cluster of creativity, entrepreneurship, and organizational behavior scholars in the management department; a cluster of analytical scholars who will contribute to our big data and complex systems thrust in the marketing department, which is also highly rated by the Association of American Universities; and a strong body of analytical scholars in the operations and information management department. The School is developing strengths in its healthcare administration and insurance groups, both important for the economy of the state of Connecticut and Next Generation Connecticut.

**The School of Engineering:** The School of Engineering offers undergraduate and graduate degrees across engineering disciplines in seven departments, including the newly established biomedical engineering department that integrates science, engineering, and medicine to improve the quality of life. The School has exceptional students, strong scholarship in terms of knowledge generation and application, and vibrant public/private partnerships with major economic impact on the state and beyond. As evident in research expenditures, scholarly publications, and leadership positions in professional societies, the School has extraordinary research strength in advanced manufacturing and materials; sustainability and resilience; energy and environment; security and infrastructure; biomedical engineering and systems genomics; complex systems engineering and big data; and high-performance computing.

**The College of Liberal Arts and Sciences:** The College of Liberal Arts and Sciences includes 24 departments across the humanities, sciences, and social sciences, as well as centers, institutes, and interdisciplinary working groups that break down disciplinary boundaries, generate unexpected insights and innovative ideas, and create new fields of inquiry. The College had more than \$43 million dollars of research expenditures in 2013, with significant external funding across the behavioral, life, environmental, and physical sciences. The College has enhanced its life and physical science faculty in the areas of genetics and genomics to collaborate with the UConn Health Center and The Jackson Laboratory for Genomic Medicine facilities in Farmington. The College has been at the forefront of environmental research, teaching, and outreach, with strong expertise in the natural and social sciences as well as ongoing interdisciplinary research initiatives related to environmental sustainability, biodiversity, and global environmental change. With ongoing interdisciplinary work on cognitive science between philosophers, linguists, behavioral scientists, and neurobiologists, we have a unique capacity for understanding language and the human mind. The College is the University’s home for research in the humanities, and includes strong programs in history, including early American and Latin American history, American and English literature, medieval studies, and world languages and culture. The College also supports a collection of programs and institutes focusing on race and gender with a vision of studying the relevant regions of the world and the populations from those regions as they have migrated across the globe.

**The School of Nursing:** The School of Nursing offers prelicensure and graduate programs with many advanced practice nursing specialties at the master’s and doctoral levels. The School is designated as a National League for Nursing Center of Excellence in Nursing Education based on the pedagogical expertise of its faculty. It offers a well-regarded interdisciplinary certificate in health professions education and is the largest provider of nurses and nursing faculty in Connecticut. Research expertise in the School has a long-standing and international reputation in maternal-infant health, including postpartum mood and anxiety disorders and high-risk infant development. Gerontology and aging research, particularly with vulnerable populations, is another area of strength. The School also hosts an emerging center in correctional health managed care. The School is known for its clinical partner collaborative relationships, where

faculty hold joint appointments designed to enhance patient care and health outcomes.

Additionally, all UConn students are able, in any given day, to take classes in subjects ranging from puppetry to linguistics to digital marketing to Renaissance art. They can conduct research in a genomics lab or pursue funding for a “UConn Idea” grant in an interdisciplinary area that integrates social sciences, humanities, and technology. They can choose to study and intern abroad in Heidelberg, Germany, or participate in a social entrepreneurship experience in Guatemala. They can select from more than 800 student activities or service initiatives. These programs will continue to be refined and updated to ensure an undergraduate educational experience that prepares our students for lives of impact and leadership in an increasingly diverse, globalized world by emphasizing problem solving and the capacity to translate knowledge and curricular content into real-world experiences.

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

<http://www.ecohusky.uconn.edu/ecohusky/resources.html>

# Undergraduate Program

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## Responsible Party

**Eric Grulke**

Sustainability Coordinator  
Office of Environmental Policy

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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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"---" 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):

Bachelor of Science in Environmental Sciences

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

Environmental Science studies the living and nonliving parts of Earth, and evaluates human impacts to promote informed management. The Environmental Science BS program aims to educate students who will:

- Understand the scientific principles and social factors underlying local, national and international environmental issues;
- Have the skills to work in the public and private sectors; and
- Have sufficient grounding in one environmental discipline, as well as the interdisciplinary scientific base, to pursue advanced degrees.

The major in Environmental Science is based in the physical and biological sciences, but also includes course work in selected areas of the social sciences. The major leads to a Bachelor of Science degree, and may be adopted by students in either the College of Agriculture and Natural Resources or the College of Liberal Arts and Sciences. This curriculum offers a comprehensive approach to the study of environmental problems, including not only a rigorous scientific background, but also detailed analyses of the social and economic implications of environmental issues. The complexity and interdisciplinary nature of environmental science is reflected in the core

requirements of the major. These courses, assembled from several different academic departments representing two colleges, provide both breadth and depth, preparing students for careers that deal with environmental issues, and for graduate study in environmental science and related fields.

<http://catalog.uconn.edu/agriculture-health-and-natural-resources/environmental-science/>

<http://catalog.uconn.edu/college-of-liberal-arts-and-sciences/environmental-science/>

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

<http://catalog.uconn.edu/agriculture-health-and-natural-resources/environmental-science/>

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

Bachelor of Arts in Environmental Studies

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

The Environmental Studies major is an interdisciplinary program designed to provide students with the knowledge, skills, and perspectives needed to understand the interactions between human society and the environment. Understanding the ethical and cultural dimensions of our relationship with the environment, as well as the challenges of protecting it, requires insights from multiple perspectives, including the humanities, the social sciences, and the natural sciences. Core courses in the major ensure familiarity with basic principles from these three areas. With this shared core of knowledge, majors will focus their studies on an area of special interest, taking electives and related courses that allow greater specialization. Among the many possibilities are environmental sustainability, issues concerning public policy and environmental justice, and the literary and philosophical legacy of human encounters with the non-human world. A capstone course will allow each student to research a distinct perspective on a contemporary environmental issue. A major in Environmental Studies can lead to a career in a variety of fields, including public policy, environmental education, eco-tourism, marketing or consulting, journalism, or advocacy.

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

<http://catalog.uconn.edu/college-of-liberal-arts-and-sciences/environmental-studies/>

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

Bachelor of Science in Engineering in Environmental Engineering

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

The Environmental Engineering undergraduate program educational objectives are to impart our alumni/ae with the knowledge and skills needed to: actively contribute to the practice and profession of engineering in the public and/or private sectors in the technical area of

environmental engineering; follow the path that leads towards, becoming licensed professional engineers, assessing the impact of human activities on the environment, designing and constructing solutions to minimize and mitigate such impacts, and tending to the natural environment as our life support system; and practice lifelong learning through post-graduate and professional education.

The Environmental Engineering Program's (ENVE) mission is to provide a state of the art and multidisciplinary learning environment supported by cutting-edge research in three core areas (tracks):

(i) Biogeochemical processes (BGC);(ii) Air pollution and atmospheric processes (ATM);and (iii) Hydrogeosciences and engineering (HGS). These three tracks reflect the scope and interdisciplinary nature of Environmental Engineering. Peavy et al. (Environmental Engineering, 1985) provide the following definition: "that branch of engineering that is concerned with protecting the environment from the potentially deleterious effects of human activity, protecting human populations from the effects of adverse environmental factors and improving the environmental quality for human health and well-being".

Our faculty is committed to your academic and professional success. We offer challenging and rigorous courses; exciting and relevant research opportunities; and individualized mentoring and guidance.

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

<http://www.engr.uconn.edu/environ/wp-content/uploads/ENVE-Curriculum-2014-2015-1.pdf>

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

Agriculture and Natural Resources

<http://catalog.uconn.edu/agriculture-health-and-natural-resources/agriculture-natural-resources>

/

Natural Resources

<http://catalog.uconn.edu/agriculture-health-and-natural-resources/natural-resources/>

Resource Economics

<http://catalog.uconn.edu/agriculture-health-and-natural-resources/resource-economics/>

Ecology and Evolutionary Biology

<http://catalog.uconn.edu/college-of-liberal-arts-and-sciences/ecology-evolutionary-biology/>

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

Yes

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

Environmental Economics and Policy

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

The minor will provide interested students with an overview of key concepts and methods used by economists to analyze problems associated with human use and misuse of natural resources and the environment and to evaluate policy options for better management of these resources for current and future generations.

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

<http://catalog.uconn.edu/minors/#Env>

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

Environmental Engineering

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

This minor can significantly enhance and strengthen the educational experience of students to provide a firm basis for understanding the impact of human activity and pollutants on the environment as well as the need for environmentally sound manufacturing processes and sustainable development.

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

<http://catalog.uconn.edu/minors/#Envi>

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

Environmental Studies

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

Environmental Studies is broadly concerned with the interaction between humans and the environment. The Environmental Studies Minor is a coherent 16-credit interdisciplinary (humanities, social sciences, and sciences) program to enable students interested in social science and/or policy approaches to solve environmental problems on a local, national, and global level. This minor provides students the opportunity to focus their related area and/or electives on environmental issues. None of the courses in the minor can be used within the student's major.



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

<http://catalog.uconn.edu/minors/#Envir>

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

Wildlife Conservation

This minor provides students with a basic understanding of wildlife resources management. Students will be required to complete at least 18 credits that include a common core for all students and a selection of courses based on a specific area of interest. Any student but Natural Resources majors can graduate with this minor.

<http://catalog.uconn.edu/minors.htm#Wil>

Sustainable Food Crop Production

This minor provides an overview of issues related to sustainable food crop production within the context of environmental stewardship.

<http://catalog.uconn.edu/minors/sustainable-food-crop-production/>

# Graduate Program

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## Responsible Party

**Eric Grulke**

Sustainability Coordinator  
Office of Environmental Policy

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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*.

---

## Submission Note:

For this submission, we selected our three most interdisciplinary programs where graduate students predominantly work on issues related to sustainability, ecosystem maintenance, food systems, and social responsibility.

"---" 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):**

Agricultural and Resource Economics

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

At this time the Department has over 75 graduate students. Graduate students have opportunities to work closely with faculty in three general areas: Food Marketing and Industrial Organization, Environmental and Resource Economics, and International Agricultural Development.

The Department takes particular pride in its research program and recognizes that research permits graduate students to demonstrate their creative ability and to attain academic maturity. Students usually begin thinking about their thesis or dissertation project early in their program, with formal planning beginning during the second semester of an M.S. program and at the end of the second semester of a Ph.D.

program. Examples of possible research topics are: econometric analysis of food demand and supply, measurement of economic efficiency in agricultural enterprises, market power and industrial concentration, interregional competition, analysis of entry barriers in the food manufacturing industries, evaluating alternative promotion strategies for a commodity marketing board, analysis of public policies to protect open space, efficient design of policies for environmental protection, evaluating the impact of alternative groundwater contamination regulations upon agricultural activity and public welfare, and identifying the determinants of rural-urban migration patterns in less developed countries.

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

<http://www.are.uconn.edu/grad.php>

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

Ecology and Evolutionary Biology

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

Research in the department covers a wide range of fields, including behavioral ecology of vertebrates and invertebrates, systematics and evolution of plants and animals, population and community ecology, functional morphology and development, and conservation biology. Faculty members and graduate students work on nearly all of the major groups of organisms, including algae, mosses and lichens, aquatic plants, desert plants, tropical and temperate forest trees, the parasites of sharks and rays, insects, spiders, fishes, amphibians, reptiles, birds, and mammals. Current research projects span the globe, with investigators working throughout North America, Costa Rica, Panama, Nicaragua, Brazil, Borneo, Madagascar, South Africa, Australia, New Zealand, Japan, and many other countries.

Our strong research program has given national recognition to Ecology and Evolutionary Biology at the University of Connecticut . Federal grant support for research in systematic biology over the past decade places the University of Connecticut among the top 10 in the country. Many of our faculty members serve or have served as officers of major scientific societies, including several presidents of national or international scientific societies, as National Science Foundation panel directors or members, and as editors of over two dozen science journals. Recent graduate students have won prizes for best papers at national meetings in fields such as botany, ecology, entomology, evolution, herpetology, ichthyology, marine biology, parasitology, and plant systematics.

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

<http://www.eeb.uconn.edu/eebwww/about-eeb/>

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

Environmental Engineering

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

The Environmental Engineering Program's mission is to provide a state of the art and multidisciplinary learning environment supported by cutting-edge research in three core areas (tracks):

(i) Biogeochemical processes (BGC);(ii) Air pollution and atmospheric processes (ATM);and (iii) Hydrogeosciences and engineering (HGS). These three tracks reflect the scope and interdisciplinary nature of Environmental Engineering. Peavy et al. (Environmental Engineering, 1985) provide the following definition: “that branch of engineering that is concerned with protecting the environment from the potentially deleterious effects of human activity, protecting human populations from the effects of adverse environmental factors and improving the environmental quality for human health and well-being“.

The faculty is committed to your academic and professional success. We offer challenging and rigorous courses; exciting and relevant research opportunities; and individualized mentoring and guidance.

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

<http://www.engr.uconn.edu/environ/>

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

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**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):**

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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

**Eric Grulke**

Sustainability Coordinator  
Office of Environmental Policy

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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:

One of the OEP interns, Emily McInerney, wrote about her experience working in the office on our WordPress blog:

<http://uconnoep.wordpress.com/2012/04/24/a-freshmans-introduction-to-sustainability/>

She also wrote a blog about her study abroad experience in Iceland.

<http://uconnoep.wordpress.com/2013/08/14/renewable-energy-in-iceland-emily-mcinerneys-summer-abroad/>

Emily Udal, another OEP intern, wrote a blog about her study abroad experience in Costa Rica.

<http://uconnoep.wordpress.com/2013/02/19/a-perspective-on-sustainable-practices-in-costa-rica/>

Kerrin Kinnear, another OEP intern, wrote a blog about her study abroad experience in Copenhagen, Denmark.

<https://uconnoep.wordpress.com/2015/02/04/a-green-nations-best-friend/>

"---" 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:**

From UConn's Environmental Policy Statement:

On campus, the undergraduate student interns in the Office of Environmental Policy work in support of environmental initiatives, ranging from making successful policy and events to general outreach and setting of sustainability goals. Students create outreach materials, plan events, conduct surveys, write grants and award applications, interview faculty, work on sustainability pledges and drives, and attend policy meetings as full committee members.

Additionally, there are several study abroad options through the university that shed light on international perspectives on sustainability, including:

UConn Environment and Natural Resources of China, Beijing

UConn Graduate Neuroscience in Salamanca

UConn Politics of Energy and Sustainable Development in Turkey

UConn South African Ecology

UConn Sustainable Agriculture & Food System, Florence, Italy

UConn Winter in Costa Rica: Economic Development and Human Rights in Latin America, Heredia, Costa Rica

More information here:

<http://www.studyabroad.uconn.edu/index.cfm?FuseAction=Programs.AdvancedSearch>

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UConn Graduate Neuroscience in Salamanca

UConn Politics of Energy and Sustainable Development in Turkey

UConn South African Ecology

UConn Sustainable Agriculture & Food System, Florence, Italy

UConn Winter in Costa Rica: Economic Development and Human Rights in Latin America, Heredia, Costa Rica

UConn Summer in Ethiopia: Social Justice and Sustainability in Water and Community Development. Addis, Ababa, Ethiopia

More information here:

<http://abroad.uconn.edu/programs/>

Student undergraduate housing which promotes sustainability is also offered. EcoHouse, the sustainable living and learning community at UConn, requires students to attend lectures, seminars and complete volunteer hours related to sustainability and environmental topics.

These students live in East Campus dorms next to Whitney dining hall (which promotes and serves locally grown, organic food).

Additionally, there is a subset of EcoHouse called Spring Valley Student Farm which offers a full immersive experience in sustainable farming. These students live on the farm and are required to do 10 hours of work per week to help sustain farm operations. Many of the students live at the farm year-round, because most harvesting begins in summer. All students living in EcoHouse receive one credit hour per semester to reflect their immersive learning experience.

UConn also offers several alternative spring break trips through Community Outreach and EcoHouse which are environmentally focused. On these trips students will travel for a weekend during the semester, several weeks during winter break, or over spring break to stand for a cause, such as protecting coastal environment (weekend trip offered through UConn that takes students to New London, CT). More information on these programs can be found here:

<http://communityoutreach.uconn.edu/alternative-spring-break-trips/>

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

<http://ecohusky.uconn.edu/about/intern.html>



# Sustainability Literacy Assessment

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## Responsible Party

**Eric Grulke**

Sustainability Coordinator  
Office of Environmental Policy

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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:

Although just over 2% of the total student population answered our survey, the demographic data for the survey population matches the demographic data for the university as a whole, so we have been treating these results as a representative sample of the student population.

*"---" 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:**

100

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

0

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

[Environmental Awareness Survey 2015 Printable.pdf](#)

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

1. How do you identify your gender?

Male

Female

Other

Prefer not to Disclose

2. In what year are you?

Freshman

Sophomore

Junior

Senior

Graduate Student

3. Do you currently live on or off campus?

On-Campus

Off-Campus

4. What is the most important environmental issue on campus?

Trash/Litter

Recycling

Water Issues

Air Pollution

Energy Issues

Global Warming

Other

Unsure

5. What environmental initiatives are most important for UConn?

Purchasing recycled products

Purchasing recyclable products

Using fuel-efficient or alternative-fuel campus vehicles

Using renewable energy sources for campus needs

Carbon neutrality

Sustainable water use

Reducing plastic waste

Composting or other reducing food waste

Increase public transportation options

Other

6. How frequently do you recycle products in your dorm room?

Always

Sometimes

Never

7. How frequently do you recycle products in the classroom, recreation, or student union buildings?

Always

Sometimes

Never

8. What types of items do you regularly recycle on UConn's campus?

Newspapers

Bottles/Cans

Mixed Paper

Cardboard

Sneakers

E-Waste

Other

9. What types of items do you regularly recycle at home (not at UConn)?

Newspapers

Bottles/Cans

Mixed Paper

Cardboard

Sneakers

E-Waste

Other

10. How convenient are the location of recycling bins at UConn? Explain.

Very convenient

Somewhat convenient

Not very convenient

Not at all convenient

Explain:

11. Are you aware of UConn's Mixed recycling program?

Yes

No

12. What is the single best way to encourage students to recycle more often at UConn?

More recycling bins in academic buildings

More recycling bins in residences

More recycling bins in dining halls

More recycling bins outdoors on campus

Recycling outreach campaign

More janitorial training

Better markings on recycling bins

Other (please specify)

13. In which of the following ways do you reduce waste on campus?

Use double sided copies

Use reusable plates, cups, or utensils

Carry a reusable bottle or coffee mug

Avoid plastic packaging

Other (please specify)

14. What is the single best way to encourage UConn students to use more bicycles on campus?

More bike paths

More bike racks

More storage facilities

Bike loan program

More bike signage

Other (please specify)

15. How frequently do you use the shuttle service at UConn?

Once a day or more

Two or more times a week

[STARS Reporting Tool](#) | [AASHE](#)

Three or fewer times a month

Never

16. Do you carpool to campus?

Yes, I carpool.

No, I don't carpool but am willing to participate.

No, I don't carpool and am not interested in participating.

No, I live on campus.

Other

17. How frequently do you try to reduce your energy and water use on campus or in your residence?

Always

Sometimes

Never

18. In which of the following ways do you conserve water where you live?

Limit shower time

Turn off the sink while teeth brushing, hand washing, shaving, etc.

Only wash full loads of laundry

Report sink leaks to ResLife or landlord

Other (please specify)

19. In which of the following ways do you conserve energy where you live?

Use a clothing rack to dry clothes

Turn off lights when not in use

Turn off electronics when not in use

Use light-emitting diode bulbs (LEDs)

Lower thermostat when leaving the room for the day

Lower thermostat when leaving the room at the end of the semester

Other

20. What would you be willing to pay in student fees per semester to reduce UConn's impact on the environment?

\$1

\$2

\$3

\$4

\$5

\$5-\$10

\$10-\$15

More than \$15

Nothing

Other

21. Are you aware of the EcoHusky student group at UConn?

Yes, I have heard of them.

Yes, I participate in the group.

No, but I am interested in learning more.

No, and I am not interested in participating at this time.

22. If you chose yes, what interaction with EcoHusky have you had during this past school year? Choose all that apply.

Seen articles in the Daily Campus

Followed EcoHusky student group on Facebook

Visited EcoHusky website

Active Member

Volunteered for event

Attended meeting

Seen poster or outreach materials

Other (please specify)

23. What features are important for new building construction at UConn?

Water Conservation

Energy Conservation

Alternative Energy Use

Low Impact Design (noise pollution, rain gardens, porous parking lots, etc.)

Sustainable Materials (recycled content, previously used materials, etc.)

Sustainable Site Selection (ex. use of brownfields)

Other

24. What events did you attend, participate in, or volunteer at this academic year?

Green Game Day: Football

Green Game Day: Football Attend

Green Game Day: Football Volunteer

Green Game Day: Football Did not attend

Green Game Day: Football Never heard of this event

Campus Sustainability Day

Campus Sustainability Day Attend

Campus Sustainability Day Volunteer

Campus Sustainability Day Did not attend

Campus Sustainability Day Never heard of this event

EcoMadness

EcoMadness Attend

EcoMadness Volunteer

EcoMadness Did not attend

EcoMadness Never heard of this event

Green Game Day: Basketball

Green Game Day: Basketball Attend

Green Game Day: Basketball Volunteer

Green Game Day: Basketball Did not attend

Green Game Day: Basketball Never heard of this event

Earth Day Spring Fling

Earth Day Spring Fling Attend

Earth Day Spring Fling Volunteer

Earth Day Spring Fling Did not attend

Earth Day Spring Fling Never heard of this event

Sneaker Recycling

Sneaker Recycling Attend

Sneaker Recycling Volunteer

Sneaker Recycling Did not attend

[STARS Reporting Tool](#) | [AASHE](#)

Sneaker Recycling Never heard of this event

Food Waste

Food Waste Attend

Food Waste Volunteer

Food Waste Did not attend

Food Waste Never heard of this event

Other

Other Attend

Other Volunteer

Other Did not attend

Other Never heard of this event

None

None Attend

None Volunteer

None Did not attend

None Never heard of this event

25. Do you have any comments about sustainability at UConn?

26. Would you be willing to be contacted for a follow up survey in the future?

Yes

No

27. Please submit your UConn email address to enter into a drawing for various prizes such as travel mugs, hats, T-shirts, and more!

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

The assessment was developed by the director of the Office of Environmental Policy and the student intern staff, in conjunction with survey experts from the Department of Public Policy, and faculty members from the department of Political Science who have experience in environmental surveys. Minor wording modifications, and additional questions, have been added throughout the years, as noted in the questions. The results are used to target outreach strategies, and to provide policy and program feedback to the President's office.

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

The survey was administered in spring 2015 and sent out multiple times in the University Student Daily Digest email. The link to the survey was also made available online. We will be following up with the respondents who said yes to a follow up via email (182 respondents being followed up).

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

Every few years the OEP sends out an environmental awareness survey to see how well our office is handling UConn's important environmental issues. We design questions to determine which areas of sustainability are most important to UConn students and faculty. In 2015 there were 347 respondents. Respondents were asked if they would be willing to take a follow up survey; 52% said yes. Key findings from the 2015 Environmental Awareness Survey include:

- 27% of undergraduate respondents believed the most important environmental issue on campus is recycling
- Using renewable energy sources for campus needs (61%) and reducing plastic waste (57%) were environmental initiatives most

important to UConn for the undergraduate respondents

- Undergraduate respondents recycle Sneakers and E-waste more at home than at school; 3% to 10% and 4% to 11% respectively.
- Only 50% of undergraduate respondents were aware of UConn's Mixed Recycling program
- Undergraduate respondents believe more recycling bins outdoors (24%) and carrying reusable water bottles (86%) to be the best ways to increase recycling and reduce waste
- 31% of undergraduate respondents never use the shuttle system and 27% only use it three or fewer times per month
- 65% of respondents said that only try to reduce energy and water use in their residence sometimes

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

<http://ecohusky.uconn.edu/outreach/easurvey.html>

# Incentives for Developing Courses

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## Responsible Party

**Eric Grulke**

Sustainability Coordinator  
Office of Environmental Policy

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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:

Environmental Literacy EPAC Workgroup

With approximately 22,000 students located at the UConn Storrs campus, the University of Connecticut is aware more than ever of its impact on the local environment and has therefore increased its efforts to educate students, faculty, and staff regarding their daily impact upon important natural resources. To further these efforts, the Environmental Literacy Workgroup strives to identify areas of improvement in environmental awareness and education, as well as to advertise and promote environmental leadership and outreach throughout the UConn community. By promoting new academic courses, hosting environmental speakers series and "green" career panels, and developing environmental outreach and education events, we continue to advance environmental stewardship and progress at UConn.

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

Sustainability is one of only three areas specifically mentioned in the Academic Plan, providing institutional support and resource allocation that is targeted towards the development of programs related to sustainability.

This workgroup participated in the Climate Change Adaptation task force, which drafted an amendment to the University Climate Action Plan that specifically addresses the need to focus institutional resources on sustainability-related research, which the University President signed on March 26, 2012.



<http://www.ecohusky.uconn.edu/docs/climate/Adaptation%20narrative.pdf>

This group also has been working for the past 3 years to create an undergraduate major in Environmental Studies, to complement our existing Environmental Science program. This major was implemented incrementally, starting in September, 2012, and is targeted towards students who wish to pursue careers in environmental policy making.

Incentives for sustainable building technology are also being written into existing plans for new construction projects via interdisciplinary collaboration during the planning phase. For example, the use of the new Depot Campus fuel cell as a microgrid research station was designed into its siting and installation; and the new Biotech Park project has \$172 million earmarked for sustainable design, including a state-of-the art human-centered smart building research project. Members of the teams pursuing this research were included in the Environmental Policy Advisory Committee workgroups, permitting the vision of the lead scientists, philosophers, and researchers to have their vision translated into action items for the university.

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

<http://ecohusky.uconn.edu/outreach/>

# Campus as a Living Laboratory

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## Responsible Party

**Sarah Munro**

Sustainability Coordinator  
Office of Environmental Policy

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

**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:**

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**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:**

Energy/Water Dashboard

UConn has ten buildings that are LEED certified or awaiting certification. In 2014, two of UConn's new LEED Gold-certified buildings, Laurel Hall and Oak Hall, were both outfitted with real-time energy and water dashboards. OEP works to ensure that these dashboards are [STARS Reporting Tool](#) | [AASHE](#)

integrated into various UConn curricula, through classes and projects that engage students in exercises related to conservation of water, electricity, and steam use in buildings. Each dashboard also provides an interactive green campus and green building tour. The dashboard interface can be accessed in person at the kiosks stationed in the main lobbies or on-line at

<http://uconn.greentouchscreen.com/>

#### Low Impact Development (LID)

There are six different types of LID features used in more than 20 locations across campus. Over 400,000 square feet of campus area is covered using LID practices.

### **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:**

#### Spring Valley Student Farm

Spring Valley Student Farm is collaboration with Dining Services, Residential Life, EcoHouse as part of First Year Programs and Learning Communities, and the College of Agriculture and Natural Resources.

Guided tours are provided every Tuesday (Farm Tuesday) throughout the school year and during the summer. In addition, various other outreach and learning opportunities are provided for UConn students and the greater community throughout the academic year (e.g.,

<http://dining.uconn.edu/spring-valley-farm/>

)

The farm is located at 104 Spring Manor Road, Mansfield, CT, 06268 just off Route 32 north of the Route 44 intersection. Turn at the big blue UConn Spring Manor Farm sign. GPS address is 1327 Stafford Road, Storrs Mansfield, 06268.

#### eCorect

UConn Dining Services utilizes in-kitchen food waste decomposers/eCorect™ units in five of UConn's dining halls, which process and convert the waste into a compost-like material, virtually overnight.

Currently the units reduce food waste 75-80% by volume, (from 100 tons of food waste to nearly 20 tons of reusable material in 2013) with the potential for a 100% reduction, if a suitable year-round use of the compost-like material can be found.

### **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:**

#### Co-Generation Plant

UConn's state-of-the-art Co-Generation Facility opened in February 2006, replacing several oil-fired utility boilers and enabling the University to meet its own energy needs at the main campus.

The Co-Generation Plant, which houses the cogeneration technology, is located centrally on the UConn Storrs campus.

Co-Generation is defined as the sequential production of both electrical or mechanical energy and useful thermal energy from a single energy source. This allows over 80% of the fuel energy to be harnessed, versus 33% from a conventional electric power plant.

The Co-Generation facility provides a two-fold reduction in emissions:

1. Natural gas, a cleaner burning fuel, is used by the facility to generate electricity and steam for heating and evaporative cooling.
2. Also, the inclusion of steam production in the process removes the need to construct separate steam-production facilities that would burn their own fuel and have their own emissions.

Most power plants on the electric grid are considerably less efficient than cogeneration facilities because they do not capture and utilize the steam for heating and cooling. Also, “distributed generation,” like UConn’s 25 MW Co-Generation facility, prevents the efficiency loss and congestion that occurs during transmission and distribution of electricity from the point of generation to distant electricity customers.

Due to these features, the UConn Co-Generation facility reduces carbon dioxide (greenhouse gas) emissions by an estimated 30,000 tons each year versus emissions from fossil-fueled power plants serving the regional electric grid.

The Cogen has been used for student tours, and has inspired both undergraduate and graduate academic research on energy efficiency.

<http://www.engr.uconn.edu/plantperformance.php?id=5>

### **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:**

#### Forests and Trails

UConn's forests are important resources for educational as well as recreational uses. In March 2010, a land conservation deal between the Connecticut Forest and Park Association, Norcross Wildlife Foundation, and UConn conserved an additional 531 acres of forest land and three miles of blue-blazed hiking trails in the towns of Willington and Mansfield.

In order to preserve the University's natural areas and encourage responsible public enjoyment of the forest, members of the UConn Soil and Water Conservation Society (SWCS) and the EcoHusky Student Group cooperate in efforts to improve trail signage and increase use of the parcels.

The University of Connecticut is working to provide effective tree preservation and management for on campus tree and forest resources. As part of this, UConn has been designated as a Tree Campus USA by the Arbor Day Foundation. Currently, most of the tree preservation efforts come from the UConn Arboretum Committee and the Campus Tree Care Plan. In addition, UConn celebrates Arbor Day annually with a dedicated tree planting.

The University also has a number of notable and unique tree species on campus that can be viewed by following the walking tree tour.

<http://ecohusky.uconn.edu/development/parks.html>

### **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:**

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**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:**

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**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:**

Hillside Environmental Education Park (HEEP)

The Hillside Environmental Education Park is a preservation of about 33 acres of wetlands and 31 acres of uplands. The park includes a network of trails running from North Hillside Road to Hunting Lodge Road and features two wildlife observational platforms and an additional viewing platform overlooking HEEP from the back of C-Lot.

HEEP is a great contribution to the Mansfield Open Space Network, which includes parks and conserved lands from the Department of Energy and Environmental Protection (DEEP), the Town of Mansfield, and the University. HEEP is the result of the Landfill Project, which is an environmental remediation project the University undertook from the 1990's to the 2000's, that culminated in the creation of C-Lot, which caps the old landfill, and HEEP.

The HEEP provides numerous research and study opportunities in topics such as invasive species management, wildlife management and habitat enhancement, wetlands mitigation, vernal pool creation and management, to name a few! We encourage student groups and faculty members who may be interested in the Hillside Environmental Education Park site and its remediation plan to use the site for their research and educational opportunities.

<http://ecohusky.uconn.edu/development/heap.html>

Compost Facility

UConn houses a state of the art agricultural composting facility, constructed in 2010. The facility manages 800 tons a year of agricultural and other organic wastes, to produce high quality compost. Student volunteers learn the process of composting and assist with the annual compost sale.

<http://ecohusky.uconn.edu/recycling/compost-temp.html>

**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:**

Reclaimed Water Facility  
STARS Reporting Tool | AASHE

The Reclaimed Water Facility uses a tertiary treatment process for the University's waste water. This process uses microfiltration and ultraviolet disinfection, which allows UConn to divert a maximum of 1 million gallons of non-potable – not drinkable – water each day to meet the campus' needs that don't require fresh water.

<http://ecohusky.uconn.edu/living/rwf.html>

**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:**

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**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:**

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**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:**

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**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:**

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**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:**

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**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:**

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# 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

**Sarah Munro**

Sustainability Coordinator  
Office of Environmental Policy

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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:**

The above data is provided to the best of our knowledge, information, and belief. It is based primarily on a database maintained by the OSP, which was further sorted by OSP for the purpose of STARS by searching its database pursuant to key words recommended by OEP. However, we believe the data as compiled for the Princeton Review snapshot is incomplete. We were able to identify both inadvertent omissions and inclusions, which we have endeavored to correct.

These numbers are only of research faculty who have externally funded research, excluding staff and excluding faculty other than PIs and co-PIs (also excluding faculty conducting research that is not externally-funded). We will continue to update this information, consistent with the technical guidance for the questions asked, as we work with OSP, the Office of Institutional Research and Effectiveness (OIRE), CESE, the Vice Provost for Academic Affairs and others to improve the accuracy and completeness of this research data.

Additional website URLs where information about sustainability is available includes

<http://www.engr.uconn.edu>

and

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

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

225

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

546

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

44

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

62

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

[Faculty Involved in Sustainability Research.xlsx](#)

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

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

The Office of Sponsored Programs and Research (OSP) searched all research projects that are registered through their office (research funded by external grants) using a list of keywords generated by the AASHE definition of sustainability and the UConn specific definition from the Academic Plan. The OSP provided us a list of all the PIs and Co-PIs who are faculty at UConn. The Office of Environmental Policy (OEP) reviewed the project titles to confirm that the projects are related to sustainability. The OSP also provided a list of all researchers listed on externally funded grants, which the OEP reviewed in order to remove any non-UConn faculty. The OEP also added faculty listed by the OSP for externally-funded research during the past year, and for which we had personal knowledge were engaged in sustainability-related funded research, but which had been omitted from OSP's key word search list for sustainability.

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

Carol Atkinson-Palombo, Assistant Professor in the Department of Geography, worked with Ben Hoen, Staff Research Assistant at the Lawrence Berkeley National Laboratory on a report that determined that wind turbines have zero negative effects on nearby property values and home sales. The research was supported by the U.S. Department of Energy's Office of Energy Efficiency and Renewable Energy and by the Massachusetts Clean Energy Center. The study examined over 100,00 home sales between 1998 and 2012 occurring

within five miles of the current or future location of 41 wind turbines.

[http://emp.lbl.gov/sites/all/files/lbnl-6371e\\_0.pdf](http://emp.lbl.gov/sites/all/files/lbnl-6371e_0.pdf)

Dr. Robin Chazdon, Professor of Ecology and Evolutionary Biology, leads a research coordination network funded by the US National Science Foundation, Coupled Natural and Human Systems Program called PARTNERS (People And Reforestation in the Tropics; a Network for Education, Research and Synthesis). PARTNERS brings natural scientists, social scientists, anthropologists, economists, forest ecologists, foresters, geographers, landscape ecologists, political scientists, and sociologists together to address the complexity of socio-ecological processes that shape tropical reforestation.

<http://today.uconn.edu/blog/2014/06/regenerating-tropical-forests/>

Dr. Christine J. Kirchhoff, Assistant Professor of Civil and Environmental Engineering, is working with colleagues at the University of Michigan (Don Scavia and Allison Steiner), Grace College (Nathan Bosch), the National Wildlife Federation (Michael Murray) and the Ohio Department of Natural Resources, and the Division of Wildlife (Heather Elmer). The team applies coupled land-water-climate models to assess scenarios of altered management practices and to evaluate the potential of those changes to reduce nutrient loading to Lake Erie.

<http://www.engr.uconn.edu/cee/19-people/faculty/81-christine.html>

<http://kirchhofflg.weebly.com/>

Dr. Baikun Li (Civil and Environmental Engineering) runs a bioenergy production-wastewater treatment group at UConn. They work on hydrogen production and microbial fuel cells through anaerobic wastewater treatment. Their research focuses on developing efficient processes to generate clean sustainable energy through wastewater treatment.

<http://www.engr.uconn.edu/cee/research/wre/15-research/38-nick.html>

<http://www.engr.uconn.edu/bioenergy/>

Dr. Allison MacKay, Associate Professor of Civil and Environmental Engineering, is leading a mechanistic approach to studying contaminant fate processes. Their research focuses on the fate of contaminants in natural and engineered systems and the contaminants in the groundwater-surface water interface.

<http://www.engr.uconn.edu/cee/research/wre/15-research/37-nick.html>

<http://cfpl.engr.uconn.edu/>

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

<http://today.uconn.edu/>

# Support for Research

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## Responsible Party

**Sarah Munro**

Sustainability Coordinator  
Office of Environmental Policy

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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:

The University of Connecticut Foundation supports student scholarships and fellowships to provide young people with the opportunity to realize their dreams and contribute to the betterment of the world. The Foundation accepts donations to the General Scholarship Fund to support students from all areas of study and provides merit and need-based aid.

<http://www.foundation.uconn.edu/student-scholarships-fellowships/>

"---" 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:**

Each department involved with sustainability maintains ties with grant and fellowship opportunities that permit students to study aspects of environmental, social, economic, or energy sustainability.

Examples include, but are not limited to:

-USDA Marine watershed and Zwick Food Policy Center fellowships and internships for students in Agricultural and Resource Economics

<http://www.zwickcenter.uconn.edu/index.php>

-Sea Grant fellowships and internships for students across disciplines related to marine sciences and marine resource conservation, climate impact monitoring, and policy

<http://www.seagrant.uconn.edu/>

-Fellowships offered in partnership with the engineering departments for work on sustainable fuel technologies, alternative energy projects, clean water technologies, and pollution reduction strategies

<https://www.engr.uconn.edu/envIRON/information/research-areas>

-Incentives offered through the Human Rights institute for students to study a variety of human rights topics, many of which are directly related to sustainability, such as corporate social responsibility and sustainable development.

<http://humanrights.uconn.edu/academic/undergrad/undergraduatefunding.php>

<http://humanrights.uconn.edu/awards/funds.php>

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

<http://www.seagrant.uconn.edu/>

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

Yes

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

Sustainability is one of only three "focus areas of excellence" specifically mentioned in the 2009-2014 Academic Plan, providing institutional support and resource allocation that is targeted towards the development of programs related to sustainability. The sustainability initiatives are driven largely by the University's ACUPCC commitments, as outlined in the University's Climate Action Plan.

<http://ecohusky.uconn.edu/climate/cap.html>

The Climate Change Adaptation task force drafted an amendment to the University Climate Action Plan that specifically addresses the need to focus institutional resources on sustainability-related research, which the University President signed on March 26, 2012. In planning for the more frequent and severe storms predicted by climate scientists, UConn's President Herbst reaffirmed the University's commitment to a carbon-neutral campus and approved the addition of an Adaptation Section to our Climate Action Plan (CAP). UConn's 2012 Adaptation amendment, unique among colleges and universities at the time, offers to others our expertise and resources for adaptive response and resiliency. Inherent in these recommended measures is the assumption that the world's collective actions to reduce carbon emissions are not enough to prevent damaging, or even catastrophic, consequences.

<http://www.ecohusky.uconn.edu/docs/climate/Adaptation%20narrative.pdf>

Since the Adaptation amendment to the CAP in 2012, UConn researchers have conducted research on resiliency topics ranging from modeling climate change to clean energy microgrids and roadside forestry.

<http://uconnoep.wordpress.com/2014/03/11/weathering-the-storms-uconn-leads-in-climate-adaptatio>

[n-part-2/](#)

The University Climate Action Plan contains a section for a Renewable Energy Strategic Plan for creating demonstration and working scale projects highlighting the faculty's own research interests. Fourteen faculty members were interviewed in 2011 for inclusion in this plan. Scoping, siting and economic analysis for the first phase of this plan was recently completed; and grant submissions have been made to fund the projects selected for the first round.

Smart and sustainable building technologies are also being planned for new construction projects through an integrated design process and interdisciplinary collaboration with faculty during the planning phase. For example, the new 400 kW hydrogen fuel cell at the Depot Campus near Storrs is a "living laboratory," i.e., an efficient and functional clean source of combined heat and power for many of the buildings at the Depot while also serving as a platform for microgrid research and education. The microgrid infrastructure is under construction using a \$2.14 million research grant from the state DEEP.

<http://today.uconn.edu/blog/2013/12/uconn-microgrid-project-gets-underway/>

Meanwhile, UConn's new Tech Park project envisions 1 million square feet of new building space on UConn's undeveloped North Campus, while preserving more than 160 acres of adjacent green space (Hillside Environmental Education Park), including wetlands, uplands and a wooded vernal pool corridor, for public use and enjoyment through activities such as hiking and bird watching. The 10 to 20-year Tech Park master plan calls for development of facilities that will foster public private collaboration on research on subjects ranging from additive manufacturing to bioscience, sustainable energy and clean tech. The state has earmarked \$172 million for the first building in the Tech Park, to be named UConn's Innovation Partnership Building (IPB). The IPB is currently designed for LEED Gold certification as a human-centered smart building that will not only facilitate clean energy research but also exemplify high performance, resource-efficient design and construction.

<http://techpark.uconn.edu/>

<http://www.ee.uconn.edu/blog/multidisciplinary-team-to-develop-smart-building-hvac-model.html>

<http://www.energy.uconn.edu/>

The University also has a number of internal grants that have been provided for sustainability-research. This includes Faculty fellowships through the Human Rights Institute, which are often related to sustainability.

<http://humanrights.uconn.edu/faculty-funding-opportunities/>

<http://humanrights.uconn.edu/human-rights-program-funding/>

In addition, the University supports an Economic and Social Rights research group and a Global Health and Human Rights research group that meet regularly to share research projects, CESE, CLEAR, C2E2 and SeaGrant are also centers that encourage and conduct sustainability-related research, green technologies and outreach.

<http://humanrights.uconn.edu/economic-and-social-rights-research-group/>

<http://humanrights.uconn.edu/research-program-on-global-health-and-human-rights/>



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

<http://www.energy.uconn.edu/>

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

Yes

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

The University's Academic Plan supports an integrated research approach. This support is reflected in the large number of truly interdisciplinary centers and programs promoting collaborative efforts at UConn.

Included in this tally are a University colloquia for supporting interdisciplinary knowledge exchange; the Center for Environmental Science and Engineering (CESE) database of interdisciplinary climate change research; a listing of interdisciplinary research centers; interdisciplinary biomedical research; an interdisciplinary AIDS research consortium; interdisciplinary legal research for tackling social and environmental challenges in law; and an interdisciplinary materials science program.

<http://www.i-rich.uconn.edu/UCONN%20OHHI%20Summary.pdf>

<http://biogrid.engr.uconn.edu/REU/>

<http://www.law.uconn.edu/>

<http://research.uconn.edu/centers>

[http://www.chip.uconn.edu/chipweb/documents/Info/CIRA\\_CHIP%20Joint%20Pilot%20Revised.pdf](http://www.chip.uconn.edu/chipweb/documents/Info/CIRA_CHIP%20Joint%20Pilot%20Revised.pdf)

[http://research.uconn.edu/ips/coll\\_seminar](http://research.uconn.edu/ips/coll_seminar)

<http://www.ims.uconn.edu/#>

Additionally, the University Policy on Faculty Professional Responsibilities includes the following: "(2) Annual meetings will be held between the department head (or dean in a non-departmentalized school) and individual faculty, in the spirit of the University Laws and By-Laws quoted above (Article XV.J.4.b. & L.1)." These meetings should serve to enhance the overall activities of the department as well as interdisciplinary research/scholarship, where appropriate. The department head will review and discuss the faculty member's productivity and present and future professional activities. The department head and faculty member should also discuss any problems encountered by the faculty member in the performance of his/her duties. For regional campus faculty, similar meetings should occur with the appropriate regional Associate Vice Chancellor [Director], as well as with the department head. Any adjustments in a regional campus faculty member's activities must be made in concert with the faculty member's department head.

These meetings may also be used, where appropriate, to accomplish, in consultation with the faculty member, proportional adjustments to the faculty member's responsibilities. These annual assessments of a faculty member's activity can include consideration of various measures commensurate with the unique constraints of creative endeavors or original research/scholarship. Such adjustments may be appropriate during a faculty member's career and are an essential component in maintaining a department's and the University's overall effectiveness."

<http://policy.uconn.edu/?p=659>

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

<http://academicvision.uconn.edu/appendices/printable-versions/>

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

Yes

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

The University of Connecticut has a dedicated librarian as well as a number of databases related to environmental science, sustainability and the humanities.

<http://www.lib.uconn.edu/services/liaison/Mills.html>

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

<http://rdl.lib.uconn.edu/subjects/1898>  
STARS Reporting Tool | AASHE



## Responsible Party

**Sarah Munro**

Sustainability Coordinator  
Office of Environmental Policy

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

### **Total number of institutional divisions (e.g. schools, colleges, departments) that produce research:**

17

### **Number of divisions covered by a policy assuring open access to research:**

17

### **A brief description of the open access policy, including the date adopted and repository(ies) used:**

Institutional repositories are a part of the larger open access movement, which aims to provide free access to research over the Internet. Information about the open access movement and scholarly communication issues in general can be found at the UConn Libraries' web site on scholarly communication.

The Open Access Author Fund is available for journal articles accepted for publication in peer-reviewed, open access publications that do not charge readers or their institutions for unfettered access to the peer reviewed articles published.

To be eligible, a journal must meet these additional requirements:

- Be listed in the Directory of Open Access Journals
- Be a member of the Open Access Scholarly Publishers Association or adhere to its Code of Conduct
- Have publicly available a standard article fee schedule

The fund cannot be used to support “hybrid” open access publishing, where individual articles from journals that are generally subscription access only are made openly available when author fees are paid. The published article must also be made available in Digital Commons@UConn, the digital institutional repository (IR) of the intellectual output of the University of Connecticut’s faculty, staff, and students.

Open Access funding became available for articles submitted, accepted or published since June 2011.

**A copy of the open access policy:**

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**The open access policy:**

<http://classguides.lib.uconn.edu/content.php?pid=348152&sid=2848146>

**The website URL where the open access repository is available:**

[http://digitalcommons.uconn.edu/libr\\_oa/](http://digitalcommons.uconn.edu/libr_oa/)

**A brief description of how the institution's library(ies) support open access to research:**

The Open Access Author Fund is co-sponsored by the University of Connecticut Libraries which encourages authors to make their publications open access. The UConn Homer Babbidge Library website has links to the open access research and additionally, library staff gives presentations to classes or groups on how to utilize the library resources, including open access databases. If a published article is eligible as a funded open access publication, it must be made available in the Digital Commons. The DigitalCommons@UConn is a digital repository of the intellectual output of the University of Connecticut's faculty, staff, and students. It can accommodate virtually any publication, presentation, or production in electronic format. DigitalCommons@UConn represents a way for the UConn community to organize, store and preserve its research in a single unified location. It is made available through Digital Commons software, licensed by the University of Connecticut Libraries and powered by the Berkeley Electronic Press.

**The website URL where information about open access to the institution's research is available:**

<http://classguides.lib.uconn.edu/content.php?pid=348152&sid=2848148>

# 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

**Eric Grulke**

Sustainability Coordinator  
Office of Environmental Policy

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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:

<http://ecohusky.uconn.edu/about/intern.html>

<http://ecohusky.uconn.edu/recycling/greengameday.html>

<http://ecohusky.uconn.edu/recycling/guidelines.html>

The Number of students served at the Green Game Days was estimated by counting the number of seats in the student section at Gampel Pavilion which is 1,731. Since we do two games at gampel, with some student overlap, we multiplied this number by 1.5. Additionally, Rentschler Field has 5,000 student seats with overlap so we multiplied this number by .75 The student section at games tends to be full, and even if not completely full, there are students that have season tickets who sit in the ticketed seats as well.

**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:**

22,229

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

EcoMadness

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

3,774

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

EcoMadness is a month long competition, held in more than 20 residence halls across six dorm areas around campus, encouraging mostly first- and second- year students to reduce their usage of energy and water. Students who are particularly interested may volunteer to be EcoCaptains to motivate their peers from within the dorm. At the end of the competition the dorms that were able to reduce their consumption of energy and water the most receive certificates of recognition and an ice cream party. Additionally, energy offsets are bought for the amount of carbon offset by the competition.

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

EcoCaptains volunteer themselves (or in some cases, an RA is assigned to be an EcoCaptain by the Hall Director). EcoCaptains meet with a student intern who instructs them of their duties and provides a variety of ways to reach out to their fellow students. They may also email the student intern with any other questions to supplement their training throughout the course of the competition. EcoCaptains are also required to e-mail a weekly update on how the competition is going for them (what they're doing, what they plan to do, achievements they've had during the week, challenges they've had, how they've used provided marketing material, etc.).

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

During the annual EcoMadness competition, student educators volunteer as "EcoCaptains" to promote sustainable practices within the student dorms. They attend three meetings throughout the competition, one at the beginning, one at the mid-point, and one at the end to wrap up and celebrate the success (and go over any hiccups) of the program.

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

The Office of Environmental Policy provides funding for the interns in charge of running EcoMadness and buys the offset certificates. ResEd offers funding to supply ice cream for the winning dorms, and the funding for supplies and food at the kick off parties.



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

UConn Mixed Recycling Program

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

22,229

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

UConn is partnered with Willimantic Waste in order to run a mixed recycling system on campus. Through this program recyclables do not need to be sorted and thus recycling rates are increased. Throughout the course of each semester a variety of events and activities help to promote this program and encourage recycling around campus. In addition, a Recycling Work group meeting is held once or twice a year for members of the various departments to collaborate and find new ways to increase recycling on campus. Examples of issues discussed during meetings were a study conducted about recycling activity in two different UConn buildings as well as the rollout program for distributing “mixed recycling” labels to all UConn recycling bins to increase recycling awareness.

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

Through the Office of Environmental Policy, students who are interested in the environment can apply for an internship in our office where they engage in a variety of activities to educate fellow students about sustainability. All of the interns are taught about the recycling program at UConn and we incorporate that knowledge in many of our outreach campaigns and general education opportunities. In addition, students from EcoHouse (a living and learning community) and EcoHusky (student group) volunteer to help spread the word about recycling.

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

Interns receive one to two days of formal in office training and then they are continually trained on the job. EcoHouse and EcoHusky students are given specific training based on whichever outreach activity(ies) they volunteer for.

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

The recycling program is funded by the University.

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

Green Game Days

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

4,615

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

In both the fall and the spring certain game days (football in the fall and basketball in the spring) are selected to be “Green Game Days.” For these selected games interns at the Office of Environmental Policy partner with the Athletics department to include green initiatives

in the game advertisements. Volunteers welcome fans to the games and encourage them to recycle during the event. After the game is over the volunteers walk through fan sections to collect any recyclables that have been left behind. At each game we try to engage the fans as much as possible to educate them about sustainable practices.

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

Students from EcoHouse and EcoHusky volunteer to come to the game and educate others about recycling and general sustainability. Student interns from the Office of Environmental Policy manage the team of volunteers at each game.

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

Volunteers receive training the day of the game on how to approach fans and the best methods of promoting recycling.

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

Typically no funding is needed for this program. Any required funding comes from the Office of Environmental Policy and the Campus Sustainability Fund.

**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:**

762.50

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

<http://ecohusky.uconn.edu/outreach/ecomadness2013.html>

# Student Orientation

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## Responsible Party

**Sarah Munro**

Sustainability Coordinator  
Office of Environmental Policy

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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:

New students can also learn about campus sustainability efforts by visiting the EcoHusky or EcoHouse tables at the Student Activities Fair, which usually occurs during the first month of the fall semester. The EcoHusky homepage and facebook page contain a large amount of sustainability information and resources for new students.

<http://www.ecohusky.uconn.edu/ecohusky/resources.html>

"---" 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:**

In the fall, Office of Environmental Policy Director, Rich Miller, teaches a first year introductory seminar (INTD) on sustainability for the Honors Program. The course includes lectures, class tours, class mini-projects, brainstorming sessions, and extra-credit volunteer opportunities for students to participate in Green GameDays and other UConn environmental outreach events.

Read one first-year student's thoughts about the class:

<http://uconnoep.wordpress.com/2012/04/24/a-freshmans-introduction-to-sustainability/>

This year, the UConn Co-Op participated in an LED lightbulb giveaway for all incoming students. Students were given a free LED lightbulb and handout outlining the environmental benefits of LED vs. Incandescent/CFL bulbs in addition to information on campus sustainability at UConn. In other recent years, reusable water bottles were handed out to new students. Also held in the beginning of the semester is the school involvement fair which helps students get involved on campus. The involvement fair is UConn's largest free event open to all students, faculty, and staff. Over 350 student organizations and university programs participate in the fair held on Fairfield Way, the heart of campus. A section of the fair is dedicated to sustainability on campus. Many clubs and organizations such as EcoHusky, Office of Environmental Policy, and Spring Valley Student Farm table in this area to introduce students to environmental issues.

Additionally, in the late spring, the Director and the sustainability coordinators train University Orientation leaders on sustainability activities and green campus features for the orientation program, including the walking tour of the campus. As part of the tour, the students and parents stop in front of a sustainability wall mural (near the model dorm room) that gives an overview of campus sustainability initiatives and programs. Additionally, the wall has become a feature on the campus tour, as it is located near McMahon dining hall, which was recently certified LEED-gold. The dining hall's LEED features are also discussed with incoming students and their parents.

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

<http://www.ecohusky.uconn.edu/pdf/EnvWallMural.pdf>

## Responsible Party

**Sarah Munro**

Sustainability Coordinator  
Office of Environmental Policy

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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>	No
<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>	Yes
<b>Other co-curricular sustainability programs and initiatives</b>	Yes

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

### EcoHusky

The EcoHusky student group (student governed), which was co-founded by the director of the OEP and remains closely affiliated with the OEP's sustainability office (OEP director is the group's advisor), is a very active group devoted entirely to sustainability and environmentally-themed initiatives for the University. The group has a distribution list of 200-400 students in any given calendar year, with active participation at events and projects of 100-200 members per semester. In addition to regularly supplying volunteers to sustainability events as needed, EcoHusky conducts an annual food waste study in the dining halls on campus in order to increase student awareness of how much food they waste each day.

The Eco-Husky student group also maintains centralized resources for students wanting to get involved in other sustainability and environmentally themed groups, such as the following:

Alpha Zeta – an honorary professional society for students studying agriculture, environment, health, and related areas (student governed).

<http://ucontact.uconn.edu/organization/alphazeta>

Beekeeping Club – a student group that allows students to engage in both hands on and educational activities related to beekeeping (student governed).

American Fisheries Society Southern New England Chapter- a sub unit of a national society focused on furthering education in fisheries as well as conservation and research.

Dairy Club, UCONN – a student group representing many different backgrounds and academic majors who share a common interest and love for dairy cattle and the dairy industry.

<http://ucdairyclub.webs.com/>

(student governed)

Energy Club- a student governed group open to undergraduate and graduate students. This group brings together engineering, science, technology, policy and business communities through initiatives that identify the global energy challenges and investigate possible solutions.

Engineers without Borders – a non-profit humanitarian organization established to partner with developing communities worldwide in order to improve their quality of life. The UConn chapter is student governed and models its activities after its parent organization.

<http://ewb.engr.uconn.edu/>

Eco Garden Club – a student group that chooses a sustainable approach to gardening, using nutrient-rich crops and preserving soil integrity with compost, reduced tillage, and crop rotation (student governed)

<http://www.ecohusky.uconn.edu/VirtualTour/EcoGarden/DescriptionEcoGarden.htm>

Forestry and Wildlife Club – a student group representing different majors, for people who share an interest in the outdoors and natural resources (student governed)



<http://www.cag.uconn.edu/nrme/nrme/pages/students/club/ForestryWildlifeClub.php>

**Green Building Club**-a student governed organization dedicated to providing students an opportunity to learn about sustainable building and to network with professors and professionals in the field.

**Green Grads**-a student governed group of graduate students who are committed to environmentally responsible recreation, promoting environmental awareness and sustainability on and off campus, and the well-being of the environment and the people who depend upon it both locally and globally.

**Herpetological Society (UConn Herp club)**- a student governed group that is dedicated to reptile and amphibian related research, conservation, and education, This club hopes to deepen the community's understanding of how influential these animals are on our ecosystem.

**Horticulture Club** – a student governed club that promotes an interest in horticulture by sponsoring social, education, and volunteer activities

<http://www.enviroscience.uconn.edu/envs.clubs.html>

**Kayaking Club**-a student governed group that is predominantly geared towards exposing the UConn community to the sport of kayaking. Group trips are typically run in Connecticut rivers.

**Minorities in Agriculture, Natural Resources & Related - MANRRS** is a national society which welcomes membership to people of all racial and ethnic groups to participate in agricultural and related science careers. The UConn chapter is student governed and members are encouraged to participate in national meetings

<http://meldi.snre.umich.edu/node/25063>

**Outing Club** - The UConn Outing Club is composed of a group of people who enjoy pursuing outdoor activities (student governed).

**Pre-Veterinary Club, UCONN** - The UConn Pre-Veterinary Club is a student governed group open to anyone interested in veterinary science. Opportunities are available for students to gain practical experience with conservation research and efforts abroad (EcoLife Expeditions, World Vets, African Conservation Experience, Operation Wallacea).

<http://uconnprevetclub.weebly.com/>

**Real Slow Food**- Real slow food is a combination of the Slow Food Movement and the Real Food Challenge. They aim to improve the culture of food on our campus by: Advocating that dining services purchase more local and organic foods, coming together to enjoy whole, healthy, organic, local foods, learning about the origin of our food, supporting local farmers, and taking time to visit and volunteer at local farms, farmers' markets, the EcoGarden, and charitable organizations.

**Resource Economics Club** - The Resource Economics Club is an organization of students interested in resource economics and agribusiness. Membership is open to all majors.

Sigma Alpha - a professional agricultural sorority that promotes scholarship, leadership, service and fellowship among its members.

Soil and Water Conservation Society - The UConn Chapter of the Soil and Water Conservation Society is a student governed club open to both undergraduate and graduate students. The chapter began in 1979 and continues to draw much interest today.

Spring Valley Student Farm – EcoHouse hosts a student-run farm near the Storrs campus where students learn about organic farming practices.

<http://lc.uconn.edu/communities/ecohouse/springvalleyfarm.php>

Wildlife Society - The Wildlife Society was founded in 1937 as an international non-profit scientific and educational association.(UConn chapter is student governed)

<https://sites.google.com/site/uconnwildlifesociety/about-us>

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

<https://uconncontact.uconn.edu/organizations?SearchValue=Environmental&SearchType=Category&CurrentPage=1&SelectedCategoryId=1358>

**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:**

Spring Valley Farm consists of two UConn-owned farm houses which serve as student residences for up to 12 students who grow greens, herbs and vegetables and raise chickens on an adjacent one-acre plot. It's a unique student living experience with a working organic farm that is student operated. It is offered as an extension of the Eco-House Learning Community. (university governed)

<http://www.youtube.com/watch?v=9pdi8Uq3gTE>

In addition, the UConn student-governed EcoGarden Club maintains a large organic garden in the community garden on the northern edge of campus. (student governed)

<http://www.ecohusky.uconn.edu/VirtualTour/EcoGarden/DescriptionEcoGarden.htm>

Also, Ecohouse, a living and learning community for students interested in the environment, planted a permaculture garden with edible plants in front of Whitney dining hall (local food options) this past year. (university governed)

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

**initiatives is available:**

<http://dining.uconn.edu/local-routes/>

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

Good Stuff Good Works is a student-run enterprise that sources sustainable, hand-crafted goods from a village in Guatemala and sells them to students in the Student Union walkway. Additionally, the Spring Valley Student Farm sells farm-fresh produce, grown using organic methods every Thursday from 11:30-1:30 PM when weather permits. The farmers market is located on Fairfield Way. Another student clubs that sell sustainably manufactured products are the UConn Forestry club which sells Maple Syrup as well as handcrafted wood products.

<https://uconntact.uconn.edu/organization/GSGW/about>

<http://springvalleyfarm.blogspot.com/>

<https://uconntact.uconn.edu/organization/forestry>

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

<https://uconntact.uconn.edu/organization/GSGW/about>

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

The Student Managed Funds, which each control \$1 Million investment portfolios managed in conjunction with the School of Business and the UConn Foundation, , after consultation with the Presidents Committee for Corporate Social Responsibility (PCCSR), decided to engage in Socially and Environmentally Responsible Investing (SRI/ERI). The instructions are below:

**Student Managed Fund**

**Investment and Corporate Social Responsibility**

The University of Connecticut (“UConn”) has a longstanding commitment to the protection and advancement of socially responsible practices that reflect respect for fundamental human rights and the dignity of all people. UConn strives to promote basic human rights and appropriate labor standards for all people throughout its supply chain. Promoting these values in concrete practice is the central charge of the President’s Committee on Corporate Social Responsibility.

UConn is also committed to building a safe, healthy and sustainable environment through the conservation of natural resources, increasing its support for environmentally responsible companies (including renewable resources), and preventing pollution and

minimizing waste through reduction, reuse and recycling.

To make SRI/ERI investing consistent with UConn's commitment:

- Prefer to invest in companies that are compliant with federal and state laws and executive orders in general, and specifically regarding:
  - Non-discrimination
  - Freedom of Association
  - Collective Bargaining
  - Labor Standards (wages, hours, leaves)
  - Child Labor
  - Health and Safety regulations
  - Harassment or Abuse Forced Labor
  - Environmental Compliance
- Prefer to invest in companies that respect international human rights
- Prefer to invest in companies that comply with foreign law
- Prefer to invest in sustainable industries, such as renewable energy or sustainable forestry
- Prefer to invest in businesses selected for exemplary sustainability performances
- Prefer to invest in Community development financial institutions

To implement this directive, please include the available performance measurements of the above CSR characteristics for each stock and for the average in its industry in your one-page reports.

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

<http://csr.uconn.edu/>

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

The Edwin Way Teale Lecture Series developed as a joint effort of a number of departments, out of discussions in 1995 by faculty members and graduate students with common interests in the many facets of environmental issues. The Lecture Series is designed to bring a variety of distinguished speakers to the University to speak on various aspects of nature and the environment.

In 2012, several campus organizations collaborated to sponsor a four-day program called Climate Impact, Mitigation, and Adaptation: A Reflection on our Future (CIMA). CIMA was a series of multidisciplinary events focused on raising awareness about the changing global climate and strategies to counteract and prepare for this problem. Highlighted events include University President Susan Herbst's signing of the new climate change adaptation commitment, research and art presentations by students and faculty, and a presentation by Dr. Michael Mann on his influential work in climate change science.

In the spring of 2013, a follow up, CIMA2, included a week-long teach-in where faculty from departments from across campus will be connecting their coursework with the theme of sustainability. There will also be a movie premiere (The Island President) and a follow up dialogue for students during the same week.

Last year, CIMA3 was held as a one day conference featuring guest speakers Curt Spalding (Administrator for the EPA's New England region) and Eban Goodstein (Director of the Bard Center for Environmental Policy). Additionally an informational poster presentation and networking session were held for students, faculty, and staff to interact with one another and learn more about climate change.

The Earth Day Spring Fling is an annual celebration of sustainability co-sponsored by the University of Connecticut Dining Services' Local Routes Program and the Office of Environmental Policy. Every Earth Day since 2008, this festival has featured live music, organic local food, eco-friendly vendors, green companies and student groups that join together to produce the greatest day of environmental awareness all year.

<http://www.ecohusky.uconn.edu/outreach/edsf.html>

<http://doddcenter.uconn.edu/asc/events/teale/teale.htm>

<http://outsidetheneatline.blogspot.com/2012/03/climate-impact-mitigation-and.html>

<http://ecohusky.uconn.edu/outreach/cima.html>

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

<http://ecohusky.uconn.edu/outreach/cima.html>

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

In Spring, 2014 the Office of Environmental Policy hosted an art contest called Recyclable Art Competition which students and community members were invited to submit artwork made of post-consumer recyclables or trash. The top three winners were showcased at Earth Day Spring Fling and attendees voted for the favorite art piece. The artwork received a lot of exposure and the winner with the highest votes received a \$50 co-op gift card.

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

[http://ecohusky.uconn.edu/docs/ecohusky/Recycling%20Art%20Competition%20Flyer%20with%20rules%202014%20\(2\).pdf](http://ecohusky.uconn.edu/docs/ecohusky/Recycling%20Art%20Competition%20Flyer%20with%20rules%202014%20(2).pdf)

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

UConn Outdoors is one of the diverse programs and services hosted by UConn Recreation. Its goal is to offer diverse and enjoyable instructional adventure experiences. UConn Outdoors provides:

- Knowledgeable instruction
- Friendly & attentive service
- Exciting programming
- Quality outdoor equipment & facilities

Leadership development

Its staff includes outdoor professionals, qualified volunteers and fellow UConn students who have prepared through our training system to offer a fantastic adventure experience. They have led successful programs for the past 14 years throughout New England, the continental United States and beyond. (university governed)

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

<http://web2.uconn.edu/recreation/outdoors/>

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

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

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

A model dorm room in McMahon Hall is coupled with a wall sized sustainability display.

Also, students may choose to live in EcoHouse which is a themed dorm (living and learning community) for students who are interested in preserving the environment. Students who want a more active hands on living situation can choose to live at Spring Valley Farm where students become farmers who practice sustainable agriculture.

Additionally, each fall an inter-dorm competition called EcoMadness is run which encourages students to use electricity and water efficiently in their daily lives.

[http://ecohusky.uconn.edu/docs/newsletters/UConn-Sustainability-Newsletter\\_Fall-Winter\\_2011-201](http://ecohusky.uconn.edu/docs/newsletters/UConn-Sustainability-Newsletter_Fall-Winter_2011-2012.pdf)

[2.pdf](http://ecohusky.uconn.edu/docs/newsletters/UConn-Sustainability-Newsletter_Fall-Winter_2011-2012.pdf)

<http://ecohusky.uconn.edu/docs/about/Fall%202013.pdf>

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

<http://www.lc.uconn.edu/communities/ecohouse/>

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

STARS Reporting Tool | AASHE

The Office of Environmental Policy employs a team of student interns whose main objective is to increase sustainability and environmental awareness on campus.

Sprague, the home of the EcoHouse living and learning community employs several Residence Advisors (RAs) each year, who are supposed to aid the LLC staff in providing an environmentally focused living experience.

Spring Valley Student Farm also employs student farmers over the summer, which is a very busy season on the farm!

Additionally students may apply for internships concerning social equity through the Human Rights Institute.

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

<http://www.lc.uconn.edu/communities/ecohouse/>

(EcoHouse)

<http://humanrights.uconn.edu/internships/>

(Human Rights Institute)

<http://humanrights.uconn.edu/wp-content/uploads/sites/767/2014/06/Internship-Opportunities-in-Human-Rights-Updated-January-2013-HRI.pdf>

(Human Rights Institute)

(Human Rights Institute)

<http://springvalleyfarm.blogspot.com/>

(Spring Valley Farm)

<http://www.ecohusky.uconn.edu/about/intern.html>

(OEP)

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

<http://ecohusky.uconn.edu/about/about.html>

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

Careers for the Common Good (sponsored by the Department of Career Services) sponsors and encourages students to register for socially and environmentally responsible employers. The CCG program at the University of Connecticut, a collaboration between Career Services, the Office of Community Outreach and the Human Rights Institute, provides resources and encourages students to explore [STARS Reporting Tool](#) | [AASHE](#)

career paths that positively affect the community and society at large.

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

[http://www.career.uconn.edu/careers\\_common\\_good.html](http://www.career.uconn.edu/careers_common_good.html)

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

At our annual Earth Day Spring Fling celebration, students are given the opportunity to see sustainability in action by visiting our many booths of eco-friendly vendors. We also invite sustainability related campus groups to bring educational displays to promote green awareness on campus.

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

<http://ecohusky.uconn.edu/progress/edsf.html>



# Outreach Materials and Publications

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## Responsible Party

**Sarah Munro**

Sustainability Coordinator  
Office of Environmental Policy

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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>	Yes
<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>	Yes
<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:**

The Office of Environmental Policy maintains a website that consolidates information on campus sustainability initiatives. The website highlights sustainability in the University news, social media, environmental policy updates, the Climate Action Plan, water conservation, energy projects, sustainable design guidelines, recycling, transportation, environmental literacy, and current and past sustainability events and initiatives. Additionally, the EcoHusky Student Group website contains information directed towards students, such as sustainability efforts by students, a short list of classes with sustainability content, and information for getting involved with sustainability initiatives.

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

<http://ecohusky.uconn.edu/>

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

The Sustainability Newsletter highlights major sustainability updates, events, and milestones for the preceding semester. It is published by the Office of Environmental Policy at the end of the spring and fall semesters.

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

<http://www.ecohusky.uconn.edu/docs/newsletters/Newsletter%20Spring%202014.pdf>

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

The Office of Environmental Policy uses Facebook and Twitter to promote campus sustainability initiatives and events and increase environmental awareness

<https://twitter.com/UConnOEP>

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

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

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

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

The CESE database is a new effort to consolidate research related to climate change impact, mitigation, and adaptation, by both faculty and students. It includes research that covers alternative energy, biodiversity, climate change, environmental responsibility, human health and behavior, environmental technology, and pollution.

Additionally, the C2E2 group provides lists of publications related to clean energy advancements made by faculty and student teams at UConn.

Finally, the Frontiers in Undergraduate Research poster conference is held every spring, which allows all student researchers to present their research, and always contains projects related to sustainability.

<http://ugradresearch.uconn.edu/frontiers-in-undergraduate-research/>

<http://www.cese.uconn.edu/research.html>

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

<http://www.cese.uconn.edu/research.html>

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

UConn has installed “energy dashboards” in two of the newly constructed, LEED-certified buildings. These provide data for the energy and water usage of the buildings and also highlight the buildings’ green and low-impact design features, such as bioretention basins and sustainably-sourced building materials.

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

<http://uconn.greentouchscreen.com/>

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

The Dining Services web site houses information on sustainable food initiatives, including 10 reasons to buy local food, monthly newsletters, Spring Valley Student Farm, Dining Service Apiaries, and UConn’s Real Slow Food initiatives.

Following the Food Waste study EcoHusky did in conjunction with the Dining Services, posters have been put up in UConn’s North Dining Hall that provide infographics of the results from the study and information about smarter eating habits.

Additionally, as part of its responsibilities as a federal land grant University, UConn maintains public access to grass fed dairy and beef operations, with signage explaining the programs and sustainable design of the building enclosures where applicable.

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

[http://www.dining.uconn.edu/local\\_routes\\_sustainability.html](http://www.dining.uconn.edu/local_routes_sustainability.html)

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

The Hillside Environmental Education Park (HEEP), UConn’s former landfill site, has signage on the grounds, as does the campus arboretum. The Office of Environmental Policy is currently working to collaborate with the University’s Signage Committee to produce signs on campus that label the sustainable features, such as rain gardens, green roofs, bioretention basins, etc.

UConn also has both grass-fed beef cattle and dairy barns on Horsebarn Hill with educational signage.

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

<http://ecohusky.uconn.edu/development/heap.html>

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

UConn's online sustainability map provides a tour of the sustainability features on campus, including rain gardens, compost facility, and pervious pavement.

<http://uconn.greentouchscreen.com/>

<http://ecohusky.uconn.edu/development/tour.html>

UConn also provides a guide that highlights 40 of the hundreds of varieties of trees on campus, for "a self-guided tour visiting trees of special interest." The UConn Storrs campus is recognized as a living arboretum of historic interest, including outstanding specimens of rarity, importance, or advanced age. The walking tour highlights these features:

[http://www.uconnarboretum.uconn.edu/content/TREE\\_GUIDE\\_CAMPUS\\_WALK.pdf](http://www.uconnarboretum.uconn.edu/content/TREE_GUIDE_CAMPUS_WALK.pdf)

Additionally, there is a Low-Impact Development (LID) walking tour designed by the Natural Resources Conservation Academy (a program for high school students that is put on by UConn faculty and grad students in the NRE department)

<http://ecohusky.uconn.edu/docs/development/LID-tour.pdf>

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

<http://maps.google.com/maps/ms?msid=203672297949199831374.0004b00cc9eee40921539&msa=0&ie=UTF8&t=h&vpsrc=6&ll=41.80894,-72.277508&spn=0.061417,0.109863&z=13&source=embed>

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

Transportation Services' website lists travel alternatives. This includes the Windham Regional Transit District, which offers a bus service between Storrs and Willimantic (free for those with a UConn ID), and also a free service of the Connecticut Department of Transportation called CTrides, which offers assistance on commuting options (sharing a car, vanpool, bus, etc.).

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

<http://transpo.uconn.edu/#alternatives>  
STARS Reporting Tool | AASHE

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

UConn's bike sharing program UConn Cycles allows students, faculty, and staff to borrow a bike using a UConn ID. The UConn Cycles' website describes safety tips for bicyclists and the UConn Police Department has a website that covers pedestrian and bike safety. The campus has pavement markings that indicate bike lanes.

<http://ecohusky.uconn.edu/transportation/bike-sharing.html>

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

<http://police.uconn.edu/support-services/community-police-unit/pedestrian-and-bicycle-safety/>

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

UConn provides guides on incorporating sustainability into the residential experience by providing resources to resident assistants who can disseminate the information among their students. The following PDFs can be converted into bulletin board notices to hang up in dorm hallways and common areas, and contain information suitable for dissemination to students in dorms, apartments, or in general.

<http://ecohusky.uconn.edu/docs/outreach/resources/DormGreenLiving.pdf>

<http://ecohusky.uconn.edu/docs/outreach/resources/EnergyEfficiency.pdf>

<http://ecohusky.uconn.edu/docs/outreach/resources/DontThrowThatOut.pdf>

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

<http://ecohusky.uconn.edu/docs/outreach/resources/DormGreenLiving.pdf>

**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:**

UConn Today publishes articles through its column "Sustainable UConn." The column covers sustainability events, new green initiatives, and environmental research.

**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://today.uconn.edu/blog/2014/10/sustainable-uconn/>

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

The Connecticut State Cooperative Extension is housed at the Storrs Campus, which produces newsletters, youth programs, homeowner extension materials, agricultural extension materials, and resource use materials for the University, surrounding communities, and state. For example, this is the publication on Water Quality and the Home Landscape:

<http://www.sustainability.uconn.edu/factsheets.html>

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

<http://www.extension.uconn.edu/>

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

Yes

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

Through its participation in the Connecticut Sea Grant program, resources for landowners, researchers, policy-makers, and residents of watershed and marine areas are produced and made available to interested parties at no or low-cost.

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

<http://web2.uconn.edu/seagrant/publications/index.php>

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

Yes

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

CLEAR provides information, education and assistance to Connecticut's land use decision makers, community organizations and citizens on how to better protect natural resources while accommodating economic growth.

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

<http://clear.uconn.edu/>

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

Yes

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

The student group, EcoHusky, operates an Instagram account. Instagram provides a social media platform in which the group can post news, pictures and status updates.

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

<http://web.stagram.com/n/ecohusky/>

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

Yes

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

EcoHusky student group also has a Facebook account to promote the organization's outreach events.

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

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

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

Yes

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

The Connecticut NEMO program provides publications and workshop materials to assist regional city planners. NEMO is a part of the University of Connecticut Center for Land Use Education and Research (CLEAR). CLEAR provides information, education and assistance to Connecticut's land use decision makers on how to better protect natural resources while accommodating economic growth. "The heart of the NEMO program is face-to-face workshops for local officials. NEMO offers a number of workshop topics to help you target the challenges your town faces."

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

<http://nemo.uconn.edu/tools/publications.htm>

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



Yes

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

The OEP has a weekly, student-based and a university-wide blog that describes environmental outreach events and provides ideas for how to integrate sustainability into everyday life. It focuses on the environment, clean energy, and social responsibility. The content is written by the OEP director Rich Miller and several OEP interns under his direction.

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

<http://uconnoep.wordpress.com/>

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

Yes

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

The Office of Environmental Policy has upgraded the Sustainable Office Guidelines. into a Green Office Certification Program. The program will launch in Spring 2015.

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

<http://www.ecohusky.uconn.edu/progress/sust-offices.html>

# Outreach Campaign

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## Responsible Party

**Sarah Munro**

Sustainability Coordinator  
Office of Environmental Policy

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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):**

Eco-Madness

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

EcoMadness is a month long energy and water conservation competition. Each participating building has its own meter which measures the amount of water (in gallons) and the amount of energy (in kilowatt-hours) per day. These numbers are divided by the number of students in the building so we can find the energy and water usage per capita in each dorm. The dorm standings will be updated at least once a week during the competition so that everyone can keep track of the progress they are making. At the end of the month long period, winners will be announced based on who had the largest reduction of energy and water usage and who used the lowest amounts of energy and water overall.

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

The Eco-Madness winners realized a 19.6% reduction in water use per capita, and the energy winner reduced energy consumption by 23%.

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

<https://uconnoep.wordpress.com/2014/12/03/ecomadness-2014/>

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

Green Game Days

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

Green Game Days are some of our largest outreach events on campus. Every year, for one football, men's basketball and women's basketball game, the Office of Environmental Policy partners with UConn Athletics/Athletics Marketing to promote environmental stewardship at sporting events, particularly with regards to recycling. Recycling returns from each event go to EcoHusky or the Campus Sustainability Fund to promote sustainability on campus. Volunteers from EcoHusky, EcoHouse, and other organizations work with interns from the Office of Environmental Policy to promote recycling through give-aways, signs, handouts and friendly reminders at Green Game Days. The Athletics Department announces the Green Game Day effort with loud speakers and uses the large center-screen to promote the cause as well.

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

The outreach from Green Game Days is seen by the thousands of fans who attend these events. Also, the football Green Game Days have had recycling numbers more than 1 ton. More information on Green Game Days can be found here:

Women's Basketball:

<http://uconnoep.wordpress.com/2014/02/14/womens-basketball-green-gameday/>

Men's Basketball:

<http://uconnoep.wordpress.com/2014/03/10/mens-basketball-green-game-day/>

Football:

<https://uconnoep.wordpress.com/2014/09/09/football-green-game-day-2014/>

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

<http://ecohusky.uconn.edu/recycling/greengameday.html>

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

Earth Day Spring Fling (EDSF) is our largest campus sustainability event where we invite eco-friendly vendors and campus groups to table in the center of campus. There is food, music, and plenty of awareness outreach. We also partner with Dining Services who provides local food options (including vegetarian and vegan meals) and uses reusable or compostable dishware to make EDSF a low waste event.

More information can be found here:

<http://ecohusky.uconn.edu/progress/edsf.html>

# Employee Educators Program

## 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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"---" 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?:**

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**Total number of employees:**

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

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

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

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

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

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

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**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

**Sarah Munro**

Sustainability Coordinator  
Office of Environmental Policy

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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:**

A new-employee orientation is held from 9:00 AM - 12:30 PM each Payroll Friday throughout the year, to educate new staff. Additionally, in the summer (this year it was August 20th and August 21st) there is a more extensive new faculty orientation. Sections and topics included in staff orientation involve sustainability aspects designated in the earth charter. These employee orientations have areas focused on the following sustainable aspects:

Environmental Health and Safety  
Diversity awareness  
Equal opportunity for people with disabilities,  
Sustainable Global Partnerships  
Health Care Counseling/Health Enhancement Program

All new employees are required to attend an orientation. Additionally, they are given information on how to get involved with the campus community through cultural or learning communities. Included in these communities is our environmentally focused living and learning community, EcoHouse.

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

<http://provost.uconn.edu/new-faculty-orientation/>



# Staff Professional Development

## 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

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*"---" 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?:**

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**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**

**Laura Dunn**  
 Sustainability Coordinator  
 Office of Environmental Policy

**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:**

The University's extensive and diverse cooperative extension services provide guidance, programs, and events for tens of thousands of local residents, businesses, community planners, leaders, and youth.

From the Cooperative Extension website, "We provide practical learning resources to address complex problems of families, communities, agriculture, business and industry. CES is part of a nationwide educational network through the University of Connecticut College of Agriculture and Natural Resources. Teams of professionals and trained volunteers teach the state’s diverse population to make informed choices and decisions affecting their lives and environment."

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

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

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

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

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

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

<http://www.extension.uconn.edu/>

# Inter-Campus Collaboration

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## Responsible Party

**Eric Grulke**

Sustainability Coordinator  
Office of Environmental Policy

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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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## Submission Note:

<http://www.aashe.org/about/aashe-mission-vision-goals>

<http://www.presidentsclimatecommitment.org/about/mission-history>

"---" 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:

The Cooperative Extension program, including its subsidiaries, has hundreds of sustainability programs and publications.

<http://www.extension.uconn.edu/>

## 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:

The Connecticut Sea Grant College Program is a unique partnership between the nation's universities and its primary ocean agency, the National Oceanic and Atmospheric Administration (NOAA). The University of Connecticut is our State's Sea Grant College.

Connecticut Sea Grant (CTSG) collaborates with maritime industries and coastal communities to identify needs, and fund research, outreach, and educational activities that have special relevance to Connecticut and Long Island Sound. (

<http://www.seagrant.uconn.edu/>

)

Our mission is to work towards achieving healthy coastal and marine ecosystems and consequent public benefits by supporting integrated locally and nationally relevant research, outreach and education programs in partnership with stakeholders.

The University also partners with the National Cooperative Extension Agencies, the USDA, the NSF, and other national agencies to promote research and extension in sustainability related topics. Much fieldwork is performed as collaboration with other partners, for example, partnerships with the Yale Forest or Audubon Society holdings.

The GLISEN efforts for Long Island Sound study also fall into this category:

"The University of Connecticut and Stony Brook University (part of SUNY system) are exploring the formation of a research consortium to understand the full range of environmental interactions that transpire in the Sound, its coastal margins, and associated watersheds. The intent is to be highly inclusive of patterns and processes in terrestrial, freshwater, and marine compartments, including atmospheric, biological, and hydrological dynamics. As a result, research could encompass population and community studies of wildlife and fishery species; biogeochemical dynamics of urbanizing watersheds; plant-animal microbe interactions in terrestrial or aquatic systems; multi-jurisdictional conflicts and climate change adaptation; salt marsh restoration, aquaculture; infectious disease dynamics; landscape ecology of litter invertebrates; efficacy of N-credit policies; fate, transport, and effects of pharmaceuticals; regional circulation models, urban forestry; air pollution and human health; food web dynamics; atmosphere-biosphere interactions"

The University of Connecticut is also a member of AASHE (The Association for the Advancement of Sustainability in Higher Education) an international organization with the aim to advance sustainability in higher education. In order to create leaders in sustainability, AASHE provides institutions with resources to incorporate sustainability in every aspect of their university from governance and operations to education and research.

Additionally UConn is a member of the ACUPCC (American College & University President's Climate Commitment), a national organization that holds American colleges and universities to a variety of commitments in order to further the sustainability of their campuses. These commitments include the completion of an emissions inventory, setting a target date for becoming carbon neutral, following short term actions that will reduce greenhouse gas emissions, integrating sustainability into the curriculum, and making this action plan and any progress publicly available.

Finally, the OEP Director, Rich Miller is on the Steering Committee of the Northeast Campus Sustainability Consortium, and is a frequent speaker at NECSC conferences and programs. He organized the professional development section of last year's annual conference. He also serves on the external advisory board to Penn State's Sustainability Institute and, last year, was invited to, and presented about Climate Action Planning and sustainability at, a cabinet-level meeting of Western CT State University and at an Environmental Law guest lecture about sustainability at Quinnipiac Law School.

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

Examples include collaborations with the UConn Law School for sustainable curriculum development, inclusion of West Hartford representatives at Recycling Workgroup meetings, presenting and advising at regional campus "green team" meetings, collaboration with EcoHusky student groups in Avery point, conducting three regional campus Environmental Compliance Team meetings per year, which include topics like recycling and energy and water conservation, and regional campus pick-ups and collaboration in the annual sneaker recycling campaign.



This past spring, various UConn environmental student groups, including EcoHusky, Spring Valley Farm, EcoHouse, Green Building Club, and more attended the Yale's Environmental Law Conference to learn more hear renowned speakers discuss sustainability and modern issues, learn about particular topics of interest and engage with students from other universities in topics centered around environmental stewardship.

UConn also worked with nearby universities, such as Yale, and the CT Sierra Club to send students to the People's Climate March on September 21st. UConn sent near one hundred students to be a part of the largest climate march in history.

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

<http://www.extension.uconn.edu/>

# Continuing Education

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## Responsible Party

**Laura Dunn**

Sustainability Coordinator  
Office of Environmental Policy

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## 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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## Submission Note:

Continuing education students may also elect program options to sit in on any of our other regularly offered courses for which they qualify.

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

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

Yes

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

13

## Total number of continuing education courses offered:

42

## 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:**

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

Yes

**A brief description of the certificate program:**

The Master of Professional Studies in Humanitarian Services Administration (MPS HSA) program requires 36 graduate-level credits that include 30 credit hours of online course work, 6 credit hours of a capstone project, and a professional residency. (Residency, below.)

The MPS HSA is a part-time, online degree program, designed to meet the educational needs of individuals involved or interested in humanitarian assistance programs, whether in disaster relief or sustainable development programs. Students will develop theoretical and professional knowledge to operate and conduct humanitarian response missions with non-governmental, governmental, and international organizations.

This program provides students with the broad base knowledge and skills to conduct successful sustainable community development and disaster relief programs. Graduates will be efficient and flexible enough to meet immediate local needs in disaster areas, including nutrition, water resources, and the control and prevention of infectious disease.

**Year the certificate program was created:**

2,005

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

<http://cetl.uconn.edu/bgs>

## Responsible Party

**Laura Dunn**  
Sustainability Coordinator  
Office of Environmental Policy

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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:

UConn service initiatives engaged more than 17,500 student participants, including more than 8,000 who contributed over 20 hours per semester. About 62 percent of UConn's student participation was through academic service-learning and service-oriented internships.

<http://www.uconn.edu/students.php>

figure from Office of Community Outreach  
enrollemnt figure for Storrs campus from fall 2011 total undergrad + grads

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

### Number of students engaged in community service:

17,500

### Total number of students :

22,301

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

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**Total number of student community service hours contributed during a one-year period:**

1,400,000

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

Yes

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

Some of the university volunteer activities are classified as courses, and these would appear on the students' official transcripts.

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

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

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

[http://www.studentactivities.uconn.edu/co\\_about.html](http://www.studentactivities.uconn.edu/co_about.html)

# Community Stakeholder Engagement

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

# Participation in Public Policy

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## Responsible Party

**Laura Dunn**

Sustainability Coordinator  
Office of Environmental Policy

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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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## Submission Note:

The OEP director is a former legislative attorney, as well as a former environmental and energy lobbyist, so he understands how to read and legislation and regulations, the legislative and rulemaking processes, and how to influence the process. So this is a strength that benefits UConn's sustainability policy advocacy efforts.

"---" 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:

During the CT general assembly's legislative session, the Director of the Office of Environmental Policy (sustainability officer) receives copies of all environmental and sustainable energy legislation that is being tracked by UConn's Government Relations department, for his review and comment. The director has occasionally testified at the State Capitol on legislation or spoken with state agency (e.g., DEEP, DPH) legislative liaisons or other state agency staff responsible for drafting or advocating some of those legislative proposals. UConn has advocated for stronger renewable energy requirements in the state's Renewable Portfolio Standards law, which amounts to a state cap-and-trade law for greenhouse gas emissions. We have also advocated for full-funding of the CT Energy Efficiency Fund and other State incentives for energy efficiency projects. That kind of policy advocacy work at the legislature, or in coordination with members of CT's congressional delegation is coordinated through UConn's Government Relations office (see URL below).

We have also worked with DEEP and other state agencies on advocacy for state regulations pertaining to clean diesel, biodiesel, and high performance building regulations, and have encouraged state financial incentive programs for things like procurement of plug-in electric vehicles. A number of UConn faculty and staff technical or scientific experts serve on state advisory committees for topics such as

[STARS Reporting Tool](#) | [AASHE](#)

Climate Change Adaptation, Low Impact Development/ Stormwater Management, brownfield remediation, the Long Island Sound Study and air quality (State Implementation Plan Revision Advisory Committee). All of these advisory committees develop policy, typically through proposed regulations and guidance documents that advance environmental sustainability goals and standards.

Also, the OEP director is a member of the President's Committee on Corporate Social Responsibility (PCCSR). Among other things, PCCSR examines fair trade and "green" standards for various products, goods and services. The committee is more focused on social and economic sustainability issues and occasionally meets or corresponds with representatives of major UConn vendors and/or the certifying agencies or NPOs (e.g., Rain Forest Alliance, Green Seal cleaning products) to discuss, compare, and suggest revisions to these kinds of standards, or changes to the products offered by the vendors (e.g., bottled water, RFA coffee).

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

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

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

<http://govrel.uconn.edu/>



## Responsible Party

**Sarah Munro**

Sustainability Coordinator  
Office of Environmental Policy

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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:

1. Is the institution a member of the Worker Rights Consortium?

Yes, we are a member school.

<http://www.workersrights.org/about/as.asp>

2. Is the institution a member of the Fair Labor Association?

Yes, we are an affiliate school.

<http://www.fairlabor.org/affiliates/colleges-universities?page=11>

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

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

Yes

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

Yes

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

Yes

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

<http://csr.uconn.edu/committee-charge/>

## Responsible Party

**Corinne Tagliarina**

Sustainability Coordinator  
Office of Environmental Policy

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## 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 affiliated hospital or health system has been excluded from the institutional boundary.*

# 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

**Eric Grulke**

Sustainability Coordinator  
Office of Environmental Policy

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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 EUJ-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:**

On-campus generation and purchased electricity figures have been updated with data from Facilities Operations.

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

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

No

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

The 2015 GHG Inventory was conducted with the Clean Air-Cool Planet Campus Carbon Calculator.

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

No

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

This data is annually compiled by OEP upon requests of the appropriate departments and staff. Once compiled and prepared through the CA-CP calculator, the inventory is reviewed and verified by the director of the OEP, the Environmental Compliance Analyst in the OEP who is responsible for air quality compliance and reporting, and the Energy Management unit within Facilities Operations & Building Services, which operates and maintains the stationary sources that account for the vast majority of our GHG emissions, and which

manages UConn's purchased power activities. The inventory will also be presented at the April meeting of UConn's Environmental Policy Advisory Council, which is responsible for overseeing implementation of UConn's Climate Action Plan and carbon-neutrality commitment pursuant to the ACUPCC.

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

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Scope 1 GHG emissions from stationary combustion</b>	102,159.20 <i>Metric Tons of CO2 Equivalent</i>	108,925.90 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 1 GHG emissions from other sources</b>	6,990.35 <i>Metric Tons of CO2 Equivalent</i>	7,953.53 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from purchased electricity</b>	5,000.60 <i>Metric Tons of CO2 Equivalent</i>	14,738.30 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from other sources</b>	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>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>	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
<b>Carbon sequestration due to land that the institution manages specifically for sequestration</b>	3,840 <i>Metric Tons of CO2 Equivalent</i>	3,840 <i>Metric Tons of CO2 Equivalent</i>
<b>Carbon storage from on-site composting</b>	1,235 <i>Metric Tons of CO2 Equivalent</i>	13 <i>Metric Tons of CO2 Equivalent</i>
<b>Third-party verified carbon offsets purchased</b>	7 <i>Metric Tons of CO2 Equivalent</i>	5 <i>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:**

UConn maintains several tracts of preserved forest, collectively 2663 acres, in various stages of maturity. These forests are open to the public, and have series of maintained trails for hiking and recreational access. With the development of the approved Tech Park

<http://techpark.uconn.edu/>

there will be an additional 102 acres added to the North Campus Conservation Easement and the land will be used for educational purposes and forestry purposes overseen by Thomas Worthley from the Department of Extension. The University also reclaimed former landfill territory, and now maintains 33 acres of wetlands and 31 acres of uplands on the reclaimed territory with public trail access. Both of these processes add value to the community, provide carbon offsets, and sustain biodiversity and flood protection in the community.

<http://ecohusky.uconn.edu/outreach/heep.html>

The Extension Forestry Program of the University of Connecticut Cooperative Extension System provides education for natural resource professionals, elected and appointed officials, volunteers and private woodland owners who care for this valued resource and landscape. Extension educators—in cooperation with many organizational partners—seek to improve the health, care, diversity, and management of Connecticut’s trees and forests. Educational efforts reflect the wide diversity of the state’s forested landscape and ownership – from small-scale private woodlands, land trusts and woodland cooperatives to state forests; from street trees, town greens and parks to municipal watersheds.

<http://www.canr.uconn.edu/CES/FOREST/>

**A brief description of the composting and carbon storage program:**

Additionally, the University has begun composting a significant portion of its agricultural waste and a significant portion of its pre- and post-consumer food waste through the installation over the past several years, and operation of in-kitchen eCorrect units in five of its dining halls.

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

We purchase carbon offsets from Sterling Planet in the name of the winning dorm in the per capita energy conservation portion of UConn's annual EcoMadness competition. The offsets purchased reflect CO2 emissions avoided by the amount of energy saved over the baseline, by residents in all 23 first- and second-year dormitories competing during the course of the month-long energy and water conservation contest.

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

	Performance Year	Baseline Year
Number of residential students	12,199	11,307

<b>Number of residential employees</b>	33	26
<b>Number of in-patient hospital beds</b>	8	8
<b>Full-time equivalent enrollment</b>	20,883	18,602
<b>Full-time equivalent of employees</b>	4,749	3,702
<b>Full-time equivalent of distance education students</b>	312	395

**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>	Jan. 1, 2014	Dec. 31, 2014
<b>Baseline Year</b>	Jan. 1, 2007	Dec. 31, 2007

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

Prior to 2007, inventory numbers are inconsistent. Data consistent with the calculator dates back most accurately from 2007 onwards. We use precise actual fuel consumption numbers and emissions data for all scope 1 and scope 2 emissions sources.

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

12,535,305 *Square Feet*

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

	<b>Floor Area</b>
<b>Laboratory space</b>	465,262 <i>Square Feet</i>
<b>Healthcare space</b>	8,873 <i>Square Feet</i>
<b>Other energy intensive space</b>	0 <i>Square Feet</i>

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

	<b>Emissions</b>



<b>Business travel</b>	---
<b>Commuting</b>	15,955 <i>Metric Tons of CO2 Equivalent</i>
<b>Purchased goods and services</b>	108.70 <i>Metric Tons of CO2 Equivalent</i>
<b>Capital goods</b>	---
<b>Fuel- and energy-related activities not included in Scope 1 or Scope 2</b>	---
<b>Waste generated in operations</b>	132.80 <i>Metric Tons of CO2 Equivalent</i>
<b>Other categories (please specify below)</b>	---

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

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

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

<http://www.ecohusky.uconn.edu/climate/ghg-inventories.html>

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

The University of Connecticut greenhouse gas inventory has been conducted on an annual basis since 2003. The ACUPCC, signed in 2008, has given the University the goal of becoming a carbon neutral campus by 2050, with numerous goals along the way. Since 2007, there has been a 13.27% (2183 tons per year) drop in overall equivalent carbon dioxide (eCO<sub>2</sub>) emissions.

The University of Connecticut has gone to great lengths to make its buildings significantly more energy efficient, including major construction and renovation projects to meet at least LEED Silver certification, replacement of lighting fixtures and bulbs with more efficient technology, a retrocommissioning project to optimize temperature and lighting controls, and encouragement of behavioral changes by students through programs such as the annual EcoMadness energy and water competition. The university has seen a 13% decrease in greenhouse gas emissions in existing buildings due to retro-commissioning projects. If relamping initiatives are included, existing buildings have reduced greenhouse gas emissions by around 17%.

The University's goals for future campus greenhouse gas inventorying efforts include increasing awareness and understanding of the process, maximizing efficiency and continuity of the data collection, and improving the inventory to identify data gaps, provide greater reporting flexibility, and better capture overall campus emissions and credits.



# Outdoor Air Quality

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## Responsible Party

**Richard Miller**

Director

Office of Environmental Policy

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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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"---" 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:**

1. The University complies with the State of Connecticut's Anti-Idling regulations (

<http://www.ct.gov/deep/lib/deep/air/regulations/mainregs/sec18.pdf>

). Under Connecticut law, all vehicles are prohibited from unnecessary idling for more than 3 minutes. In addition, the University does outreach work for anti-idling through the Office of Environmental Policy (

<http://ecohusky.uconn.edu/transportation/no-idling.html>

).

2. The University recently received a grant from Connecticut Light and Power to put in two additional electric vehicle charging stations to

augment the University's existing station. As the electric vehicle infrastructure at UConn develops, outdoor air quality can be improved by reducing the number of fuel burning cars on campus (

<http://www.ecohusky.uconn.edu/transportation/electric-vehicles.html>

,

<http://ecohusky.uconn.edu/docs/about/Fall%202013.pdf>

)

3. UConn has developed a commuter carpool tool to help facilitate carpooling for commuting faculty, staff, and students. This tool allows people in the surrounding areas connect with each other to coordinate ride sharing. Parking Services at the University of Connecticut has developed a student carpool program that is designed to help reduce the amount of student vehicles commuting to campus. This program allows for 2 or more students to share a single parking pass which becomes a financially attractive option for students and a beneficial option for University outdoor air quality (

<http://park.uconn.edu/carpool.html>

).

4. The University also works to promote alternative forms of transportation other than personal vehicle. UConn has an extensive public transportation network, as well as options to rent electric vehicles, a car sharing program, and a bike sharing program. All of these options help to reduce outdoor air pollutants by reducing the number of cars in use on campus (

<http://ecohusky.uconn.edu/transportation/car-sharing.html>

,

<http://ecohusky.uconn.edu/transportation/bike-sharing.html>

,

<http://ecohusky.uconn.edu/transportation/electric-vehicles.html>

).

5. The University received a \$260,000 grant from the Connecticut Department of Transportation to purchase electric vehicles to replace the older vehicles in UConn's transportation fleet. These new vehicles help to further reduce outdoor air pollution at the Storrs campus (

<http://today.uconn.edu/blog/2013/09/uconn-getting-green-for-going-green/>

).

**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:**

The University uses a combination of methodologies to track emissions from our fuel burning sources of emissions. For most sources, UConn tracks fuel use and/or hours of operation and applies a standard emissions factor (EPA AP-42, manufacturer’s guarantee, or from stack test results) with worst case assumptions. For one particular boiler, the University uses actual continuous emission monitoring data for NOx. Every month a new 12-month rolling total is calculated for the emissions categories to demonstrate permit compliance

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

	<b>Weight of Emissions</b>
<b>Nitrogen oxides (NOx)</b>	<i>39.52 Tons</i>
<b>Sulfur oxides (SOx)</b>	<i>14.15 Tons</i>
<b>Carbon monoxide (CO)</b>	<i>31.37 Tons</i>
<b>Particulate matter (PM)</b>	<i>27.32 Tons</i>
<b>Ozone (O3)</b>	---
<b>Lead (Pb)</b>	<i>0.00 Tons</i>
<b>Hazardous air pollutants (HAPs)</b>	<i>1.38 Tons</i>
<b>Ozone-depleting compounds (ODCs)</b>	---
<b>Other standard categories of air emissions identified in permits and/or regulations</b>	<i>7.85 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 University has decreased air emissions from stationary sources primarily through energy efficiency initiatives designed to reduce demand for electricity, heating and cooling in our buildings, which is derived mostly from fossil-fuel sources, such as gas turbines, boilers and diesel emergency generators. We have also reduced emissions by centralizing more buildings on our highly-efficient, 25MW campus cogeneration facility, which powers nearly 80% of our main campus. This reduces use of electricity, heating and cooling from less efficient stationary sources. We have also reduced emissions by installing renewable and clean energy sources when and where feasible. For example our 400 kw fuel cell installed in 2012, reduces CO2 by more than 800 tons per year and also reduces other forms of pollutants (NOx, SOx, VOCs, HAPs) from conventional generating or fuel-burning CHP sources. By converting this into a microgrid this year we will further reduce the run-time of older, less efficient diesel generators and may even eventually retire them. We also use more conventional sources of air pollution control technologies pursuant to state and federal air permits and regulations, including SCR at the co-gen power plant and other technologies needed to comply with LAER, BACT, and RACT. UConn also uses only ultra-low sulfur fuel in its diesel-fired emergency generators.

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

<http://ecohusky.uconn.edu/climate/ghg-inventories.html>

# 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

**Eric Grulke**

Sustainability Coordinator  
Office of Environmental Policy

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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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"---" 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>	Yes
<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:**

BURTON FOOTBALL COMPLEX & SHENKMAN TRAINING CENTER - Silver  
 GENTRY, CHARLES B. (NEAG) - Silver  
 Laurel Hall - Gold  
 BOUSFIELD PSYCHOLOGY BLDG - Silver  
 OAK BUILDING - Gold  
 MCMAHON DINING HALL - Gold  
 STORRS HALL - Silver  
 TORREY LIFE SCIENCES BUILDING - Silver  
 YOUNG BUILDING - Silver  
 Basketball Practice Facility – Silver  
 ENGINEERING 2 - Renovated to Silver, waiting for certification

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

1,523,979 *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>	0 <i>Square Feet</i>
<b>3rd Highest Level (e.g. LEED Silver)</b>	380,981 <i>Square Feet</i>
<b>2nd Highest Level (e.g. LEED Gold)</b>	204,000 <i>Square Feet</i>
<b>Highest Achievable Level (e.g. LEED Platinum)</b>	0 <i>Square Feet</i>

**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>

Minimum Level	---
Mid-Level	---
Highest Achievable Level	---

**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:**

0 Square Feet

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

[6\\_Section3\\_ReductionStrategies\\_Final\\_003\[1\].pdf](#)

**The date the guidelines or policies were formally adopted:**

Aug. 1, 2009

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

BATTING & PITCHING FACILITY  
 FACILITIES OPERATION BLDG  
 GREER FIELD HOUSE

HAWLEY ARMORY  
McMAHON HALL  
McCONAUGHY HALL  
SCHOOL OF BUSINESS  
CHEMISTRY BLDG  
HOMER BABBIDGE LIBRARY  
Central Utility Plant  
WILBUR CROSS BLDG  
MOTOR POOL  
INFIRMIRY  
WAREHOUSE BLDG  
SOUTH PARKING GARAGE  
CO-OP BLDG  
BIO / PHYSICS BLDG  
HALE HALL  
HOLLISTER A&B  
KELLOGG DAIRY BLDG  
YOUNG BLDG  
BUDDS BLDG  
ALLEN HALL  
BALDWIN HALL  
BATTERSON HALL  
Beecher Hall  
Buckley Hall  
BEECHER HALL  
BUCKLEY HALL  
COLT HALL  
EDDY HALL  
ELLSWORTH HALL  
FENWICK  
GOODYEAR HALL  
HOLCOMB HALL  
HAMILTON HALL  
HANKS HALL  
HARTFORD HALL  
HICKS HALL  
HURLEY HALL  
JEFFERSON HALL  
KELLER HALL  
KINGSTON HALL  
LAFAYETTE HALL  
LANCASTER HALL  
LITCHFIELD HALL  
MORGAN HALL  
NEW HAVEN HALL  
NEW LONDON HALL  
ROGERS HALL  
RUSSELL HALL

SHERMAN HALL  
SOUSA HALL  
TERRY HALL  
TOLLAND HALL  
POLO ARENA  
MUSIC BLDG  
TRUMBULL HALL  
VINTON HALL  
WADE HALL  
WATSON HALL  
WEBSTER HALL  
WINDHAM HALL  
ENGINEERING 2 BLDG  
LONGLEY BLDG  
DRAMA  
PUBLIC SAFETY COMPLEX  
C2E2 FUEL CELL INTERIOR  
UNITED TECHNOLOGIES (UTEB)  
FARM BLDG  
CASTLEMAN BLDG  
JONES BLDG  
HICKS ARENA BLDG  
CREAMERY BLDG (WHITE)  
ADMISSIONS BLDG  
RCx plus various O&M green policies:  
1.BABBIDGE LIBRARY (HOMER)  
2.GAMPEL PAVILION / SPORTS CENTER  
3.SCHOOL OF BUSINESS  
4.STUDENT UNION  
5.BIOLOGY / PHYSICS  
6.AG BIO-TECHNOLOGY  
7.ADVANCED TECHNOLOGY LAB  
8.AG-BIO GREENHOUSE  
9.INFORMATION TECHNOLOGY BLDG  
10.LAKESIDE BUILDING  
11.GARRIGUS SUITES (HILLTOP SUITES)  
12.Pharmacy Biology Building  
13.Psychology Building

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

Over the past few years, 19 of some of the most energy-intensive buildings in the core campus have either undergone retro-commissioning (RCx) of their HVAC/energy management system, with another 10-12 in progress with RCx – these buildings represent a total of 2.9 million square feet, or nearly 30% of the main campus.

Also, over the past three years, UConn has retro-fitted the lighting and sensors at more than 115 buildings on campus, representing a total of around 5 million square feet, resulting in an annual savings of 8 million kWh, \$520,000 in energy costs, and 5300 tons of eCO<sub>2</sub>

[STARS Reporting Tool](#) | [AASHE](#)

emissions.

As part of our Climate Action Plan, the implementation of these strategies is monitored by our Environmental Policy Advisory Council, which is advisory to the president and provost, and periodically reported through the ACUPCC website.

Pursuant to UConn's Sustainable Design & Construction Policy, adopted by our Board of Trustees in 2007, all new construction and major renovation projects since that date have been designed, constructed and certified by the USGBC to achieve a minimum performance standard of LEED Silver.

Sustainable design principles:

<http://www.envpolicy.uconn.edu/SustDesignPrinciples.pdf>

Prior to that, buildings were constructed and renovated pursuant to Sustainable Design Guidelines, which were adopted in 2004. (

<http://www.masterplan.uconn.edu/images/SDG.pdf>

;

<http://www.ecohusky.uconn.edu/development/guidelines.html>

)

UConn also is completing an extensive campus sub-metering program for nearly all buildings on campus, using Andover Controls building management systems. Data is collected and analyzed. this building sub-metering is similar to a standard set for LEED EB.

UConn has a longstanding Green Cleaning policy for all buildings on campus, which standard is similar to the standard set by LEED EB.

(

<http://www.ecohusky.uconn.edu/living/cleaning.html>

)

UConn must comply with stated CT 16a-38k-1 Through 9: The Establishment of High Performance Building Construction Standards for State-Funded Buildings.

UConn also has an Energy Star appliance/equipment purchasing policy that is similar to that for LEED EB.

UConn also has a recycling program that complies with state law and is similar to the recycling standard for LEED EB.

As owners and operators of our water supply system UConn also has a very proactive water conservation strategy and protocol tied directly to automatic stream flow measurements in the two rivers near our public drinking water supply wellfields. We have installed low flow fixtures in all residential buildings and many academic buildings, as well as in the food franchisees in the Student Union.

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



# Building Design and Construction

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## Responsible Party

**Sarah Munro**

Sustainability Coordinator  
Office of Environmental Policy

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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:

We have included the buildings that are waiting for certification in "Floor area of building space that was designed and constructed in accordance with green building policies or guidelines but NOT certified"

*"---" 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:**

BURTON FOOTBALL COMPLEX & SHENKMAN TRAINING CENTER - Silver  
 GENTRY, CHARLES B. (NEAG) - Silver  
 Laurel Hall - Gold  
 BOUSFIELD PSYCHOLOGY BLDG -Silver  
 OAK BUILDING - Gold  
 MCMAHON DINING HALL - Gold  
 STORRS HALL - Silver  
 TORREY LIFE SCIENCES BUILDING - Silver  
 YOUNG BUILDING - Silver  
 BASKETBALL PRACTICE FACILITY - Silver  
 ENGINEERING 2 - Renovated to Silver, waiting for certification

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

1,366,979 *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::**

	<b>Certified Floor Area</b>
<b>Minimum Level (e.g. LEED Certified)</b>	0 <i>Square Feet</i>
<b>3rd Highest Level (e.g. LEED Silver)</b>	380,981 <i>Square Feet</i>
<b>2nd Highest Level (e.g. LEED Gold)</b>	217,389 <i>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:**

*768,609 Square Feet*

**A copy of the guidelines or policies :**

**The date the guidelines or policies were adopted:**

March 31, 2007

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

Pursuant to UConn's Sustainable Design & Construction Policy, adopted by our Board of Trustees in 2007, all new construction and major renovation projects since that date have been designed, constructed and certified by the USGBC to achieve a minimum performance standard of LEED Silver.

Sustainable design principles:

<http://www.envpolicy.uconn.edu/SustDesignPrinciples.pdf>

Prior to that, buildings were constructed and renovated pursuant to Sustainable Design Guidelines, which were adopted in 2004. (

<http://www.masterplan.uconn.edu/images/SDG.pdf>

;

<http://www.ecohusky.uconn.edu/development/guidelines.html>

)

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

For any building construction or renovation project entering the pre-design planning phase, and whenever the estimated total project cost exceeds \$5 million, excluding the cost of equipment other than building systems, the University establishes the Leadership in Energy & Environmental Design (LEED) Silver rating as a minimum performance requirement. The University complies with all applicable LEED protocols, including registering the project with the US Green Building Council at the beginning of the design phase and applying for LEED certification at project completion. Any waiver from this process is difficult and must be approved by the Board of Trustees and only upon a showing that the costs significantly outweigh the benefits.

In 2009, The State of CT adopted high performance building regulations for oversight of building construction for state agencies. UConn's LEED Silver policy complies with these regulations, with the addition of several efficiency credits.

<http://www.ct.gov/deep/cwp/>

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

<http://www.ecohusky.uconn.edu/docs/development/SDP.pdf>

# Indoor Air Quality

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## Responsible Party

**Eric Grulke**

Sustainability Coordinator  
Office of Environmental Policy

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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.

---

"---" 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:**

12,535,305.04 *Square Feet*

## **Gross floor area of building space:**

12,535,305.04 *Square Feet*

## **A brief description of the institution's indoor air quality program(s):**

UConn's Environmental Health and Safety Office has a department that deals with indoor air quality. The Indoor Air Quality department addresses complaints from the university on a case by case basis; calls or e-mails are sent into the department regarding the nature and extent of the complaint or problem. The department then follows a process alongside UConn Facilities to address and correct the issue. The Compliance Office within the OEP deals with the more proactive measure of defining standards for indoor air quality that must be met in all buildings and ensuring that these standards are met.

EH&S Website:

[www.ehs.uconn.edu](http://www.ehs.uconn.edu)

University Health & Safety Policy (references health and safety which encompasses IAQ and part of EH&S's purview) :

EH&S Who to Contact (references IAQ):

<http://www.ehs.uconn.edu/about/#occu>

IAQ links from EH&S website:

<http://www.ehs.uconn.edu/links/>

<http://www.ehs.uconn.edu/Occupational/?p=about>

Contractor EHS Manual (IAQ references throughout on pp 10, 15, 16, 25, 28, 31, 32)

[http://www.ehs.uconn.edu/ppp/Contractor\\_EHS\\_Manual.pdf](http://www.ehs.uconn.edu/ppp/Contractor_EHS_Manual.pdf)

STATE MANDATES/POLICIES THAT UCONN ABIDES BY AS A STATE-FUNDED INSTITUTION:

Policy for Use of Environmentally Preferable Cleaning & Sanitizing Products

[http://www.aes.uconn.edu/Masterplan/Green%20Bldg%20Regulations/EPP\\_Policy\\_010408.pdf](http://www.aes.uconn.edu/Masterplan/Green%20Bldg%20Regulations/EPP_Policy_010408.pdf)

High Performance Building Construction Standards for State-Funded Buildings

[http://www.aes.uconn.edu/Masterplan/Green%20Bldg%20Regulations/final\\_regulation\\_16a-38k-1\\_to9.p](http://www.aes.uconn.edu/Masterplan/Green%20Bldg%20Regulations/final_regulation_16a-38k-1_to9.p)

df

• Compliance Manual:

<http://www.aes.uconn.edu/Masterplan/Green%20Bldg%20Regulations/CT%20%20Building%20Standard%20Gu>  
STARS Reporting Tool | AASHE

**The website URL where information about the institution's indoor air quality program(s) is available:**

<http://web2.uconn.edu/policy/?p=313>

## 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

**Eric Grulke**

Sustainability Coordinator  
Office of Environmental Policy

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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:**



Percentage purchased of cage free eggs: 24%

Type and percentage of hormone-free products (multiple if possible): Milk and Dairy products 100% hormone free, Coleman Chicken Breast 100% hormone-free.

Type and percentage of vegetarian-fed food (multiple products if possible): 15% (ex. vegan ravioli caprese, vegan chicken pot pie, sweet-and-sour tempeh, and vegan tortellini della pangrattato. Vegan French apple squares) UConn Dining has received the recognition from PETA as the 8th most friendly vegan campus on the US in 2012.

"---" 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:**

35.07

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

[UConn Local Food Inventory.pdf](#)

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

- Local dairy to include but not limited to: milk, cream and eggnog, feta, goat, and cheddar cheese.
- Local farmers to include but not limited to: strawberries, blueberries, honey, cider, apples, maple syrup, cucumbers, squash, onions, peppers, eggplants, peaches and tomatoes, tofu, turnip and green beans.
- Local/regional ice cream to include but not limited to: Tofutti, Gifford's ice cream and UCONN Dairy Bar Ice Cream.
- Local/regional fish to include but not limited to: cod, blue fish, lobsters, scallops, flounder and chad.
- Local UCONN eggs/regional eggs to include but not limited to: whole eggs, cage free eggs and liquid eggs.
- Local/regional meats to include but not limited to: pork, ground beef, beef, bacon, ham, and chicken.
- Local beverages to include but not limited to: Hosmer soda, Lyman Orchard Cider, Maple Lane Black Current Juice, Ashlawn Farm Roasted Coffee, Bigelow Tea, UCONN Spring water, Honest Tea and Omar Rainforest Coffee

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

No

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

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**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:**

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

- Having Connecticut based vendors, such as United Natural Foods, Sysco Foods, Fowlers Produce, allows us to purchase multiple local and regional organic and natural food products.
- Coleman Chicken-free of antibiotics, hormones, steroids, and raised in a stress free environment.
- Gourmavian Farms- Ct raised Italian Roaster Hens.
- Michigan Turkey- free of antibiotics, hormones, steroids, and raised in stress free environment.
- American Italian Pasta-Organic Capellini, Penne, and Linguine
- Mountain Dairy Milk-antibiotic, hormone free-Storrs CT.
- Beltane Farms-goat cheese-Lebanon, CT.
- Green Valley Farm -Berkshire Pork, Eastford, CT
- Normans Sugar House-maple syrup-Woodstock, CT
- Four Mile River Farm, Old Lyme, CT-Local pasture raised beef
- Applegate Farms-Organic Deli Meats
- Cedars-Non GMO-hummus and mediterranean salads
- Rudi's Organic Breads
- Sunshine Organic Veggie Burgers
- Beyond Meat-pea protein based meat alternative-Non Gmo, organic, gluten free
- Organic, rice, Almond and coconut Milks
- Organic Energy Bars and Snacks-C-stores
- 
- \*Pineland Farms-Maine-Beef

University of Connecticut Department of Dining Services:

- Own and operate our own apiaries-producing 700 pounds a year.
- Largest purchaser of Connecticut grown produce in State of Connecticut according to NOFA.
- UConn bakery-produces baked goods for all our facilities on campus, including organic breads and pastries.
- Have our own UConn Dairy Bar-using local milk to produce high-quality ice cream
- Have our own organic farms –“Spring Valley Farms and Eco Garden” that produces organic produce to assist in supplementing or residential dining facilities and restaurants.
- Fresh Eggs from the University of Connecticut, Department of Agriculture are used in our dining facilities.
- Have established a relationship with our CT based produce supplier to supply us with local produce first, and regional produce second.

Our fishery program is 100% sustainable-we have worked with our prime vendor to ensure that all fish used on campus meets sustainable standards. (example: Hook and line caught / SFP-Sustainable Fisheries Partnership, Caught in USA /ETC. Our goal is to achieve sustainability in all our seafood sources that includes wise management of the fishery and concern for the fishing communities that depend on these resources. (These programs include purchasing local CT based seafood, (Stonington, Ct), Bombster Scallops, flounder, Noank Oysters and Bluefish.

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

It begins with bid writing with our vendors and establishing expectations up front with our signed contracts. An inventory is provided by our vendors. Third party certifiers come at an additional cost. We have built a data base within our food operating system (Food-Pro) and identify items in our inventory that meet the criteria of sustainable food and beverage.

**Total annual food and beverage expenditures:**

19,018,167.96 US/Canadian \$

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

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

**Has the institution achieved the following?:**

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

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

We at University Dining services feel it is our responsibility to maintain and utilize sustainable practices whenever possible. Below are examples of standards and certifications we abide by.

\*100% of all our coffee is Rain Forest Alliance Certified

\*UConn dining has received Green Restaurant Certification for our Buckley Dining facility and our goal is to now continue this certification with all our remaining dining facilities. Whitney and Gelfenbien are in the process of being certified, with our goal being to eventually certify 100% of our dining facilities. Green Restaurant Certification takes into account:

- 1) Water Efficiency
- 2) Waste Reduction and Recycling
- 3) Sustainable Furnishings and Building Materials
- 4) Sustainable Food
- 5) Energy
- 6) Disposables
- 7) Chemical and Pollution Reduction

\*Our fishery program is 100% sustainable-we have worked with our prime vendor to ensure that all fish used on campus meets sustainable standards. (example: Hook and line caught / SFP-Sustainable Fisheries Partnership, Caught in USA /ETC. Our goal is to achieve sustainability in all our seafood sources that includes wise management of the fishery and concern for the fishing communities that depend on these resources.

\*Our institution is the largest user of locally grown produce in the State of Connecticut.

\* University of Connecticut are members of Connecticut Farmland preservation-The main objective of the farmland preservation program is to secure a food and fiber producing land resource base, consisting primarily of prime and important farmland soils, for the future of agriculture in Connecticut. We try to accomplish this by preserving active farms that are clustered with other farms, therefore stabilizing a viable farming region.

Members of Slow Food –Slow food’s primary goal is to make agriculture local again, increase sustainability, and promote local businesses (farmers).

Members of “the Real Food Movement” –Uniting students to promote just and sustainable foods.

CT 10% Pledge-We pledge to support Connecticut Farmers by spending 10% of our food and gardening dollars locally.

[www.Buyctgrown.com](http://www.Buyctgrown.com)

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

[http://www.dining.uconn.edu/local\\_routes.html](http://www.dining.uconn.edu/local_routes.html)

# Low Impact Dining

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## Responsible Party

**Eric Grulke**

Sustainability Coordinator  
Office of Environmental Policy

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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:

Dining Services is committed to pursuing Green Restaurant certification for all of its dining halls, starting with Buckley Dining Hall in 2013 and continuing with Whitney Dining Hall and Gelfenbien this calendar year. All UConn dining halls are tray-less. 4 dining halls use E-Correct in-kitchen decomposers to reduce food waste by 80%. Putnam Dining Hall is using a waste-to-water digester system as a way to reduce waste. DDS also recently purchased 3 EVs for all on-campus catering and other deliveries. DDS has an on-campus Farm-Fresh markets once a week in the summer and fall months and the DDS Local Routes program makes UConn the largest purchaser of local produce in the State of CT. DDS funds staff to help advise and manage student-run organic farms on-campus (EcoGarden and Spring Valley Student Farm).

UConn Dining Services was recognized as one of the SILVER recipients for the 2014 Sustainability Awards, given by The National Association of College and University Food Services (NACUFS).

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

26.65

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

An inventory of animal products purchased is provided by our vendors and then labeled within our inventory files.

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

Yes

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

Yes

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

Yes

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

The University of Connecticut, Department of Dining Services has continuously been voted one of the elite eight vegan friendly colleges and universities in the country, voted number 1 in 2013. Out of 11360 recipes in our food pro information system, 1520 are vegan. This calculates to 13% of total recipes are vegan based.

We are proud to offer vegan options in every one of our facilities on campus to include:

- Eight residential dining halls
- Eight Coffee shops/cafes
- Union street market Food Court
- Farm to table restaurant "One Plate, Two Plate"
- Chuck and Augie's Restaurant
- UConn Catering

We are a proud user of many vegan based proteins, and was one of the first Universities in the Country to use a pea protein based product-called "Beyond Meat" which is a non GMO, Organic, Gluten Free meatless alternative.

A majority of our Vegan option are prepared on site from scratch-Some of our most popular vegan options are:

- \*Sweet Potatoe Kale Burgers
- \*Vegetable Pakoras
- \*Falafel
- \* Moroccan Vegetable Tagine
- \*Korean Japchae,
- \*Curried Chickpeas

\*Brazilian Vegetable and Bean stews.

\*Farro “risotto”

\*Rigatoni with white bean ragout

\*Eggplant caponata w/ focaccia crostini

We also host our annual “Animal Friendly” Dinner on campus in our Whitney dining facility. This is a 100% vegan dinner promoting the vegan friendly lifestyle.

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

UConn purchased 15,104 cases (\$608,648.83) of Coleman Chicken last year. It has no antibiotics, hormone free, and is vegetarian fed.

UConn’s “Farm Fresh Market” sells local produce and produce from our student-run gardens and has resulted in an increase of \$7,000 in revenue.

100% of all fish purchased is currently sustainable. There is no external certifier. Sysco internally, certifies procurement with a third party audit.

Dining Services’ sustainable mission statement is:

- To operate UConn Dining Services in a way that recognizes the central role that food service plays in the structure of society by initiating innovative ways to improve the quality of life of people, animals, and the environment.
- To reduce our environmental footprint through sustainable practices, waste reduction, insightful procurement practices and working with partners that have sustainable practices where contributions focus on the preservation of the planet.
- To distribute and sell the finest quality of ethical and cruelty free related products in a wide variety of categories and operate Dining Services a good stewards as a food service provider.

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

<http://www.dining.uconn.edu/nutrition.html>

**Annual dining services expenditures on food:**

17,771,697.96 US/Canadian \$

**Annual dining services expenditures on conventionally produced animal products:**

4,736,991.98 US/Canadian \$

**Annual dining services expenditures on sustainably produced animal products:**

1,980,513.80 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

**Sarah Munro**

Sustainability Coordinator  
Office of Environmental Policy

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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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"---" 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>	450,519.18 <i>MMBtu</i>	468,152.88 <i>MMBtu</i>

## Purchased electricity and steam:

	Performance Year	Baseline Year
<b>Grid-purchased electricity</b>	30,230.58 <i>MMBtu</i>	84,951.50 <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
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<b>Gross floor area</b>	12,535,305 <i>Gross Square Feet</i>	10,677,000 <i>Gross Square Feet</i>
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**Floor area of energy intensive space, performance year::**

	<b>Floor Area</b>
<b>Laboratory space</b>	530,740 <i>Square Feet</i>
<b>Healthcare space</b>	8,873 <i>Square Feet</i>
<b>Other energy intensive space</b>	

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

	<b>Degree Days</b>
<b>Heating degree days</b>	6,376
<b>Cooling degree days</b>	773

**Source-site ratios::**

	<b>Source-Site Ratio (1.0 - 5.0; see help icon above)</b>
<b>Grid-purchased electricity</b>	3.14
<b>District steam/hot water</b>	1.20

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	Jan. 1, 2014	Dec. 31, 2014
<b>Baseline Year</b>	Jan. 1, 2007	Dec. 31, 2007

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

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

Temperature controller using PIC16F877A microcontroller  
Software is written in C language and compiled using HI-TECH ANSI C Compiler  
Also have VFDs installed with sensors for occupancy and TOD

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

LED lighting is used for all exit signs in campus buildings.  
UConn also deploys LED lighting for lanterns along major walkways on campus.  
In conjunction with EPRI, UConn is researching the use of LED lighting for a large on-campus parking lot (F-Lot)

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

These lighting system upgrades also include the installation of controls like motion and occupancy sensors, which turn off the light when they stop detecting movement; and daylight sensors, which maximize use of sunlight by turning on the lights only when natural light is insufficient for people to see inside the area. The combination of these efficient lighting systems and sensors could reduce the lighting electricity demand by up to 59% in some buildings  
115 buildings have been relamped and 19 of the most energy intensive buildings have been retro-commissioned since 2010. These projects include adding motion and occupancy sensors for controlling either lighting or HVAC.

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

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

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

UConn's 25 MW natural gas-fired cogeneration facility is classified as a Class III Renewable Energy source by the State of Connecticut and it generates Renewable Energy Credits (RECs), based on its high efficiency factor as a microgrid source of combined heat, cooling and power for nearly 90% of the main campus. In turn, UConn uses proceeds from these REC sales to finance sustainable energy and energy efficiency projects, like retro-commissioning, re-lamping and more.

The cogen facility produces 100% of the core campus's electricity needs, while the remainder of electricity for more remote portions of the main campus (for CY 2011, 12% of the total electric demand) is purchased from ConEd with a renewables contract specifying that a minimum of 40% of the amount purchased be produced from renewable sources.

The University's Cogeneration facility uses natural gas, with ultra-low sulfur fuel oil (ULSF) as a back-up fuel source, to fire three Solar Taurus 70 combustion turbine generators to produce electricity. Waste heat from the turbines is used to produce high pressure steam,

which is then used in a steam turbine generator to produce additional electricity. The steam turbine exhaust or reduced steam is supplied to internal plant use, to provide Chilled Water via the three York absorption chillers or to the campus distribution network. The network reduces the steam to low pressure 65 psig for building heating and kitchen service.

The core university obtains 100% of its electrical needs from this facility. Buildings not in the core campus (such as the East/Agricultural Campus) are connected to the ConEd grid with a minimum of 35% of electricity purchased from renewable sources in 2013, and increased that to a minimum of 40% from renewable sources in January 2014.

The nearby Depot campus is grid connected but the UConn occupied buildings receive baseload electricity, and some of their heating and cooling, from an on-site 400 kw hydrogen fuel cell. UConn is completing a project this year that will make this fuel cell and a 6 kw solar array at the Depot, a microgrid, capable of operating in "island" mode, independent of the utility grid.

Working with the CT Center for Advanced Technologies (CCAT), in 2011, UConn developed a Renewable/Sustainable Energy Strategic Plan that will facilitate the installation of up to six different types of demonstration-scale (typically < 10 kw) types of renewable or clean distributed generation on our campus, including solar (PV and thermal), wind, geothermal, biomass/biofuels and fuel cell technologies.

Additionally, a 400 kW methane powered hydrogen fuel cell was installed in April, 2012 on the Depot campus. This fuel cell has supplied roughly most of the electricity and some of the thermal energy needs for our Depot Campus, the largest consumer of Storrs Campus' energy needs not covered by the cogeneration facility

<http://today.uconn.edu/blog/2012/04/uconn-commissions-fuel-cell-power-plant/>

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

UConn has completed retro-commissioning (RCx) at 19 of the most energy intensive buildings on campus since 2010, resulting in reducing 16,000 TPY of eCO<sub>2</sub> and saving \$2 million in energy costs annually.

<http://uconnoep.wordpress.com/2012/11/01/retro-commissioning-at-uconn/>

UConn has also completed re-lamping or retrofitted lighting projects at 115 buildings on the main campus, resulting in nearly 5,300 TPY reduction in eCO<sub>2</sub> and a savings of \$520,000/ year in energy costs.

<http://www.ecohusky.uconn.edu/energy/relamping.html>

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

From 2004 - 2011, UConn installed a campus-wide sub-metering system for real time measurement and recording of usage, in individual buildings, of 5 utilities - electricity, domestic water, chilled water, steam heat and sanitary wastewater. The sub-metering system is used to measure demand and the effectiveness of conservation measures, as well as to detect leaks and other maintenance problems. The

sub-metering system is also critical to the annual inter-dorm energy and water conservation competition known as EcoMadness and to the operation of two recently-installed and on-line energy and water dashboards located in two LEED Gold certified classroom and academic buildings. EcoMadness and the new dashboards are important educational and outreach tools for positive behavioral change among students and the campus community.

<http://uconnoep.wordpress.com/2014/01/24/new-energy-dashboards-real-time-green-building-data-at>

-your-finger-tips/

The function of the Energy Management Systems group that maintains the Andover Controls BMS and the PI data/sub-metering system is to monitor those buildings associated with computer control of heating and cooling, maintain and perform schedule changes as necessary, assist zone/shop personnel as required, and respond to various trouble alarms as necessary for continuous coverage.

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

UConn has had a longstanding policy, in accordance with state laws, that requires the purchase of only Energy Star-rated appliances and EPEAT computers. Thus, as older appliances, equipment, PCs, laptops and other devices are retired, they have been, and will continue to be, replaced by more efficient state-of-the-art models. It is estimated that approximately 10-20% of appliances, copiers, PCs and other electronic equipment are replaced each year.

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

UConn's policy requires that all external lighting be full cut-off "Dark Skies" compliant to maximize efficiency and prevent ambient light pollution. We are researching the effectiveness of LED street and parking lot lighting, which is much more energy-efficient than standard halogen, metal halide or other street lighting. We have installed solar powered outdoor lighting at our popular UConn Dairy Bar.

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

Vending machine energy misers have been installed in nearly half of the vending machines located in residential buildings on campus and in some of the machines located in academic buildings. The misers turn off lighting and/or reduce cooling for vending machines when not in use for an extended period of time.

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

During the course of retro-commissioning, which looks for improvements in BMS protocols and adjustments to controls affecting HVAC, UConn has also identified additional energy conservation measures (ECMs) which may not qualify for utility rebates that have driven shorter payback periods for the RCx program. We have undertaken these ECMs separately, by installing the necessary equipment, such as variable frequency drives that enable occupancy-controlled HVAC, and updated fume hoods with automatic sashes that prevent thermal energy loss in labs. UConn has also recently replaced the stadium lighting in an outdoor NCAA and intramural competition athletic complex - resulting in a minimum 55% reduction in energy usage. Many LED re-lamping projects have been completed in recent years, including a large project at Gampel Pavilion where home basketball and volleyball games are played.

<http://www.ecohusky.uconn.edu/energy/relamping.html>

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

<http://ecohusky.uconn.edu/energy/index.html>

## Responsible Party

**Eric Grulke**

Sustainability Coordinator  
Office of Environmental Policy

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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:**

We purchase electricity from Connecticut Light & Power when we cannot supply all of the necessary power from our Co-Generation Central Utility Plant. Purchased power is at least 35% from renewables, per the University's long-term purchase contract with CL&P.

Total energy numbers are from: co-gen electricity, co-gen steam, and purchased electricity.  
 Note: other on-campus stationary sources were excluded from the total energy numbers.

"---" 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>	11,501.80 <i>MMBtu</i>
<b>Option 2: Non-electric renewable energy generated on-site</b>	0 <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)**

8,652.03 *MMBtu*

**Total energy consumption, performance year:**

489,134 *MMBtu*

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

Working with the CT Center for Advanced Technologies (CCAT), UConn has developed a Renewable/Sustainable Energy Strategic Plan (RESP) that will facilitate the installation of up to six different types of distributed generation on our campus, including solar (PV and thermal), wind, geothermal, biomass/biofuels and fuel cell technologies. Pursuant to this RESP, a 400kW natural gas- derived, hydrogen-powered proton exchange membrane fuel cell was installed in April 2012 on the Depot campus. This combined heat and power fuel cell system delivers both electrical power and available thermal energy on-site to satisfy much of the Depot campus building energy needs - turning potential waste into useable energy and achieving system efficiencies that are well in excess of two times that of the typical electric grid. This fuel cell is classified as a Class I Renewable Energy source by the State of Connecticut and it generates Class I Renewable Energy Credits (RECs). The fuel cell supplies heat to 2 of the buildings on campus, but it supplies 100% of the energy to the Depot campus. It is currently linked to ConEd, which is a backup should the fuel cell work improperly. This problem should be fixed, however, once the plans to create a microgrid for Depot Campus are put in place. Depot Campus is the largest consumer of Storrs Campus' energy needs not covered by the cogeneration facility. Demand on the Depot Campus will eventually surpass the 400kw production of the fuel cell, but this increase in demand will be quelled by improvements in energy storage and the addition of wind turbines at the Depot Campus. UConn is currently working with companies to develop prototypes of the wind turbines. The fuel cell is currently being used to educate the state and faculty about better management of energy at the municipal level (

<http://today.uconn.edu/blog/2012/04/uconn-commissions-fuel-cell-power-plant/>

). This installation of a fuel cell is also paired with the installation of a hybrid photovoltaic power system (solar power). Designed by Dr. Peng Zhang, this power system is meant to meet the additional rising energy demand of the depot campus (

<http://news.engr.uconn.edu/exploring-solar-energy-at-uconn.php>).distribution

network. The network reduces the steam to low pressure 65 psig for building heating and kitchen service. The core university obtains 100% of its electrical needs from this facility. Buildings not in the core campus (such as the Depot Campus) are connected to the ConEd grid with a minimum of 35% of electricity purchased from renewable sources.

Working with the CT Center for Advanced Technologies (CCAT), UConn has developed a Renewable/Sustainable Energy Strategic Plan that will facilitate the installation of up to six different types of distributed generation on our campus, including solar (PV and thermal), wind, geothermal, biomass/biofuels and fuel cell technologies. Additionally, a 400kW natural gas powered proton exchange membrane fuel cell was installed in April 2012 on the Depot campus. This combined heat and power fuel cell systems deliver both electrical power and available thermal energy onsite to satisfy two building's energy needs - turning potential waste into useable energy and achieving system efficiencies that are well in excess of 2x the typical electric grid. This fuel cell is classified as a Class I Renewable Energy source by the State of Connecticut and it generates Class I Renewable Energy Credits (RECs ).

The fuel cell supplies heat to 2 of the buildings on campus, but it supplies 100% of the energy to the Depot campus. It is currently linked to ConEd, which is a backup should the fuel cell work improperly. This problem should be fixed, however, once the plans to create a microgrid for Depot Campus are put in place. Depot Campus is the largest consumer of Storrs Campus' energy needs not covered by the cogeneration facility. Demand on the Depot Campus will eventually surpass the 400k production of the fuel cell, but this increase in demand will be quelled by improvements in energy storage and the addition of wind turbines on the roof tops of the Depot Campus.

UConn is currently working with companies to develop prototypes of the wind turbines. The fuel cell is currently being used to educate the state and faculty about better management of energy at the municipal level (

<http://today.uconn.edu/blog/2012/04/uconn-commissions-fuel-cell-power-plant/>

).

This installation of a fuel cell is also paired with the installation of a hybrid photovoltaic power system (solar power). Designed by Dr. Peng Zhang, this power system is meant to meet the additional rising energy demand of the depot campus (

<http://news.engr.uconn.edu/exploring-solar-energy-at-uconn.php>

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

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**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:**

We purchase electricity from ConEd when we cannot supply all of the necessary power from our Co-Generation Central Utility Plant. Purchased power was at least 35% from renewables for the performance year, per the University's long-term purchase contract with ConEd. This contract now requires at least 40% of purchased electricity to come from renewables starting in 2014.

UConn actually generates Class III RECs under the state Renewable Portfolio Standard law, based on the operation of its cogeneration facility. The REC income is then invested in retro commissioning and retrofitting (energy efficiency) projects at the Storrs campus. As already stated, the fuel cell also generates Class I RECs as defined by the state of Connecticut, although those RECs are not sold, so that UConn can retain the environmental characteristics of the fuel cell. UConn's Office of Environmental Policy also purchases RECs for the winning dormitory of their annual water and energy conservation competition, EcoMadness. The number of RECs purchased each year from this competition continues to rise; last year the Office of Environmental Policy purchased 39 RECs for the winning dorm.

<http://today.uconn.edu/blog/2012/04/uconn-commissions-fuel-cell-power-plant/>

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

<http://www.facilities.uconn.edu/cogen.html>

# 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

**Eric Grulke**

Sustainability Coordinator  
Office of Environmental Policy

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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:**

The total campus area numbers include the entire main Storrs campus, Depot campus, and the Spring Manor Farm and the Fenton Tract UConn Forest.

"---" 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>	2,650.07 Acres
<b>Footprint of the institution's buildings</b>	107.83 Acres
<b>Area of undeveloped land, excluding any protected areas</b>	2,248.72 Acres

**Area of managed grounds that is::**

	<b>Area</b>
<b>Managed in accordance with an Integrated Pest Management (IPM) Plan</b>	228.52 Acres
<b>Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined</b>	0 Acres
<b>Managed organically, third party certified and/or protected</b>	64 Acres

**A copy of the IPM plan:**

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**The IPM plan :**

The University uses IPM on campus. There is no application of insecticides or fungicides. Our use is primarily fertilizer and broad leafweed control. The University does not apply herbicides and pesticides preventatively instead application is just for infestations. This reduces the environmental impact of UConn landscape management.

The state four-tiered IPM program, run by the Cooperative Extension through UConn, can be found here:

<http://ipm.uconn.edu/root/>

Other grounds are maintained as turf grass, as farm production/ pasture grounds, or as wildlife habitat with minimal oversight. The turf grass program can be found here:

<http://www.fo.uconn.edu/ipm.html>

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

The University is working to develop and further implement the Landscape Master Plan around sustainable landscape principles. The plan is currently still proposed, but many of its provisions are in place.

The current Landscape Master Plan can be found here:

[http://fas.uconn.edu/about/Landscape\\_Master\\_Plan\\_and\\_Design\\_Guidelines.pdf](http://fas.uconn.edu/about/Landscape_Master_Plan_and_Design_Guidelines.pdf)

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

The CT State Extension Department centralizes informational resources encouraging use of native plant species, and in identifying/controlling invasive species. The Storrs campus grounds are a living arboretum that combines native and ornamental species of trees, shrubs, and flowers. Newer construction techniques are favoring the use of native species in swales adapted to the climate, including edible landscape initiatives that utilize fruit plants and herbs. Large portions of the University owned grounds (including ground where visitors frequent) are maintained as wildlife habitat and are only minimally maintained.

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

All of the University’s landscape management waste is composted at the UConn compost facility.

Information on the compost facility can be found here:

<http://ecohusky.uconn.edu/recycling/compost-temp.html>

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

Currently the University doesn't utilize organic soils management, but UConn Facilities is looking to implement organic management for some of the lawn areas in the east campus areas.

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

UConn uses treated salt, similar to what people call magic salt. It has some calcium chloride in it and molasses.

The University also switched to drop spreaders on the walks as to not inject the turf with the material to avoid the salt burn. UConn also pre-treats some of the lawn areas with gypsum to help counteract the effects of the salt.

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

The University of Connecticut actively works to maintain natural hydrology on campus through the implementation of Low Impact Design initiatives. As part of UConn's Sustainable Design Guidelines, the University seeks to incorporate LID projects all over campus including, but not limited to rain gardens, porous pavement, bio-retention swales, permeable asphalt, etc. All of these projects help to infiltrate and treat stormwater runoff from the urban campus in order to sustain and preserve natural hydrology. Interactive maps and information on these LID projects can be found here:

<http://ecohusky.uconn.edu/docs/development/LID-tour.pdf>

The University also provides significant outreach and support for other LID projects. The UConn Nemo Program through the Center for Land Use Education and Research provides instructional materials and outreach on the development and maintenance of rain gardens and bio-retention swales. More information on this outreach can be found here:

<http://nemo.uconn.edu/raingardens/>

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

We use treated salt here, similar to what people call magic salt. It has some calcium chloride in it and molasses.

We switched to drop spreaders on the walks as to not inject the turf with the material to avoid the salt burn. We also pre-treat some of the lawn areas with gypsum to help counteract the effects of the salt.

UConn Landscape Action Plan Snow Removal Guide:

Patrol area at the start of the snowfall.

Spot de-icing of walks and roadways, along with plowing.

[STARS Reporting Tool](#) | [AASHE](#)



Full scale de-icing of all major walks, along with plowing.  
Plowing of all major walks, roads, and parking lots.  
Continuous sanding of walkways and driving lanes.

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

UConn developed the Hillside Environmental Education Park (HEEP) as a preservation area composed of about 33 acres of wetlands and 31 acres of uplands. The HEEP was developed as part the remediation of an old landfill on campus and has since become an area that provides numerous research and study opportunities in topics such as invasive species management, wildlife management and habitat enhancement, wetlands mitigation, vernal pool creation and management, etc. For more information on the HEEP project:

<http://ecohusky.uconn.edu/development/heap.html>

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The University of Connecticut also manages a 580 acre tract of continuous forest area on the northeast side of the main campus at Storrs. While not technically a protected area, the UConn Forest provides research and educational benefit in addition to providing a large area of natural habitat and biodiversity. The Fenton forest tract also provides hiking and other recreational opportunities for the students and community. More information on the UConn Forest can be found here:

<http://www.canr.uconn.edu/rh/rh/images/facilities/forest.html>

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

Yes

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

<http://www.hort.uconn.edu/ipm/>

## Responsible Party

**Corinne Tagliarina**  
Sustainability Coordinator  
Office of Environmental Policy

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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:

<http://hydrodictyon.eeb.uconn.edu/department/bioconctr/>

<http://biodiversity.uconn.edu/>

"---" 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 University owns a 65 acre conservation area known as the The Hillside Environmental Education Park. The park includes a network of trails running from North Hillside Road to Hunting Lodge Road and features two wildlife observational platforms and an additional viewing platform overlooking HEEP from the back of C-Lot.

HEEP is a great contribution to the Mansfield Open Space Network, which includes parks and conserved lands from the Department of Energy and Environmental Protection (DEEP), the Town of Mansfield, and the University. HEEP is the result of the Landfill Project, which is an environmental remediation project the University undertook from the 1990's to the 2000's, that culminated in the creation of C-Lot, which caps the old landfill, and HEEP.

The HEEP provides numerous research and study opportunities in topics such as invasive species management, wildlife management and habitat enhancement, wetlands mitigation, vernal pool creation and management, to name a few! We encourage student groups and faculty members who may be interested in the Hillside Environmental Education Park site and its remediation plan to use the site for these research and educational opportunities.

UConn plans to add another 101 acres to the HEEP site as part of remediation work for the University's STEM park developments.

Further Information can be found here:

<http://ecohusky.uconn.edu/development/heep.html>

The University also manages a 580 acre tract of continuous forest area on the northeast side of the main campus at Storrs. In addition to providing a large area of natural habitat and biodiversity, the UConn Forest provides research and educational benefit as it is utilized by University professors and students from a wide variety of disciplines. The Fenton forest tract also provides hiking and other recreational opportunities for the students and community. More information on the UConn Forest can be found here:

<http://www.canr.uconn.edu/rh/rh/images/facilities/forest.html>

The University also borders the 135-acre Albert E. Moss Sanctuary. The sanctuary is an area of significant natural beauty and wetland biodiversity between South Eagleville Road and Birchwood Heights Road.

[http://www.mansfieldct.gov/filestorage/1904/5357/moss\\_sanctuary.pdf](http://www.mansfieldct.gov/filestorage/1904/5357/moss_sanctuary.pdf)

**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:**

UConn's assessment and monitoring for biodiversity primarily occurs during the planning and implementation phases of new development plans. The University works proactively to identify species or areas of concern using the Natural Diversity Data Base (NDDDB) from the Connecticut Department of Energy and Environmental Protection (DEEP). If UConn's proposed development overlaps with any endangered species or sensitive areas, the university hires an outside expert to conduct an assessment of the site and the species on it, as well as the potential effects the proposed development.

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

As part of the University's environmental compliance and sustainability efforts for new development, the University has identified and assessed major forest, wetland, and vernal pool habitat areas. The UConn forest and HEEP areas at UConn provide large forest and wetland habitat areas. The vernal pool areas on campus represent significant environmentally sensitive areas due to their seasonality and the species present.

**Vernal Pools:**

The common plant species growing in these wetlands include red maple (*Acer rubrum*), pin oak (*Quercus palustris*), green ash (*Fraxinus pennsylvanica*), spicebush (*Lindera benzoin*), sweet pepperbush (*Clethra alnifolia*), winterberry (*Ilex* sp.), highbush blueberry (*Vaccinium corymbosum*), swamp azalea (*Rhododendron viscom*), arrowwood (*Viburnum recognitum*), Japanese barberry (*Berberis thunbergii*), New York fern (*Thelypteris noveboracensis*), marsh fern (*Thelypteris palustris*), sensitive fern (*Onoclea sensibilis*), skunk cabbage (*Symplocarpus foetidus*), false nettle (*Boemeria cylindrical*), violet (*Viola* sp.), Virginia creeper (*Parthenocissus quinquefolia*), jewelweed (*Impatiens capensis*), and tussock sedge (*Carex stricta*).

Some of the observed amphibian species at the vernal pool sites include spotted salamanders, wood frogs, pickerel frogs, American toads, green frogs, and bull frogs. Eggs for these species were also found on the vernal pool sites.

**Birds:** Bird surveys have been conducted as part of construction projects. Some of the more commonly observed species are: Red-tailed Hawk, Wild Turkey, Mourning Dove, Barred Owl, Red-bellied Woodpecker, Downy Woodpecker, Northern Flicker, Eastern Wood-Pewee, Eastern Kingbird, Barn Swallow, European Starling, Yellow-throated Vireo, Blue Jay, American Crow, Black-capped Chickadee, Tufted Titmouse, Red-breasted Nuthatch, House Wren, Veery, Wood Thrush, American Robin, Gray Catbird, Cedar Waxwing, Ovenbird, Common Yellowthroat, Scarlet Tanager, Song Sparrow, Northern Cardinal, Rose-breasted Grosbeak, Common Grackle, Brown-headed Cowbird, Baltimore Oriole, House Finch, Indigo Bunting, American Goldfinch.

None of the species are of threatened or endangered designations.

On campus and in the surrounding forest areas there are also large populations of white-tailed deer, red fox, eastern cottontail, grey squirrels, woodchucks, muskrats, skunks, etc. Trail cameras have also identified bobcats and coyotes.

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

The University has a Forest Committee that is in charge of maintaining over 1,000 acres of forested land, parts of which include rivers and wetlands. Much of the management is focused on the removal of invasive species.

There is also an Arboretum Committee, which maintains numerous species of particular interest in and around campus. The Arboretum Committee has even created a walking campus tour of UConn's trees.

[http://www.uconnarboretum.uconn.edu/content/TREE\\_GUIDE\\_CAMPUS\\_WALK.pdf](http://www.uconnarboretum.uconn.edu/content/TREE_GUIDE_CAMPUS_WALK.pdf)

The University's Ecology and Evolutionary Biology (EEB) Department sponsors the Center for Conservation and Biodiversity which seeks to promote research and education on biodiversity and conservation at the local, national, and international levels. In addition to this the department also houses the biodiversity research collection of over 800,000 specimens.

<http://hydrodictyon.eeb.uconn.edu/department/bioconctr/>

<http://biodiversity.uconn.edu/>

The EEB Department also provides the Biota software for anyone interested in research on biodiversity.

<http://viceroi.eeb.uconn.edu/Biota/>

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

<http://www.canr.uconn.edu/rh/rh/images/facilities/forest.html>

# 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

## Responsible Party

**Sarah Munro**

Sustainability Coordinator  
Office of Environmental Policy

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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:**

Information regarding the University's electronics purchasing policy, directive, or guidelines can be found on the University of Connecticut Procurement Services Purchasing Department Resources website.

<http://purchasing.uconn.edu/resources/>

The University, in conjunction with OfficeMax, has recently implemented a Sustainable Toner Program. The program schedules pick-ups of empty toner cartridges through Central Stores and offers a more environmentally friendly toner option that consumes fewer materials, natural resources, energy, and its impact on the environment.

[http://media.procurement.uconn.edu/ucount/images\\_announcements/Sustainable%20Toner%20Program.pdf](http://media.procurement.uconn.edu/ucount/images_announcements/Sustainable%20Toner%20Program.pdf)

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"---" 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 University of Connecticut requires that, where possible, only ENERGY STAR certified appliances, A/V equipment, copiers, printers, fax machines, scanners, coffee makers, and refrigerators, and electronics must be rated EPEAT Silver or higher. UConn also offers a standard personal computer known as the HuskyPC to faculty and staff. HuskyPCs include all of the UConn standard supported software.

<http://huskypc.uconn.edu/index.html>

<http://ecohusky.uconn.edu/docs/about/2014%20Sustainability%20Progress%20Report.pdf>

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

HuskyPC is the program that faculty and staff use in order to procure computers for University use. All computers provided, known as "HuskyPCs" are EPEAT Gold computers.

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

Yes

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

	<b>Expenditure Per Level</b>
<b>EPEAT Bronze</b>	0 US/Canadian \$
<b>EPEAT Silver</b>	6,167.16 US/Canadian \$



**EPEAT Gold**

59,180.93 *US/Canadian \$*

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

117,318.34 *US/Canadian \$*

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

<http://purchasing.uconn.edu/resources/>

# Cleaning Products Purchasing

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## Responsible Party

**Sarah Munro**

Sustainability Coordinator  
Office of Environmental Policy

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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:**

The University of Connecticut Sustainability Progress Report features a section on Green Purchasing. The University only purchases cleaning products with low impacts on the environment and on indoor air quality.

<http://ecohusky.uconn.edu/docs/about/2014%20Sustainability%20Progress%20Report.pdf>

"---" 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:**

[GreenCleaningAgenda.pdf](#)

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

Substitute House Bill No. 6396

Public Act No. 07-100

AN ACT CONCERNING THE USE OF CLEANING PRODUCTS IN STATE BUILDINGS.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. (NEW) (Effective October 1, 2007) On or after October 1, 2007, no person shall use a cleaning product inside a building owned by the state unless such cleaning product meets guidelines or environmental standards set by a national or international environmental certification program approved by the Department of Administrative Services, in consultation with the Commissioner of Environmental Protection. Such cleaning product shall, to the maximum extent possible, minimize the potential harmful impact on human health and the environment. For purposes of this section, "cleaning product" does not include any disinfectant, disinfecting cleaner, sanitizer or any other antimicrobial product regulated by the federal Insecticide, Fungicide and Rodenticide Act, 7 USC 136 et seq.

Approved June 11, 2007

<http://www.cga.ct.gov/2007/ACT/PA/2007PA-00100-R00HB-06396-PA.htm>

In compliance with the Governor's Executive Order No. 14 and Connecticut Public Act No. 07-100, on October 1, 2007, UConn was mandated to switch to Green Seal certified cleaning products whenever available through vendors. We encourage offices to comply with these laws when buying small items like desktop cleaners. Central Stores stocks green cleaning products and if you are going to purchase items outside the UConn system, look for products that are Green Seal Certified. It used to be that these cleaners were more expensive than conventional cleaners, but this does not hold true anymore.

<http://ecohusky.uconn.edu/docs/progress/guidelines%202014.pdf>

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

The University uses green cleaning products, in compliance with Governor Jodi Rell's Executive Order 14 in 2006 and CT Public Act 07-100 from 2007.

An assessment of cleaning supplies was conducted in 2007 and numerous items were phased out in compliance with the above directives. Where available, Green Seal products were selected.

<http://www.ecohusky.uconn.edu/documents/GreenCleaningAgenda.pdf>

The Office of Environmental Policy created a "How-To." The How-To enlightens the University community on how to be a green cleaner, how to purchase green cleaning products, and how to make green cleaning products that are biodegradable, low in toxicity levels, and low in their volume of packaging. The How-To ensures that the University's purchasing policy, directives, and guidelines on Green Cleaning are followed campus-wide.

<http://www.ecohusky.uconn.edu/greencleaninghowto.html>

**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:**

509,715.21 US/Canadian \$

**Total expenditures on cleaning and janitorial products:**

870,654.32 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 University of Connecticut is committed to improving air quality and reducing hazard related to cleaning products at its campuses.

These products must be low toxicity, biodegradable, have a low life cycle energy use, contain low volatile organic compound (VOC)

content, and come in reduced packaging.

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

[GCA Contract.pdf](#)

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

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**The website URL where information about the institution's green cleaning initiatives is available:**

<http://www.ecohusky.uconn.edu/progress/cleaning.html>

# Office Paper Purchasing

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## Responsible Party

**Sarah Munro**

Sustainability Coordinator  
Office of Environmental Policy

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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:

All of the paper purchased by the University is FSC Certified with 30% post-consumer recycled content, except for the occasional order of Inkjet Photo Paper, which is 0% FSC Certified. Last year, the University purchased only one pack of Inkjet Photo Paper. Further information regarding the University's office paper purchasing standards can be found in the University of Connecticut Sustainable Office Guidelines, Section D.1: Paper.

<http://ecohusky.uconn.edu/docs/progress/guidelines%202014.pdf>

"---" 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:**

STARS Reporting Tool | AASHE

A University stockless office supply contract has been established to provide requisitioners a wide variety of economically priced office supplies delivered to the University the next day. This category does not include office equipment or office furniture.

Orders for office supplies may be placed by submitting a completed University of Connecticut Office Supply Requisition form directly to the Purchasing Department either in person, via campus mail, or by facsimile. Select the desired office supply items from the current approved catalog in conjunction with the customized office supply catalog. Retain the blue Requisitioners copy of the two-part form and forward the white copy to the Purchasing department, Unit 6076, for order entry. After your order has been placed, a computer-generated order acknowledgment will be forwarded to you referencing the pre-numbered Office Supply Requisition form. Your department's account will be immediately charged for this order using the Office Supply Requisition number as the reference number. This number will be entered into FRS with an X prefix, similar to Transfer Voucher charges; Central Stores will be credited.

Office supply orders will be delivered directly to your department by Central Stores personnel. You will be required to sign for the actual number of packages received. Immediately upon receipt of your order, inspect the contents against your computer-generated order acknowledgment. You will also receive a copy of the packing slip, enclosed in each order which should be matched to your original Office Supply Requisition and the order acknowledgment. It is recommended that these documents be retained in your files. If the order is accurate and complete, no further action is required by you, the payment process will automatically proceed.

Report any problems or discrepancies immediately to the contracted vendor for resolution.

If a supply item needs to be returned to the vendor, simply complete the back of the appropriate packing slip and complete a University Form BO-800. Forward both documents with the item(s) being returned to Central Stores. Contact Team 5 in the Purchasing Department, for assistance and a copy of the customized Office Supply Catalog, which contains more detailed instructions.

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

Paper purchases are centralized through our Central Stores. White paper purchases are the bulk of our purchases, and the University only sources at least 30% recycled content in its purchases.

**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>	245,228.65 US/Canadian \$
<b>50-69 percent</b>	0 US/Canadian \$

70-89 percent (or FSC Mix label)	0 US/Canadian \$
90-100 percent (or FSC Recycled label)	0 US/Canadian \$

**Total expenditures on office paper :**

245,248.04 US/Canadian \$

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

<http://search.cga.state.ct.us/dtsearch.asp?cmd=getdoc&DocId=8324&Index=I%3A%5Cindex%5C1997&HitCount=0&hits=&hc=0&req=&Item=6088>



# Inclusive and Local Purchasing

## Criteria

### *Part 1*

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

### *Part 2*

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

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

# Life Cycle Cost Analysis

## Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

# Guidelines for Business Partners

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## Responsible Party

**Eric Grulke**

Sustainability Coordinator  
Office of Environmental Policy

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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?:**

All

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

All

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

[CODE\\_OF\\_CONDUCT\\_FOR\\_UNIVERSITY\\_OF\\_CONNECTICUT\\_VENDORS\\_Final\\_Incorporating\\_All\\_](#)

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

The "Code of Conduct for University of Connecticut Vendors," implemented in the fall of 2013, holds UConn's vendors to minimal standards they are required to meet. A copy of this document may be viewed via the link below.

[http://production.wordpress.uconn.edu/csr/wp-content/uploads/sites/792/2014/07/CODE\\_OF\\_CONDUCT\\_](http://production.wordpress.uconn.edu/csr/wp-content/uploads/sites/792/2014/07/CODE_OF_CONDUCT_)

[FOR\\_UNIVERSITY\\_OF\\_CONNECTICUT\\_VENDORS\\_Final\\_Incorporating\\_All\\_Comments\\_10-17-12.pdf](#)

**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:**

President's Committee on Corporate Social Responsibility

Purchasing Standard

As part of our ongoing efforts to maintain the University's position as a leader among institutions of higher education committed to the protection and advancement of CSR policies, the PCCSR recently collaborated with the Purchasing Department on the development of standard CSR contracting language. The new language reiterates the University's position on CSR practices and requires annual summary reports of the vendor's corporate social and environmental practices.

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

<http://policy.uconn.edu/?p=2718>

# 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

**Eric Grulke**

Sustainability Coordinator  
Office of Environmental Policy

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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:

The University does have additional plated vehicles that were not counted above because they are farm equipment (including tractors, horse trailers, etc.), not passenger vehicles. There are approximately 120 farm vehicles used by the University.

Additionally, the University maintains fleet fuel standards in compliance with CT Public Act 2007-242, which requires all vehicles purchased to be in the top third fuel efficiency of their class.

Finally, this past year, the University discontinued its longstanding production of ASTM-certified biodiesel made from waste cooking oil collected from the University's dining facilities. The biodiesel was produced using a continuous flow reactor in a Chemical Engineering

professor’s lab. This practice had previously resulted in a <5% biodiesel blend used at all times throughout UConn’s diesel fleet. Unfortunately, after a spill in the lab, the production was discontinued for safety reasons. UConn is evaluating the feasibility of purchasing a commercial biodiesel blend (B20) for use full-time in its diesel fleet and certain emergency generators.

Electric vehicles information:

<http://www.ecohusky.uconn.edu/transportation/electric-vehicles.html>

Fleet Fuel Standards:

<http://www.ecohusky.uconn.edu/transportation/fleet-fuel.html>

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

**Total number of vehicles in the institution’s fleet :**

496

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

	Number of Vehicles
<b>Gasoline-electric, non-plug-in hybrid</b>	14
<b>Diesel-electric, non-plug-in hybrid</b>	0
<b>Plug-in hybrid</b>	0
<b>100 percent electric</b>	11
<b>Fueled with compressed natural gas (CNG)</b>	0
<b>Hydrogen fueled</b>	0
<b>Fueled with B20 or higher biofuel for more than 4 months of the year</b>	0
<b>Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year</b>	0

**A brief description of the institution’s efforts to support alternative fuel and power technology in its motorized fleet:**

UConn’s motorized fleet is dedicated to becoming more “green.” Recently, the university’s Transportation Services qualified for a grant of \$260,000 from the Connecticut Clean Fuel program that will help to cover the cost difference to replace several old vehicles with newer clean-fueled vehicles, rather than with traditional gasoline-powered cars. With this grant money, UConn will be replacing more

[STARS Reporting Tool](#) | [AASHE](#) Snapshot | Page 191

than 50 gasoline- or diesel-fueled passenger cars and trucks - with ultra-low emissions and zero emissions,, hybrid and electric vehicles. Approximately 10% of the current light-duty fleet is low emission, and that is expected to increase by at least an additional 5% in the incoming year. There are plans to have 25% of the light-duty fleet be low-emissions by the year 2025, however this proposal is still in the works.

(

<http://today.uconn.edu/blog/2013/09/uconn-getting-green-for-going-green/>

)

UConn has also worked to reduce the oil dependency of its fleets through the installation of an electric vehicle charging station at the university's Motor Pool Lot, where the school charges its heavy-duty electric vehicle van. This station has positive implications for the environment since the fleet's van, which charges there overnight, has no CO2, NOX, or particulate emissions. The van is used for all campus deliveries, replacing a diesel truck formerly used.

(

<http://www.ecohusky.uconn.edu/transportation/electric-vehicles.html>

)

Adding onto UConn's EV friendliness, this past year the Connecticut Department of Energy and Environmental Protection (DEEP) agreed to fund the installation of two more electric vehicle charging stations on campus. The two additional charging stations are to be installed in both of the parking garages – one in North Parking Garage and another in South Parking Garage – and will be free of charge for all users.

(

<http://uconnoep.wordpress.com/2013/11/06/ev-charging-station/>

)

In addition, UConn continues its efforts to support alternative fuel and power technology in its motorized fleet by encouraging all departments to choose from the preferred vehicle list whenever they are purchasing or leasing University vehicles (

<http://ecohusky.uconn.edu/transportation/2008-preferred-purchases.html>

). The vehicles listed are based off of ranking estimates of EPA fuel economy (city mpg) and emission standards, and aim to reduce emissions of climate-changing greenhouse gases.

(

<http://today.uconn.edu/blog/2013/09/uconn-getting-green-for-going-green/>

)

**The website URL where information about the institution's support for alternative fuel and power technology is available:**

<http://today.uconn.edu/blog/2013/09/uconn-getting-green-for-going-green/>



# Student Commute Modal Split

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## Responsible Party

**Eric Grulke**  
Sustainability Coordinator  
Office of Environmental Policy

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

## Total percentage of students that use more sustainable commuting options:

75

## 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)	25
Walk, bicycle, or use other non-motorized means	60
Vanpool or carpool	4
Take a campus shuttle or public transportation	10
Use a motorcycle, scooter or moped	1

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

These numbers were estimated by the transportation department in 2012. Currently, they are working on a transportation study to provide more up-to-date numbers. Most on campus students walk or bicycle to class from their dorms. We have numbers from the University sponsored carpool parking pass option. It's hard to tell exactly how many students use the shuttle or public transit as the primary method of transportation, but this is a conservative estimate based on the 1.3 million passengers that take UConn shuttle annually. Mopeds,

motorcycles, and scooters require registration and a parking pass on campus.

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

<http://transpo.uconn.edu/#alternatives>

# Employee Commute Modal Split

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## Responsible Party

**Eric Grulke**

Sustainability Coordinator  
Office of Environmental Policy

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## Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

---

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

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

8.50

## 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)	91.50
Walk, bicycle, or use other non-motorized means	2
Vanpool or carpool	3
Take a campus shuttle or public transportation	3
Use a motorcycle, scooter or moped	0
Telecommute for 50 percent or more of their regular work hours	0.50

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

This data was estimated by transportation for 2014 using parking pass information and self-reporting. They are working on a transportation survey to provide more up-to-date data and to assess how to improve sustainable transportation options on campus. The information on telecommuters comes from Labor Relations, and only includes employees who have a formal arrangement. The actual number could vary based on informal arrangements employees have with their departments, and faculty schedules.

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

<http://guide.uconn.edu/parking-transportation/>

# Support for Sustainable Transportation

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## Responsible Party

**Sarah Munro**

Sustainability Coordinator  
Office of Environmental Policy

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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:**

A number of the dorms and other buildings include bike racks for bicycle storage; UConn has increased its bike racks to 125 located at residential and academic areas. A comprehensive plan to improve the experience for bicyclists is underway, and can be found below:

The BSC Group, a transportation engineering firm, was awarded a contract to produce a comprehensive plan for campus bicycle routes, based on Department of Transportation (DOT) requirements (2010).

**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:**

We cannot guarantee that there is bicycle parking within 50 feet of all occupied, non-residential buildings, (more than 500 such buildings on our main campus) although we do have extensive bike racks around campus and close to most buildings, typically within 50 feet of entrances/exits.

All residence halls have long-term bike storage, often within the building, and if not, typically within 300 ft of the building.

**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:**

In 2010, Connecticut's Complete Streets Law went into effect, which requires that all state-funded transportation projects must consider using complete streets design features. Our local town, Mansfield, CT, has also adopted a complete streets policy. The University works with the local community to improve bicycle and pedestrian paths off campus, as well as implementing the UConn Campus Bicycle Plan to improve bicycle and pedestrian paths on campus.

[http://www.ct.gov/dot/lib/dot/documents/dbikes/completestreets/report\\_transcommrrepcomplst\\_v0\\_2](http://www.ct.gov/dot/lib/dot/documents/dbikes/completestreets/report_transcommrrepcomplst_v0_2)

[www.ct.gov/dot/completestreets](http://www.ct.gov/dot/completestreets)

<http://ecohusky.uconn.edu/docs/transportation/Overal%20Plan.pdf>

**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:**

UConn Cycles is a bike sharing program run out of the campus library. There are 20 bikes available for borrowing by student, staff, or faculty members free of charge so long as they have their ID card. Both Transportation Services and UConn Cycles (through Recreational Services/Outdoor Adventures) are actively exploring options to augment this program; options include adding bikes and rental nodes at residence hall complexes, and an RFI was issued for commercial program providers earlier this year.

**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):**

The University operates a shuttle program that encompasses up to six bus lines that transport students, faculty, and staff in and around campus. On the weekends there is also a free shuttle that provides transportation to neighboring towns. The shuttle service is completely free of charge and increasingly user friendly as organizational and technological advances are constantly being made. There are a number of mobile platforms on which the shuttle schedule can be tracked live, either by line or by stop, that are helpful to those who use the

shuttle service.

<http://transpo.uconn.edu/>

Students, faculty, and staff also have access to the local Windham Regional Transit District transportation services free of charge.

[http://www.wrtd.net/storrs-willimantic\\_bus\\_fares.html](http://www.wrtd.net/storrs-willimantic_bus_fares.html)

Off-campus transportation to and from New York City and Boston are also available to students at a discounted rate through Peter Pan and Megabus.

<http://transpo.uconn.edu/>

**Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:**

No

**A brief description of the GRT program:**

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**Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:**

Yes

**A brief description of the carpool/vanpool program:**

The University just instituted a carpooling option for student commuters who wish to share a single parking space. Carpool groups can be between 2 and 4 people and will share a single parking permit. Each member of the group also receives two complimentary day passes each semester for the days in which the carpool is inconvenient. Three more such day passes can be purchased by each group member each semester.

Similar carpooling programs are offered to employees through the use of the University's "HR Carpool Tool" that helps to connect students and employees commuting from the same towns or regions.

[http://worklife.uconn.edu/culture\\_community/commuter.html](http://worklife.uconn.edu/culture_community/commuter.html)



<http://park.uconn.edu/carpool.html>

**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:**

The University offers a car-sharing program through the Hertz on Demand services. There are four convenient locations on-campus at which these HOD vehicles can be found. Students, faculty, and staff have access to any one of three ultra-low emissions vehicles (ULEV) or a fully electric car that can be charged at the on-campus charging station. The Hertz on Demand membership for both American and International drivers is free of charge.

<http://ecohusky.uconn.edu/transportation/car-sharing.html>

**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:**

The University currently has a Level 2 electric vehicle charging station located on campus as a part of the Connecticut Light & Power “Plug My Ride” program. The charging station is available for public use between the hours of 8:00 AM and 4:00 PM. The University was also awarded a grant in 2013 enabling the installation of two more electric charging stations in the on-campus parking garages.

<http://ecohusky.uconn.edu/transportation/electric-vehicles.html>

**Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:**

Yes

**A brief description of the telecommuting program:**

University of Connecticut Professional Employees Association (UCPEA) employees may request to work off site utilizing appropriate technology for a maximum of one year. Such telecommuting arrangements must be mutually agreed upon by the employee, the manager outside the bargaining unit, and Human Resources. For more information, refer to Article 16.4 of the UCPEA contract or contact Human Resources – Labor Relations.

[http://worklife.uconn.edu/flextime\\_leave/flextime\\_telecommuting.html](http://worklife.uconn.edu/flextime_leave/flextime_telecommuting.html)

**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:**

Employees are able to organize a shortened work week through the university's flexible schedule program.

[http://worklife.uconn.edu/flextime\\_leave/flextime\\_telecommuting.html](http://worklife.uconn.edu/flextime_leave/flextime_telecommuting.html)

**Does the institution have incentives or programs to encourage employees to live close to campus?:**

Yes

**A brief description of the incentives or programs to encourage employees to live close to campus:**

The University of Connecticut Off-Campus Housing Service allows students, staff, and faculty to search for housing close to campus and close to one another in order to foster a sense of community and to promote shorter commutes and thus a more sustainable lifestyle.

<http://www.offcampushousing.uconn.edu/>

**Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:**

No

**A brief description of other sustainable transportation initiatives and programs:**

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**The website URL where information about the institution's sustainable transportation program(s) is available:**

<http://www.guide.uconn.edu/parking-transportation/>

# 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

**Responsible Party**

**Eric Grulke**  
 Sustainability Coordinator  
 Office of Environmental Policy

**Criteria**

**Part 1**

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

**Part 2**

Institution’s total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution’s primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

**Submission Note:**

Notes about the submission (public):  
 Assume 1 cubic yard of landscape waste= ~650 kg  
 The weight value for materials reused, donated, or resold was not quantified for the 2005 baselines but the dollar value was \$60,782

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

**Waste generated::**

	Performance Year	Baseline Year
<b>Materials recycled</b>	944 Tons	985.36 Tons
<b>Materials composted</b>	1,092.70 Tons	0 Tons

<b>Materials reused, donated or re-sold</b>	928.90 <i>Tons</i>	0 <i>Tons</i>
<b>Materials disposed in a solid waste landfill or incinerator</b>	3,813.58 <i>Tons</i>	5,362.50 <i>Tons</i>

**Figures needed to determine "Weighted Campus Users":**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Number of residential students</b>	12,199	11,524
<b>Number of residential employees</b>	33	26
<b>Number of in-patient hospital beds</b>	8	8
<b>Full-time equivalent enrollment</b>	20,883	18,616
<b>Full-time equivalent of employees</b>	4,749	3,702
<b>Full-time equivalent of distance education students</b>	312	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>	Jan. 1, 2014	Dec. 31, 2014
<b>Baseline Year</b>	Jan. 1, 2005	Dec. 31, 2005

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

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

UConn Facilities conducted an audit in Fall 2014 in two buildings on the main campus. The audit included three weeks of data collection (September 16th-October 6th). Facilities counted the number of trash vs. recycling bags as well as measured the weight of trash vs. recycling. Comparing the weight recycled vs. disposed of Laurel Hall revealed that the building had a 29% recycling rate. The School of Business had a 51% recycling rate. Following this study, new recycling labels and new mixed recycling bin lids were deployed. The same

buildings will be used for a follow up audit in Spring 2015 to determine the effectiveness of the new labels and bin lids.

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

- WilliWaste Mixed Recycling (1496.47 tons)
- Compost Facility (800 tons)
- eCorect Food Waste (92.7 tons)
- Surplus Reuse (178.74 tons)
- Give & Go Donations (4.68 tons)
- Leaves and Trimmings Recycled (200 tons)
- Furniture/Mattress Recycling (192.9 tons)
- EWaste
- Sneaker Recycling

UConn's student organization EcoHusky promotes recycling on campus. This includes tabling around campus with posters that explain the single stream program. Additionally, the OEP organizes 3 Green Game Days per year. EcoHusky and EcoHouse, an environmental learning community, volunteers attend football and basketball games to educate fans on the importance of recycling and collect bottles.

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

The Surplus Store provides surplus items to the University and the public. All sorts of items are collected, including various electronics and furniture.

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

Course catalogs can be found online. They can be found on each department's website as well as compiled together on a single webpage.

Course schedules are managed through the Peoplesoft student administration system, which also handles enrollment.

Beginning in Spring 2012, teacher evaluations were available online for students to complete, reducing paper waste from hard copies.

Additionally, billing and account information is available online.

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

Most computer labs and libraries charge for printing. Pricing is determined by the department that maintains the computers. Some labs offer an initial balance, which in effect provides a limited amount of free printing each semester. Some computer labs do not charge for printing, but most of those are limited to certain students (e.g. by program or degree pursuit) or to faculty.

Library:

<http://learningcommons.uconn.edu/resources/print.htm>

Computer Labs:

<http://software.uconn.edu/labs/labs.php>

For computer labs, select "details" for the lab of interest

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

Give & Go is a program meant to divert waste during the move out week for undergraduates living in dorms. Each dorm complex has a manned collection point throughout the move out week. The diverted items are then donated to local charities. 9357 pounds of donated goods were collected in 2014. This includes:

- Furniture=1365 lbs
- Rugs=1230 lbs
- Appliances=1967 lbs
- Clothing/shoes=2157 lbs
- Non-perishable food=832 lbs
- Office supplies=205 lbs
- Toiletries=176 lbs
- Households=1107 tons
- Bedding=559 tons
- Books=240 tons

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

10 hydration stations have been installed on campus, which promotes reusable water bottles.

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

EcoHusky student group conducts an annual food waste study. Each year, the study is done in a different dining hall. Volunteers collect food waste in a bin as students leave the dining hall. The food is weighed and the amount of food waste per individual student is calculated. The data is compiled and displayed in the North Dining Hall to encourage students to be conscience of the amount of food they are taking each meal.

**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:**

Dining Services utilizes Somat's eCorrect decomposers in four of its dining halls for reducing pre- and post-consumer food waste by 80%. The byproduct is then used as a soil amendment by UConn's Spring Valley Student Farm and EcoGarden student organization. In the eCorrect unit, food waste from preparation areas is added to a dehydrator. This may be a mix of vegetable as well as meat products.



Currently the end product is being saved as a soil amendment for use in garden composting. Approximately 8,712 gallons of pre consumer waste is being processed.

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

The eCorrects process post-consumer waste that is derived from our dish rooms. These are currently processing approximately 34,848 gallons.

Also, all dining halls on campus, are now trayless. This program was implemented after a study at one of the dining halls, which found that trayless dining reduces food waste by 30% and reduces energy and water consumption (dishwashing) by 20 - 25%. This study was conducted at Whitney dining hall, where dinner meals were monitored over a three-week period. Week one, they measured waste, energy consumption and water usage with trays, the second week with "trayless" education, and the final week, without using trays. At The final dining hall (South) had its trays removed this past year resulted in 150-200 gallons of water saved per day.

EcoHusky student organization has conducted annual food waste studies and has calculated the average food waste per student per meal is equal to 1.8 ounces. These studies promote conscious eating and serve as a visual so students can see how quickly food waste accumulates.

<http://www.ecohusky.uconn.edu/article82708.htm>

### **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):**

Patrons can request a free recyclable, reusable food container at our Union Street Market Food Court. Food is placed in the clean, sanitized container. After eating, patrons place the used container into a U-Recycle bin located in front of the food court. Each container is made of 100% BPA free polypropylene, incorporated with Microban and is NSF approved.

### **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):**

Students can take meals to-go from the Union Street Market Food Court in a recyclable reusable food container. All dining halls use reusable dishware.

### **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:**

By using a refillable mug, each student can prevent unnecessary waste, reduce paper demand and save money in the process. A coffee refill costs a \$1.20 regardless of size compared to the following: \$1.55 (small), \$1.85 (medium), \$2.05 (large). This is a 20-40% discount. A tea refill costs \$0.55 regardless of size compared to the following: \$1.25 (small), \$1.60 (medium), \$1.80 (large). This is a 60-70% discount.

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

In partnership with UConn Dining Services and UConn Community Outreach, Food Recovery collects and delivers surplus food to the Covenant Soup Kitchen in Willimantic, CT. Every weekday morning student volunteers arrive at the Library's Bookworms Café to collect any prepackaged foods like salads and sandwiches that were not sold during the previous day. Bookworms receives all the unsold food products from all UConn Cafes as it is the last one to close. The volunteers then drive the food to the Covenant Soup Kitchen. Students also collect food from Putnam and Towers dining halls. This is food that has not been put out to serve yet and is not made up of salad bar items. Food is transported in cambro containers or produce bags depending on the type of food being donated. Volunteers usually pick food up once or twice a week from Uconn Dining Halls. Food safety is the number one priority as Food Recovery is careful to keep track of the temperatures of the food en route from UConn to Willimantic. During Fall 2014 for the months of September and October the SOS delivered about 388 individual sandwiches/salads. This is estimated to equal approximately 30 pounds of dining hall food.

Additionally, napkins were moved off the dining hall tables and put in centralized dispensers. A pilot program in two dining units saved \$4,000 and resulted in the use of 286,000 fewer napkins.

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

<http://www.ecohusky.uconn.edu/recycling/>

# Waste Diversion

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## Responsible Party

**Sarah Munro**

Sustainability Coordinator  
Office of Environmental Policy

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

## Materials diverted from the solid waste landfill or incinerator:

2,965.55 Tons

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

3,813.58 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:

- WilliWaste Mixed Recycling (1496.47 tons)
- Compost Facility (800 tons)
- eCorect Food Waste (92.7 tons)
- Surplus Reuse (167.87 tons)
- Give & Go Donations (4.68 tons)
- Leaves and Trimmings Recycled (200 tons)
- Furniture/Mattress Recycling (192.9 tons)
- EWaste
- Sneaker Recycling

In addition to the quantified efforts above, there was also the annual sneaker recycling drive and coffee grounds are given away to students and staff from our cafes to use in gardening.

UConn's student organization EcoHusky promotes recycling on campus, as well as tabling around campus with posters that explain the mixed recycling program. Additionally, the OEP organizes 3 Green Game Days per year. EcoHusky and EcoHouse, an environmental learning community, volunteers attend football and basketball games to educate fans on the importance of recycling and collect bottles.

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

In partnership with UConn Dining Services and UConn Community Outreach, Food Recovery collects and delivers surplus food to the Covenant Soup Kitchen in Willimantic, CT. Every weekday morning student volunteers arrive at the Library’s Bookworms Café to collect any prepackaged foods like salads and sandwiches that were not sold during the previous day. Bookworms receives all the unsold food products from all UConn Cafes as it is the last one to close. The volunteers then drive the food to the Covenant Soup Kitchen. Students also collect food from Putnam and Towers dining halls. This is food that has not been put out to serve yet and is not made up of salad bar items. Food is transported in cambro containers or produce bags depending on the type of food being donated. Volunteers usually pick food up once or twice a week from Uconn Dining Halls. Food safety is the number one priority as Food Recovery is careful to keep track of the temperatures of the food en route from UConn to Willimantic. During Fall 2014 for the months of September and October the SOS delivered about 388 individual sandwiches/salads. This is estimated to equal approximately 30 pounds of dining hall food.

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

Dining Services uses Somat’s eCorrects in five of our dining halls. We add to this dehydrator food waste from our preparation areas. This may be a mix of vegetable as well as meat products. Currently the end product is being saved for use in garden composting. We currently are processing approximately 8,712 gallons of pre-consumer waste

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

Dining Services uses Somat’s eCorrects in five of our dining halls. The eCorrects process post-consumer waste that is derived from our dish rooms. These are currently processing approximately 34,848 gallons.

**Does the institution include the following materials in its waste diversion efforts?:**

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	---
Food composting	No
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	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>	Yes
<b>Motor oil</b>	Yes
<b>Tires</b>	---

**Other materials that the institution includes in its waste diversion efforts:**

Give & Go is a program meant to divert waste during the move out week for undergraduates living in dorms. Each dorm complex has a manned collection point throughout the move out week. The diverted items are then donated to local charities. Close to 30 tons of donated goods were collected from 2009 to 2014.

About 9357 pounds (4.68 tons) of donated goods were collected in 2014 alone.

- Furniture=1365 lbs
- Rugs=1230 lbs
- Appliances=1967 lbs
- Clothing/shoes=2157 lbs
- Non-perishable food= 832 lbs
- Office supplies=205 lbs
- Toiletries=176 lbs
- Households=1107 tons
- Bedding==559 tons
- Books=240 tons

# Construction and Demolition Waste Diversion

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## Responsible Party

**Sarah Munro**

Sustainability Coordinator  
Office of Environmental Policy

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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:

Basketball Facility

Total: 519.53

Recycled: 477.03

Waste: 42.5

91.82%

Central Warehouse

Total: 5968.13

Recycled: 5820.17

Waste: 147.96

97.52%

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

## Construction and demolition materials recycled, donated, or otherwise recovered:

6,297.20 Tons

## Construction and demolition materials landfilled or incinerated :

190.46 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:

All new projects are LEED certified, and minimally follow rates associated with the standards for recycling and reuse. UConn adopted its own Campus Sustainable Design Guidelines. These guidelines apply to both the construction of new buildings as well as the renovation of preexisting buildings. UConn's Sustainable Design and Construction Policy requires a LEED silver certification as a minimum performance standard for all projects that exceed \$5 million. Averaging over the projects for which information was attainable yielded a

97.06% landfill diversion rate.

<http://ecohusky.uconn.edu/docs/development/SDP.pdf>

# Hazardous Waste Management

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## Responsible Party

**Sarah Munro**

Sustainability Coordinator  
Office of Environmental Policy

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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:**

From the University Chemical Hygiene Plan:

"Chemical Health & Safety"

Chemical Hygiene Plan  
Stefan Wawzyniecki, Jr.  
Chemical Hygiene Officer

Effective Date:

July 2008

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## Forward

The University of Connecticut has numerous laboratories at its main campus, as well as at its branch campuses. It employs people within these laboratories, and therefore the University is required to prepare a Chemical Hygiene Plan to be in compliance with 'The OSHA Laboratory Standard'. Because Connecticut has its own OSHA approved occupational safety and health plan ('State Plan State'), the State has adopted its own laboratory standard, which is as stringent as the Federal standard.

The Laboratory Standard was published as an amendment to 29 CFR 1910.1450, Subpart Z, and its title is 'Occupational Exposure to Hazardous Chemicals in Laboratories'. The effective date of the Standard was May 1, 1990, and the required written chemical hygiene plan was to be developed and implemented by January 31, 1991.

The Laboratory Standard supersedes all of Subpart Z of 29 CFR 1910, which includes the Hazard Communication Standard. However, some of the provisions of these standards are retained in the Laboratory Standard. These include the requirement for maintaining exposure limits below the Permissible Exposure Limits (PEL), information and training requirements, the use of Material Safety Data Sheets (MSDS), labeling, and medical surveillance programs.

## I. Introduction

This document serves as the Chemical Hygiene Plan for the University's laboratories, and was developed to meet the guidelines of 29 CFR 1910.1450, "Occupational Exposure to Hazardous Chemicals in Laboratories", a standard issued by the Occupational Safety and

Health Administration (OSHA). This Chemical Hygiene Plan (CHP) will be accessible to all employees of the University who are involved in any way with a laboratory activity, as well as to employee representatives, and State OSHA inspectors. In addition the publication, "Minimum Guidelines for Laboratory Health and Safety" (see Appendix D), will be copied and distributed to all laboratory employees. Department-Specific Safety Manuals may also be appended to this document.

The Chemical Hygiene Plan places primary emphasis on engineering and administrative controls necessary to protect workers from overexposure to hazardous substances in laboratories.

The University of Connecticut Chemical Hygiene Plan is comprised of the following elements:

1. Standard Operating Procedures.
2. Engineering Controls, Personal Protective Equipment, and Hygiene Practices.
3. Control Equipment Inspections and Review.
4. Employee Information and Training.
5. Special or NonRoutine Procedures.
6. Medical Surveillance Program/Environmental Monitoring.
7. Designated Chemical Hygiene Officer.
8. Safe Handling of Particularly Hazardous Substances.

## II. Summary

The University of Connecticut will follow the National Research Council's general principles of Chemical Hygiene in Laboratories. They are as follows:

1. Minimize all chemical exposures.
2. Avoid underestimation of risk
3. Provide adequate ventilation.
4. Institute a formal safety program.
5. Observe the Permissible Exposure Limits (PELs, U.S. Dept. of Labor, OSHA) and the Threshold Limit Values (TLVs, American Conference of Governmental Industrial Hygienists).

## III. Scope and Definitions

Procedures used do not simulate a production process, whose function is to produce commercial quantities of materials; and where protective laboratory practices and equipment are available and commonly used.

OSHA defines a hazardous chemical as a substance for which there is statistically significant evidence, based on at least one scientific study, showing that acute or chronic harm may result from exposure to that chemical.

The University of Connecticut clearly meets the criteria established under OSHA 1910.1450, and is therefore subject to the requirements of the Laboratory Standard.

## IV. University of Connecticut Responsibilities

The University is obligated to ensure chemical health and safety at all levels, including:

1. President of the University -- ultimately responsible for chemical safety on the campuses, and who, with the University administration, must provide the support for implementation and maintenance of a chemical hygiene program.
2. Deans/Departments Heads -- responsible for incorporating chemical safety committees within their respective departments/units, and for chemical hygiene in general within their departments.
3. University Laboratory Safety Committee -- responsible for reviewing, recommending, and developing policies and procedures toward achieving safe work practices involving chemicals.
4. Departmental Safety Committees/Building Safety Committees -- responsible for assisting the University Chemical Hygiene Officer in

implementing this plan. These committees may develop additional policies with the intent to promote prudent work practices which are specific for their departments, or specific to research within their department or building.

5.Principle Investigator (PI) -- responsible for chemical hygiene in the laboratory/laboratories assigned to them. They must have up-to-date knowledge of the chemical inventory in their laboratory, as well as provide Material Safety Data Sheets (MSDS) to their students and staff upon request. This includes knowing the hazards and how to control exposures through the proper selection of laboratory techniques and engineering controls. The PI should inform all employees working in the laboratory of the hazards associated with the chemicals present, encourage safe analytical techniques, and detail procedures for dealing with accidental spills. The PI should communicate with the parties mentioned above for assistance in monitoring engineering controls (ventilation), lab air quality, chemical waste disposal, chemical inventory maintenance, acquiring permission to obtain extremely hazardous substances, and understanding the legal requirements associated with all aspects of chemical usage in the laboratory.

6.Laboratory Workers -- as employees of the University, are obligated to understand the chemical hygiene plan, and to report any unsafe practices or conditions to any of the aforementioned parties. They should develop good laboratory habits in conducting any research involving the use of chemicals, and know the proper means of disposal of waste chemicals. With the PI, the laboratory worker is responsible for dating incoming chemicals, properly storing them, labeling containers holding chemicals or intermediates of reactions, and informing visitors to the laboratory of the potential hazards within, and the associated rules. This information can be displayed using signs and symbols.

7.Chemical Hygiene Officers (CHO) -- at the University, the CHO acts as the representative of the President" of the University. Assigned to this CHO is the duty to prepare, implement, and maintain the written Chemical Hygiene Plan. Other CHO's may be designated by departmental/unit safety committees, Deans and/or Department Heads, and may be a second title for someone such as a Laboratory Director or a PI. Their duties will be to oversee that the Chemical Hygiene Plan is being followed, either as a separate entity, or in conjunction with a departmental safety manual."

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

#### EH&S Regulated Waste Management

This page is designed to provide Principal and Licensed Investigators, Laboratory Supervisors, Non-laboratory Staff and students access to the forms and information they need to conduct the safe handling of the wastes generated in their area, including but not limited to: hazardous wastes, surplus chemicals, biowaste, regulated medical wastes, universal waste (fluorescent light bulbs, electronics, batteries, etc).

<http://ehs.uconn.edu/Regulated%20Waste%20Management/>

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

N/A

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

[STARS Reporting Tool](#) | [AASHE](#)

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**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):**

Our e-waste program runs through Surplus and collects rechargeable batteries, ink cartridges, cell phones, laptops, ipods, and other hand held devices. Drop-off stations are located in the Library, Student Union, and Co-op. Central Stores collects e-waste from departments and offices on campus.

<http://ecohusky.uconn.edu/recycling/ewaste.html>

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

Our Central Stores program refurbishes all institution owned items for reuse/ resale when possible to do so, and collects the rest for recycling.

EH&S handles pickups for hazardous items, such as lithium batteries, and has a comprehensive chemical hygiene plan.

The campus motor pool collects car batteries for reuse, refurbishing, and recycling.

Comprehensive waste instructions are supplied here:

<http://www.ecohusky.uconn.edu/documents/CampusWasteStreams.pdf>

**The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:**

<http://www.ehs.uconn.edu/Regulated%20Waste%20Management/>



# 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

**Sarah Munro**

Sustainability Coordinator  
Office of Environmental Policy

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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.

---

## Submission Note:

water consumption figures from Facilities

Vegetated area includes wetlands.

Land cover summary provided by GIS mapping of UConn Storrs and Depot campus.

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

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

High

## Total water use::

	Performance Year	Baseline Year
Total water use	421,446,000 Gallons	542,351,000 Gallons

## Potable water use::

	Performance Year	Baseline Year
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<b>Potable water use</b>	346,359,000 <i>Gallons</i>	542,351,000 <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>	12,199	11,524
<b>Number of residential employees</b>	33	26
<b>Number of in-patient hospital beds</b>	8	0
<b>Full-time equivalent enrollment</b>	20,883	18,616
<b>Full-time equivalent of employees</b>	4,749	3,702
<b>Full-time equivalent of distance education students</b>	312	0

**Gross floor area of building space::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Gross floor area</b>	12,535,305.04 <i>Square Feet</i>	9,978,354.96 <i>Square Feet</i>

**Area of vegetated grounds::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Vegetated grounds</b>	2,294.88 <i>Acres</i>	2,294.88 <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>	Jan. 1, 2014	Dec. 31, 2014
<b>Baseline Year</b>	Jan. 1, 2005	Dec. 1, 2005

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



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**Water recycled/reused on campus, performance year:**

75,087,000 *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:**

An irrigation pond at the research farm has a network of channels meant to increase the amount of rainwater collected during storms, lowering the need for pumping to irrigate the research fields.

Water from the new water reclamation plant is used in the cogeneration facility processes that can be run with non-potable water. The water reclamation facility allows UConn to save up to 450,000 gallons of water a day. Rainwater collection is a feature of the new Oak Building. The water will be used for irrigating adjacent quads. There are two 25,000 gallons tanks that are designed to collect ground water and infiltrating rainwater from around the BMP and LID features near Oak Hall.

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

The meter data is located under Campus Energy Dashboard here:

<http://facilities.uconn.edu/cogen.html>

It is publicly available, but requires a username and password.

Username: FAS/PI

Password: Uconn2011

Water metering can be found under the "Meter" tab located near the top of the page.

Oak and Laurel Hall, two LEED certified buildings constructed in the last two years, both feature interactive energy and water usage dashboards where the public can actively learn about resource usage of the buildings and conservation measures.

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

UConn has LEED Silver/Green Building policy for major renovation projects that emphasizes replacement of old plumbing systems and fixtures with low-flow fixtures, faucet aerators and toilets. The recent LEED-Silver renovation of the Young Classroom building, which is the main administrative building for the College of Agriculture & Natural Resources, and a nearly 100 year-old structure, is a good example of such a whole-scale water efficiency retrofit.

**A brief description of any policies or programs employed by the institution to replace appliances, equipment and**

### **systems with water-efficient alternatives:**

UConn has LEED Silver/Green Building policy for major renovation projects that emphasizes replacement of old plumbing systems and fixtures with low-flow fixtures, faucet aerators and toilets. The recent LEED-Silver renovation of the Young Classroom building, which is the main administrative building for the College of Agriculture & Natural Resources, and a nearly 100 year-old structure, is a good example of such a whole-scale water efficiency retrofit.

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

The University selects landscaping plants so that they require no watering once they are established. This xeriscaping with native, drought tolerant plants, takes advantage of our mild climate, which averages about 40 inches of rain a year. UConn also recently installed a rainwater and groundwater harvesting system at our new LEED-Gold certified Oak Hall academic building. This features two 25,000 gallon underground tanks which intercept groundwater and harvest roof runoff. In turn, this non-potable water is used for all irrigation of the surrounding landscaping as well as for the large lawn area and plantings throughout the nearby Student Union quad in the center of campus.

UConn is also seeking a permit that will enable us to use non-potable water from the new \$25 million Reclaimed Water Facility at our wastewater treatment plant for irrigation of certain athletic fields and other landscaped areas on our main campus.

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

The club sports fields located at the Depot Campus are equipped with soil moisture sensors to control the amount of irrigation used.

For other Athletic fields, when UConn reaches drought conditions, as measured by real time instream flow gauges in the rivers near our water supply wellfields, Athletics is required to limit irrigation by time of day and volume (50%) until the drought restrictions are lifted.

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

As the owner/operator of the public water supply system for the main campus and surrounding municipal, commercial and residential users, UConn has implemented supply system improvements and demand-side installations and retrofits.

Conservation and efficiency strategies include:

- UConn instituted an ongoing leak detection and repair program to find and fix broken water mains and distribution pipes
- Improved controls and pumping schedules that prevent routine overflows and loss of water from our storage tanks and underground reservoirs
- Reclaimed water facility is used to treat and reuse effluent from UConn's sewage plant
- Use real time measurements of stream flow in the river near UConn's Fenton River and Willimantic River wellfields to decide when to curtail pumping so that aquatic habitats are protected
- If drought conditions persist, a Water Conservation Advisory is sent out to all UConn students, staff, and faculty—if necessary it is issued as mandatory and vehicle washing is prohibited
- UConn has installed low-flow showerheads and faucet aerators, along with low-flush urinals and dual-flush toilets
- Non-potable water collected in two 25,000 gallon tanks via the interception of groundwater and rainwater collection is used for landscaping
- UConn uses "xeriscaping," or native, drought-tolerant plants, often planted in rain gardens and bioretention swales that collect runoff and roof drainage

- ResLife has installed hundreds of highly efficient front-loading washing machines in dorms and apartments
- Annual EcoMadness competition to promote water conservation within the dorms
- Trayless dining has resulted in a 20-25 percent reduction in water
- Several years ago, UConn retrofitted the irrigation system, and moisture retention capabilities of its new varsity field hockey turf, resulting in an 80% reduction in water used for irrigation of artificial turf before practices and games, as is required for safety and playability among NCAA Division 1 Field Hockey programs.

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

<http://www.ecohusky.uconn.edu/living/index.html>

## Responsible Party

**Sarah Munro**

Sustainability Coordinator  
Office of Environmental Policy

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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:**

UConn has an interactive tour of all LID developments and initiatives on campus available here (

<http://ecohusky.uconn.edu/development/lid.html>

)

Over 400,000 square feet of campus area is covered using LID practices. The cumulative annual volume of storm water reduction by campus LID practices is equal to 65 Olympic swimming pools or 9.25 football fields.

UConn has been committed to installing low impact design (LID) stormwater management features for several years, not only as part of new construction projects but also as retrofits and demonstration projects at older building sites. On the main campus, UConn has more than 20 engineered rain gardens and bio retention swales, three green roofs, the first large-scale porous concrete and permeable asphalt parking lots in Connecticut, two terraces constructed with porous landscape pavers, and interlocking brick pavers used for the snow shelf along Hillside Road on campus. A large underground infiltration chamber and a rainwater harvesting system were constructed for capturing roof runoff and intercepting ground water for irrigation purposes.

From UConn's 2004 Sustainable Development Guidelines:

"Goal-1 Reduce development stormwater runoff impacts on the quantity and quality of the area's water resources.

Strategies:

- Prevent any increase in the rate of stormwater flow leaving the site. Provide for infiltration of stormwater runoff on both greenfield and previously disturbed sites.
- Strategies for implementing both of these goals include:
  - Promoting permeable paving technologies in lieu of the conventional impervious surfaces for drives and parking lots. Perform a life-cycle cost analysis that recognizes the long-term maintenance costs with the resulting benefits when choosing the appropriate system.
  - Collecting rainwater from project roofs, where feasible, and store it for reuse or slow release.
  - Implement landscaping that has a higher rate of absorption than conventional turf grass.
  - Reducing the need for stormwater utilities and detention basins. Introduce stormwater bio-retention basins, swales, or rain gardens within the project site or within the adjacent campus or clusters of buildings.
- Using a vegetated roof for flat or low sloping roofs.
- Incorporate on-site stormwater treatment and infiltration to meet the guidelines of the Connecticut Department of Environmental Protection, Connecticut Stormwater Quality Manual, 2003. Strategies for consideration, in order of preference, for implementing this goal include:
  - Incorporating bio-retention areas, rain gardens, vegetated basins, vegetated swales, constructed wetlands, etc. on site to treat stormwater.
  - Including on-site mechanical filtration systems to treat stormwater to meet the standards as defined in the manual."

**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:**

UConn has utilized LID principles to improve and construct flood and water quality enhancements on the main campus. A Memorandum of Understanding with the CT Department of Energy and Environmental Protection was recently finalized to establish a drainage plan that quantifies the environmental benefits of LID features currently installed on campus as well as for the implementation of future LID measures.

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

The Oak Hall building, which is LEED Gold certified, includes UConn's first rainwater harvesting system for irrigation of plants and lawn areas. Two 25,000 gallon tanks beneath the building collect roof runoff and intercept underlying groundwater, protecting the University's investment in landscaping by using this non-potable water to keep the core campus green.

**Rainwater harvested directly and stored/used by the institution, performance year:**

*221,284 Gallons*

**A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:**

UConn has engineered rain gardens and bio retention swales to provide natural filtration and reduce stormwater runoff.

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

The university has three green roof projects installed:

- The Gant Plaza Green Roof project, which began seven years ago as a student led initiative of the UConn Soil and Water Conservation Society, is now a reality with the approval of a \$50,000 grant from the federal Environmental Protection Agency. Natural Resource Management & Engineering (NRME) faculty member, Jack Clausen, also the advisor to the SWCS, led the effort on this project and is working with Civil & Environmental Engineering faculty and others to research the impact the green roof has had on reducing stormwater runoff from the plaza into the nearby Eagleville Brook.
- The Laurel Hall classroom building was opened in December, 2011, with a permanent green roof: the building has numerous environmentally conscious and sustainable energy features, including an installed green roof, planted with sedum and other low-growing, drought tolerant, ground cover type plants. It is easily visible from the third floor of the new classroom building, which is used by 10,000 students per semester for classes.
- Storrs Hall, home to the School of Nursing, was recently renovated, adding the 15,800 square-foot Widmer Wing. Storrs Hall is 103 years-old, one of the oldest structures at UConn, and now incorporates LEED features including a green roof patio for stormwater flow reduction and treatment.

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

Porous concrete and permeable asphalt parking lots were installed in the summer of 2009 outside the Greer Field House and Towers Residence Halls. Permeable asphalt was also recently installed at the Whetten Graduate Center and the Storrs Hall parking lots. These porous materials allow rain and melted snow to drain through the concrete or asphalt surface into the soil below, mimicking natural drainage. Porous concrete and asphalt are better for the environment than traditional asphalt parking lots, which cause water to accumulate and flow off of the parking lot surface and into storm drains, causing erosion and carrying sediment and pollution into our rivers and streams.

Additionally, porous paving technology has been used in walkways and terraces surrounding Laurel, Oak, and Storrs Halls, as well as at the Lakeside building. Additionally, the newly completed reconstruction of Hillside Road in which approximately 2,700 linear feet of roadway was lined on both sides by permeable interlocking brick pavers interspersed with tree, lawn, and flower areas. The School of Business also put in porous pavers on its south side sidewalks. The Northwood Apartment complex also installed porous pavement. Finally, the newly completed Sundial Plaza in the center of campus also has porous paving technology.

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

The University employs downspout disconnections in conjunction with its green roofs and bioswale systems. Downspouts are routed through green roofs and bioswales for buildings with these features available.

**A brief description of any rain gardens on campus:**

The University has employed rain gardens throughout campus to treat runoff and help infiltration in a number of different areas around campus. Rain gardens have been put in at the Hillel House and the Hilltop and Mansfield Apartment Complexes to specifically deal with stormwater runoff from the apartment buildings. UConn has also put in a rain garden at the Whetten Graduate Center in a traffic turnaround to help treat road runoff as well as stormwater from the surrounding buildings.

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

Mirror Lake and Swan Lake are man-made ponds serving as both stormwater detention basins (UConn's largest) as well as central landscape elements on the main campus. The campus is a relatively densely developed area amid a more rural community with adjacent agricultural land uses - thus all drainage from the campus impervious surfaces needs to be captured in detention basins to ensure no net increase in off-site drainage rates during various storm events. LID goals are also to reduce both rate and volume of stormwater discharges by infiltrating as much as possible, in conjunction with conventional detention basins. The goal is improved water quality in the area's streams, lakes and other water bodies.

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

Several vegetated swales are located throughout the University to manage stormwater, including one behind the tennis courts, and another in front of the new classroom building.

Vegetated swales were installed around Laurel Hall that was completed in 2011, capturing runoff from the impervious roof and surrounding area, as well as the newly completed Oak Hall, which opened for academic year 12-13, to serve the same purpose. Both swales are contained by gabion baskets and feature medium sized plantings and groundcover. A bioretention island has also been added to the Whetten Graduate Center parking lot to treat runoff from the road and the surrounding buildings.

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

Incorporating bio-retention areas, rain gardens, vegetated basins, vegetated swales, constructed wetlands, GrassPave® technology etc. on site to treat stormwater.

Including on-site mechanical filtration systems (e.g., Vortech units) to treat stormwater to meet the standards as defined in the state's stormwater quality manual

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

<http://ecohusky.uconn.edu/development/lid.html>

# Wastewater Management

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## Responsible Party

**Sarah Munro**

Sustainability Coordinator  
Office of Environmental Policy

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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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### Submission Note:

The UConn Storrs and Depot campuses are served by the University's Water Pollution Control Facility. Only rain water and snow melt can be discharged to surface water or the storm sewer without a permit. No process wastewater, including wash water and utility pit pump-outs, can be discharged to surface water or the storm sewer without a permit. We do not use natural wastewater systems such as constructed wetlands and Living Machines.

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

### Total wastewater discharged:

309,000,000 *Gallons*

### Wastewater naturally handled:

0 *Gallons*

### A brief description of the natural wastewater systems used to handle the institution's wastewater:

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### 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

**Eric Grulke**

Sustainability Coordinator  
Office of Environmental Policy

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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:**

EPAC meets twice every year (once a semester) in order to review the progress made in the area of sustainability and to determine and advise the University administration how to further enhance sustainability at UConn. Most recently the members of EPAC were broken into two groups based on whether they were primarily involved with academics or with facilities and operations on campus and in those groups brainstormed ways in which our University was lacking as far as sustainability initiatives were concerned and how to address these issues. The Climate Action Plan (CAP) Committee was established from EPAC members in 2009 to help draft the CAP and the Climate Change Adaptation Task Force was created by the EPAC members in 2012 in order to add the Adaptation section to the CAP. The members of EPAC continue to ensure that the objectives set forth in the Climate Action Plan are being carried out as planned.

The staff at the Office of Environmental Policy (OEP) also aided in the drafting of the CAP and continues to aid in the enforcement of the Climate Action Plan. The OEP is also in charge of improving and maintaining environmental awareness on campus through outreach activities that address everything from recycling to water resources and sustainable food to energy usage. For the past three years the OEP has hosted an annual Climate Impact Mitigation and Adaptation event to raise awareness about climate change, how it is already impacting our society, possible long-term solutions to climate change, and ways in which we must adapt in order to deal with the inevitable effects of climate change. The OEP has also organized annual EcoMadness competitions between dorms to see which dorm areas can reduce their water and energy usage the most in a month and to raise awareness about energy savings and water shortage issues. The OEP also recruits a number of volunteers to promote and teach fans about proper recycling methods at numerous basketball and football games throughout the year. In addition to campus outreach the OEP also promotes sustainability in academics and in facilities

[STARS Reporting Tool](#) | [AASHE](#)

and operations. A brand new Bachelors of Science program in Environmental Studies has been instituted this past year through the efforts of the OEP as an objective listed in the CAP. Among other initiatives across campus, the OEP has also helped in the relamping and retro-commissioning projects around campus as a way of reducing energy demand via high efficiency fixtures and energy-reducing retro-commissioning strategies.

Rich Miller, the director of the OEP and the primary sustainability officer on campus, is in charge of both environmental compliance and sustainability initiatives on campus. Some of the many areas Rich is involved with include the campus ecological footprint, the use of natural resources, recycling initiatives, and the inclusion of sustainability in academics. Over the past three years Rich has taken a trip to Freiburg, Germany in order to learn about sustainable initiatives abroad, improved upon the E-waste recycling programs on campus, and saw to the opening of a water reclamation facility aimed at recycling wastewater.

**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:**

ii. Charter/Mission: Environmental Policy Advisory Council (EPAC) is advisory to the President, Provost and other senior administrators about strategies for enhancing the University's environmental performance in:

- Fostering environmentally sustainable development and mitigating the environmental impacts of our construction activities
- Improving environmental compliance in our operations
- Distinguishing our academic, operational and community outreach reputation by promoting environmental leadership initiatives.
- Better integrating environmental principles into the University's governance by ensuring coordination with administrative advisory committees and task forces.

Functions:

The EPAC meets once per semester, or as needed, and may appoint committees and task forces in order to:

- Develop and revise UConn's environmental policy statement.
- Identify environmental risks and recommend goals, policies and procedures to address risks and improve environmental performance.
- Identify opportunities and sponsor initiatives designed to advance and achieve environmental sustainability.
- Develop strategies for building environmental awareness and engaging students, staff and faculty in environmental initiatives.
- Advise the University about conservation and development plans and activities.
- Formulate strategies for dealing with stakeholder groups on environmental issues.
- Monitor the University's environmental performance and sponsor periodic environmental reports.
- Help organize and promote outreach events and partnerships that showcase the University's environmental leadership.

Additionally, workgroups associated with EPAC have over 250 members of the University and surrounding community involved in individual incentives and targeted goals.

The list of members is found here:

<http://ecohusky.uconn.edu/about/members.html>

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

- Alumni Representative: Robert Melvin, Partner, Robinson & Cole, LLP
  - Undergraduate Student Representatives: Kelly Morrissey, EcoHusky Vice President; Natalie Vierra, Agricultural and Resource Economics
  - Graduate Student Representatives: David Wanik, Environmental Engineering Ph.D. Candidate
  - Academic Administrators and Faculty: Dean Gregory Weidemann, College of Agriculture and Natural Resources (CANR); John Volin, Department Head, Natural Resources and the Environment (NRE), Director of Environmental Science B.S. Program; Dean Kazem Kazerounian, School of Engineering (SOE); Ross Bagtzoglou, Department Head, Civil and Environmental Engineering (CEE); Dean Jeremy Teitelbaum, College of Liberal Arts and Sciences (CLAS); Kathy Segerson, Philip E. Austin Chair, Economics; Dean Timothy Fisher, UConn Law School; Joseph MacDougald, Executive Director, Center for Energy and Environmental Law
  - At-Large Faculty: Tim Byrne, Associate Professor, Marine Sciences/Geoscience; Allison MacKay, Associate Professor, Civil and Environmental Engineering; Farhed Shah, Associate Professor, Agriculture and Resource Economics; Mark Boyer, Professor and Director of Environmental Studies B.A. Program, Political Science; Mike Willig, Professor and Director, Center for Environmental Sciences and Engineering (CESE); Anji Seth, Associate Professor and Climatologist, Geography; Richard Parnas, Professor Chemical Engineering/IMS, EcoHouse Faculty Director; Brigid Belko EcoHouse Representative; Prabhakar Singh, Professor and Director, Center for Clean Energy Engineering (C2E2)
  - President's Office: Tysen Kendig, Vice President, University Communications; Sheila Foran, News and Information Associate, University Communications; Michael Kirk, Deputy Chief of Staff, Community Relations; Evan Feinglass, Assistant Director and Athletic Operations, Athletics Department; Warde Manuel, Athletics Department
  - Senior Operational Staff: William Wendt, Director, Transportation, Logistics, and Parking Services; Michael Jednak, AVP for Facilities Operations and Building Services; Terence Monahan, Director Environmental Health and Safety; Stefan Wawzyniecki, Chemical Safety Manager, Environmental Health and Safety
- At-Large Members: Stanley Nolan, Director, Utility Operations & Energy Management, Facilities Operations; Chet Arnold, Water Quality Educator Co-Founder, CLEAR and NEMO, Center for Land Use Education and Research (CLEAR); Dennis Pierce, Director, Department of Dining Services; Gina DeVivo Brassaw, Senior Program Coordinator, Office of Community Outreach, Division of Student Affairs; Jim O'Donnell, Professor, Marine Sciences & Joint Professor of Physics, Avery Point Campus; Dwight Atherton, Manager, Department of Parking Services and Campus Signage; Logan Trimble, Executive Director for Building Services & Facilities Operations, Department of Building Services & Landscaping

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

<http://www.ecohusky.uconn.edu/about/epac.html>

**Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:**

Yes

**A brief description of each sustainability office:**

The sustainability office is one half of the Office of Environmental Policy's responsibilities. The OEP director devotes 1/2 of his time to sustainability, as does one administrative assistant. There are also three compliance staff members who devote approximately 15% of their time to the Sustainability office.

The University's Office of Environmental Policy is dedicated to two goals, one of which is the sustainability office. The director and the administrative assistant are both full time employees who dedicate 70% and 50% of their time, respectively, to the sustainability office.

Additionally there are three full-time compliance staff members who devote approximately 15% of their time to the office. In addition there are two graduate students acting as sustainability coordinators who each work around 20 hours per week and 8 undergraduate student interns employed in the sustainability office each working about 10 hours per week.

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

4.65

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

<http://www.ecohusky.uconn.edu/about/index.html>

**Does the institution have at least one sustainability officer?:**

Yes

**Name and title of each sustainability officer:**

Rich Miller, Sarah Munro, Eric Grulke

**A brief description of each sustainability officer position:**

Rich Miller, the Director of the Office of Environmental Policy, is UConn's sustainability officer. The two graduate student sustainability coordinators, Corinne Tagliarina and Sarah Munro report to him, and are front-line supervisors for undergraduate sustainability interns.

As director of the Office of Environmental Policy Rich is responsible for developing policies and guidelines for protecting natural resources, reducing the University's ecological footprint, and ensuring accountability for "green" building and low-impact development in UConn's ongoing capital improvement program. He coordinates environmental sustainability initiatives on issues ranging from climate change to recycling and water conservation, and works with faculty, staff and students to enhance UConn's environmental literacy and awareness through academic programs and educational outreach activities.

**Sustainability Coordinator: Job Description**

**POSITION SUMMARY:**

Jointly reporting to and under the joint guidance of the student's home academic Department Head and the Director of the Office of Environmental Policy (OEP), this graduate assistant develops, plans and administers UConn's sustainability initiatives and programs that reduce the environmental impacts and costs of the University's operations, increase environmental awareness, provide students with experiential and co-curricular learning opportunities, and demonstrate research into sustainable technologies and practices.

**POSITION DUTIES**

1. Will be the main liaison for the OEP for initiatives related to sustainability in food, beverages, recycling, composting, social responsibility and environmental literacy. For these aspects of the program, the GA performs the following duties:
  - a. Develops, plans, and administers programs, initiatives and events related to sustainability in coordination with multiple UConn, colleges, divisions, departments and student organizations. Carries out background research necessary to establish baseline indicators for sustainability and related program monitoring and implementation.
  - b. Works with departments in Student Affairs, such as ResLife, Dining Services, Student Health Services, Community Outreach and Student Activities, as well as operational staff in Facilities, Architectural & Engineering Services, Farm Services and Athletics, among others, on departmental sustainability assessments and goals. May represent the OEP's Sustainability Office by organizing or participating in periodic meetings with these departments to help them develop and achieve these goals.
  - c. Chairs the EPAC Recycling Workgroup and is a point-of-contact for all waste reduction and recycling-related outreach materials and [STARS Reporting Tool](#) | [AASHE](#)

programs, such as Give-and-Go, Sneaker Recycling, Green Gamedays and Recyclemania.

d. Is a lead OEP staff for coordinating the EPAC Environmental Literacy Workgroup, and promotes the activities of the program through various electronic media, announcements, and outreach events.

e. Represents the OEP's Sustainability Office to the public, by participating in events, conferences and meetings hosted by the town, environmental groups, regulatory agencies, community stakeholders and professional associations, including some activities on weekends and evenings, in order to cultivate partnerships, promote the University's leadership, and advance the principles of UConn's Environmental Policy statement.

f. Assists the Director in defining goals, performance metrics and a long-term plan for sustainability at UConn. This entails conducting interdisciplinary research on sustainability metrics and performance at peer institutions and across varying industry sectors and related organizational analyses.

g. Monitors and evaluates program effectiveness, documents performance trends, including assisting in completing and submitting AASHE STARS and other surveys, and recommends and implements programmatic changes and improvements. Prepares grant applications and assists the Director and Administrative Coordinator in developing budgets for the OEP's Sustainability Office. Monitors and reconciles expenditure of budgeted funds.

2. Assists the Director as advisor to EcoHusky and works with its members, as well as EcoHouse residents, and other environmental clubs and student organizations, as a liaison to the OEP and appropriate faculty and staff members, in order to ensure effective communication and collaboration on sustainability programs and activities. These duties may require meeting outside of regular business hours. This may also entail representation at academic conferences and symposia.

3. Assists with activities related to maintaining, developing, editing and publishing the OEP's Sustainability Office (EcoHusky) website, a periodic newsletter and other informational materials with updated campus sustainability progress reports and accomplishments. Helps manage OEP's sustainability-related filing system and shared drive.

4. Supports efforts by the Director of OEP to mainstream sustainability issues within the work of President's Committee on Corporate Responsibility (PCCSR), including serving as an alternate to the director on the committee.

5. Performs related duties as required.

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

<http://www.ecohusky.uconn.edu/about/staff.html>

## Responsible Party

**Sarah Munro**

Sustainability Coordinator  
Office of Environmental Policy

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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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### Submission Note:

The University's Climate Action Plan serves as the guide for long-term sustainability initiatives. The CAP was adopted in 2010, and was last amended in 2012 to add a new Adaptation section.

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

**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
<b>Other</b>	---	---

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

The Academic Vision sets forth a variety of goals for improving and expanding upon academics in the areas of Research, Scholarship, Undergraduate and Graduate Education, Teaching Effectiveness, and Public Engagement. Using the Earth Charter definition for sustainability we were able to determine which of those goals also promotes sustainability within the University’s academics. The Climate Action Plan (CAP) also includes a section on Education, Research, and Outreach that includes curriculum initiatives and that guided the Academic Vision.

**The measurable objectives, strategies and timeframes included in the Curriculum plan(s):**

Office of the Provost, Atmospheric Sciences Group, Environmental Policy Advisory Council (EPAC), Office of Environmental Policy (OEP), key centers and institutes (e.g., CESE, C2E2, CLEAR/NEMO, new Institute of Community Resiliency and Climate Adaptation, Fraunhofer/CEI, Center for Energy & Environmental Law), Office of Vice Provost of Research, Vice Provost for Strategic Initiatives, Director of Environmental Studies BA Degree Program, Director of Environmental Sciences BS Degree Program, Deans of CLAS, CANR, School of Engineering, SBA and Law School, Honors Program

**Accountable parties, offices or departments for the Curriculum plan(s):**

Office of the Provost, Office of First Year Programs and Living and Learning Communities, Atmospheric Sciences Group, Environmental Policy Advisory Council (EPAC), key centers and institutes (e.g., CESE, C2E2, CLEAR/NEMO, new Institute of Community Resiliency and Climate Adaptation, Fraunhofer/CEI, Center for Energy & Environmental Law), Office of Vice Provost of Research, Vice Provost for Strategic Initiatives, Director of Environmental Studies BA Degree Program, Director of Environmental Sciences BS Degree Program, Deans of CLAS, CANR, School of Engineering, SBA and Law School, Honors Program, Office of Environmental Policy (OEP)

**A brief description of the plan(s) to advance sustainability in Research (or other scholarship):**

The Climate Action Plan has addressed the specifics about how to improve the quality of environmentally related research using the guidance of the University’s Academic Plan.

**The measurable objectives, strategies and timeframes included in the Research plan(s):**

The following is a list of strategies and objectives for addressing environmental issues through research to be completed by the year 2014 as outlined in the University’s Climate Action Plan:

- Continue to support the development and improvement of climate-related research programs across the University
- Provide greater support for scholarly activities that bring together social scientists and biophysical scientists, with a goal of understanding the causes, dynamics, and consequences of climate change to all facets of the biosphere, including humans
- Establish an institutional structure that would foster collaborative, interdisciplinary environmental research across colleges/schools and disciplines, including biophysical sciences, social sciences, engineering, humanities, and fine arts (see especially new Institute for STARS Reporting Tool | AASHE

## Community Resiliency and Climate Adaptation)

- Support opportunities for the University's campus to serve as a research laboratory for developing and testing theories, methods, and technologies that promote carbon neutrality and more efficient resource use (see especially new micro grid system using 400 kW fuel cell and solar array)
- Develop a multidisciplinary visiting scientist program that finances "mini-sabbaticals" by two scientists each year, with a purpose of supporting interactions with faculty members and students who are working in the broad area of climate-change research
- Develop closer ties or partnerships with state and federal agencies that have a focus on the environment in general, and on climate-related research in particular (partnering with DEEP, DOE and EPA on microgrid and ICRC - climate-adaptation related research)
- Develop and pursue funding opportunities for endowed chairs or eminent faculty positions with a focus on climate change research

## **Accountable parties, offices or departments for the Research plan(s):**

Office of the Provost, Atmospheric Sciences Group, Environmental Policy Advisory Council (EPAC), Office of Environmental Policy (OEP), key centers and institutes (e.g., CESE, C2E2, CLEAR/NEMO, new Institute of Community Resiliency and Climate Adaptation, Fraunhofer/CEI, Center for Energy & Environmental Law), Office of Vice Provost of Research, Vice Provost for Strategic Initiatives, Director of Environmental Studies BA Degree Program, Director of Environmental Sciences BS Degree Program, Deans of CLAS, CANR, School of Engineering, SBA and Law School, Honors Program

## **A brief description of the plan(s) to advance Campus Engagement around sustainability:**

The Climate Action Plan also addresses the specific ways in which to increase campus awareness of climate change, individual carbon footprint, and related sustainability issues through education and outreach activities and events.

## **The measurable objectives, strategies and timeframes included in the Campus Engagement plan:**

The following is a list of strategies and objectives for promoting awareness of and addressing environmental issues in the everyday experience of the students, as outlined in the University's Climate Action Plan:

- Integrate green building and low impact design efforts into university education and outreach efforts (ongoing, new energy and water dashboards, with on-line access to real-time data and a virtual green campus tour, added to two new LEED Gold-certified academic buildings in 2013)
- Develop a department/building monitor program to identify opportunities to increase energy efficiency and conservation
- Place energy dashboards in highly trafficked campus buildings (done: see above, new dashboards - kiosks with on-line access - installed in 2013 in two large classroom/academic buildings)
- Increase the number of in-residence hall education opportunities and projects through regularly scheduled energy conservation challenges, housing-based educational and demonstration opportunities, and student eco-representative programs (ongoing: annual 1-month EcoMadness competition in the residence halls for conserving energy and water; utilizes volunteer student Eco-Captains)
- Work with Athletics to incorporate renewable energy (and energy efficiency) displays into campus athletic events (retrofitted lighting at Sherman Complex, competition venue for NCAA events - field hockey, lacrosse, track and field; developed Renewable Energy Strategic Plan in 2011)
- Establish additional on-campus gardens for UConn community members (done: EcoGarden Club and Spring Valley Student Farm)
- Identify additional opportunities to purchase, produce, and serve locally-grown food sources (ongoing, see on-campus Farm-Fresh Markets in innovation section, also SVSF and Dining Services' Local Routes program, which makes UConn the largest purchaser of local produce in the State of CT)
- Develop and expand existing transportation-based education and outreach programs (ongoing)

**Accountable parties, offices or departments for the Campus Engagement plan(s):**

Town-Gown Committee, Extension Offices and Centers (e.g., CLEAR/NEMO), Office of Environmental Policy, involvement in Mansfield Sustainability Committee, CIMA organizing committee, new UConn Institute for Community Resiliency and Climate Adaptation

**A brief description of the plan(s) to advance Public Engagement around sustainability:**

UConn's 2014 Academic Vision strives to promote the health and wellness of its citizens and eliminate the disparities and injustices that plague our society through public engagement. The mission of the UConn Extension is "ensuring a sustainable global future through research, teaching, and public engagement utilizing agricultural, health, and environmental sciences." Along with UConn's Office of Public Engagement, UConn Extension engages students, faculty, staff, and community members in learning and research partnerships that strength the community, support local economies, and sustain the environment in food, health, and sustainability. The following objectives and strategies are ongoing initiatives to support these steps toward improved public engagement.

**The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):**

- Increase the number of service-learning courses as an engagement strategy
  - Further enhance and promote our service-learning courses and efforts
  - Promote opportunities for more engaged student learning, enabling more individualized university experiences, such as lab-based research, internships, study abroad, fieldwork, independent projects, performances, productions, and artistic events
  - Study the impact of our service on the state and the community and increase our capacity to prove the benefits of our student' efforts on local, state, and national audiences
  - Support University-community partnerships and better articulate how to work collaboratively in shared space, foster additional partnerships and increase our engagement efforts
  - Explore the possibility of integrating, perhaps under the offices of Public Engagement and the Provost, some nonacademic units (such as University museums and collections) that are currently under the domain of academic Colleges and Schools
  - Encourage faculty to develop more service-learning classes and opportunities
  - Focus on doubling by 2020 the number of UConn students who participate in study abroad programs
- Promote the UConn libraries as a resource for all citizens to become better educated, more information literate, and more exposed to unique cultural materials
- Explore the establishment of a Global Education Institute focusing on education abroad, interdisciplinary global studies degree options, and global studies certificates

**Accountable parties, offices or departments for the Public Engagement plan(s):**

Office of the Provost, University Academic Vision Committee, Office of Vice Provost of Research, Vice Provost for Strategic Initiatives, UConn Extension, UConn Office of Public Engagement

**A brief description of the plan(s) to advance sustainability in Air and Climate:**

The Climate Action Plan currently focuses on strategies for reducing greenhouse gas emissions from the University. A 2012 Adaptation amendment to our CAP focuses on providing UConn resources and expertise in support of public planning, policies, and actions for adaptive response to the effects of climate change. Our mitigation progress is being tracked through an annual greenhouse gas inventory. The Atmospheric Sciences Group is a coalition of faculty members researching climate-change and related air and marine/oceanic impacts in order to advance mitigation and adaptation strategies. The University is also in the process of developing an accelerated Climate Action Plan that will require us to make more drastic reductions in greenhouse gas emissions and energy consumption.

### **The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):**

The following goals established in the Climate Action Plan provide a foundation for reducing 2007 scope 1 and 2 emissions by 30% by the year 2020, 50% by 2025, and 100% by the year 2050.

- Establish an EPAC Climate Action Plan Workgroup to begin implementation of CAP and to track progress (EPAC has served in a CAP oversight role, but mitigation measures have emerged from smaller issue-specific workgroups, committees and inter-departmental planning efforts)
- Convene a campus greenhouse gas inventory workgroup (Energy Initiatives group meets monthly, Transportation initiatives group meets periodically)
- Compile annual greenhouse gas inventories (done by OEP interns and staff)
- Work with relevant departments to establish an MOA regarding annual data submission requirements and reporting protocol (OEP has established these protocols for annual GHG data submission and reporting, per the ACUPCC. MOA has not been needed.)
- Establish permanent position to assist the EPAC with oversight of CAP implementation, identification and acquisition of funding sources, and tracking progress (in progress, duties dispersed among OEP staff and interns)
- 2016 - Review the CAP and recommend revisions and updates, as appropriate
- Establish a web-based data reporting process for the University's inventory
- Identify and pursue funding sources, including external sources (in progress: Campus Sustainability Fund, GA position centrally-funded, Renewable Energy Credit (REC) account provides funding for sustainability interns in the OEP, up to 40% and 50% rebates obtained from local utility company for energy conservation measures like RCx and re-lamping, considering ESCo feasibility for future energy efficiency and steam infrastructure repair and replacement projects)
- Compile annual greenhouse gas inventories (done by OEP staff and interns)
- Provide annual summary reports of the University's greenhouse gas inventory and CAP implementation progress to the President (reports filed per ACUPCC)
- Submit annual inventory reports and biannual progress reports to AASHE (done through ACUPCC reporting system)
- Utilize and Energy Service Performance Contracting (ESPC) approach under the DEEP's Lead-By-Example Program, to implement several phases of energy conservation measures over the next 3-5 years, including lighting retrofits of up to 1 million square ft. of existing buildings and the replacement of 800-1,000 linear ft. of steam system utility pipe and infrastructure in conjunction with completion of the RCx phases 3 and 4 over the next several years
- Update our 2007 Sustainable Design & Construction Policy to adopt a LEED Gold (instead of a LEED Silver) certification target as a minimum performance standard for all new construction or major renovation projects costing more than \$5 million
- For each NextGen project, commit to a Carbon Neutral Growth Policy that requires a countervailing reduction in eCO<sub>2</sub> emissions in order to offset the estimated increase in emissions resulting from the energy demand associated with operating the new building. Offsets could be achieved through renewable energy installations or ECMs undertaken as part of the new construction project, a concurrent project, or at an existing building or site elsewhere on campus.
- Convert 25% of UConn's light-duty vehicle fleet to hybrid or plug-in electric vehicles by 2025
- Ensure that UConn is producing effective public and private sector environmental leaders for addressing the Next Generation's global warming challenges by establishing a new UConn Master's Degree program in Energy & Environmental Management

## **Accountable parties, offices or departments for the Air and Climate plan(s):**

Office of Environmental Policy, CFO/Budget Office, Facilities - Energy Management, UConn Foundation, Provost's Office, inter-disciplinary Smart Building/Smart Grid Workgroup

## **A brief description of the plan(s) to advance sustainability in Buildings:**

The Climate Action Plan uses UConn's 2004 Sustainable Design Guidelines and 2007 Sustainable Design and Construction (LEED Silver) Policy to guide its strategies to incorporate sustainable building design in as many development projects as possible. The overarching goal of more sustainable development is to conserve energy, water and other essential natural resources as well as to help the University reach carbon neutrality by the year 2050.

## **The measurable objectives, strategies and timeframes included in the Buildings plan(s):**

The following are the strategies and benchmarks to be made to reach the overarching goals described above as stated in the Climate Action Plan and in the accelerated CAP proposal.

- Develop procedure for evaluating demolition and redevelopment projects
- Strengthen the Sustainable Design Guidelines and other policies with regard to material procurement
- Adopt building benchmarking systems which are stringent in the building materials category
- Adopt LEED Gold as standard practice
- Develop an agricultural and landscaping waste composting system (done: UConn Compost Facility opened in Summer 2010)
- Develop a campus landscaping master plan designed to minimize chemical, energy, and water usage (done in 2010-11)
- Correct inefficiencies in steam utility systems (ongoing multi-year, \$100 million project, some funding allotted in state bond-funded \$1.5 Billion Next Gen CT/STEM capital improvement program)
- Upgrade water fixtures in campus buildings to maximize efficiency (done in all residential halls, ongoing elsewhere during renovation and deferred maintenance projects - e.g., Young Building, Bousfield, Storrs Hall)
- Construct a water reclamation facility (done: \$25 Million RWF constructed and began operating during Summer 2013)
- Revise the Sustainable Design and Construction Policy (ongoing)
- Update the Sustainable Design Guidelines and mandate their use for projects not required to meet LEED Standards (under review)
- Develop a construction materials selection, recycling and reuse guide (under consideration as part of 2014 Campus Master Planning process for NextGen CT \$1.5 billion capital improvement program)
- Maximize recycling of landscaping organic waste (ongoing, UConn Compost facility and leaf waste composting)
- Establish a green purchasing policy to minimize packaging and other waste associated with campus purchases (ongoing, Vendor Code of Conduct approved in 2013)
- Establish a permanent position to oversee the management of the University's forest holdings (ongoing consideration)
- Inventory the University's forest holdings and establish a plan to maximize carbon sequestration (ongoing)
- Develop and implement a management plan to improve and expand the urban forest (ongoing through UConn's campus Arboretum Committee)
- Identify opportunities to use agricultural wastes to generate new products (unknown)
- Maximize the use of organic, conservation-till agriculture on campus (ongoing)
- Manage herds to minimize associated emissions (ongoing)
- Improve turf quality on campus (ongoing)
- Select surface materials that are characterized by high albedo, high emissivity, and low heat capacity, instead of traditional impervious surface materials (ongoing and accomplished in new construction projects through LEED certification)
- Require integration of green roofs into all new building designs; retrofit existing buildings where possible (ongoing, not required but

two green roofs added at Laurel and Storrs Hall since 2012)

- Increase campus food waste recycling (in progress, 5 campus dining halls now have in-kitchen eCorrect decomposers installed and operating to reduce food waste volume by 80% and enable reuse of remaining compost-like material as a soil amendment by UConn's Landscaping Services)
- Seek to achieve zero-carbon buildings
- Establish general forest acquisition goals and a 'no net loss' policy
- Require the use of the LEED for Neighborhood Development Rating System to guide future development decisions
- Establish a cap on impervious surface

**Accountable parties, offices or departments for the Buildings plan(s):**

OEP, EPAC, Planning Architectural & Engineering Services (PAES) project management, Facilities - ResLife, Facilities - Utilities, CANR - Farm Services, PAES Landscape Architects, Facilities - Landscaping Services, Dining Services, UConn Forester/CANR, Center for Clean Energy Engineering (C2E2)/School of Engineering.

**A brief description of the plan(s) to advance sustainability in Dining Services/Food:**

Dining Services is committed to pursuing Green Restaurant certification for all of its dining halls, starting with Buckley Dining Hall in 2013, UConn dining halls are trayless, 5 dining halls use eCorrect in-kitchen decomposers to reduce food waste by 80% and create a reusable compost-like organic material for use by Landscaping services. DDS also recently purchased 3 EVs for all on-campus catering and other deliveries; DDS began on-campus Farm-Fresh markets once a week in the summer and fall months; DDS Local Routes program makes UConn the largest purchaser of local produce in the State of CT; DDS funds staff to help advise and manage student-run organic farms on-campus (EcoGarden and Spring Valley Student Farm)

**The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):**

Dining Services has committed to third-party Green Restaurant certification for all of its dining halls, beginning with Buckley Dining hall, to be certified by 2014-15 academic year.

In addition the accelerated CAP proposal includes the following:

- Continue to emphasize local, sustainably grown food and vegetarian options
- Leverage UConn's agricultural knowledge to enlarge the sustainable food program and increase on-campus sustainable farming

**Accountable parties, offices or departments for the Dining Services/Food plan(s):**

Dept. of Dining Services (DDS) in collaboration with OEP and other departments

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

The drafted Sustainability Framework Plan that has been proposed as an appendix to the University of Connecticut Master Plan, in conjunction with the Climate Action Plan (CAP), details methods with which to reduce energy consumption in order to achieve carbon neutrality by 2050. These plans are also supplemented by the Renewable Energy Strategic Plan, which identifies and assesses target locations for the development of 12 demonstration-scale renewable and sustainable energy projects to facilitate technology transfer, [STARS Reporting Tool](#) | [AASHE](#)



collaborative research into green energy sources and smart storage, the reduction of carbon dioxide and other greenhouse gases, and the integration of environmental principles into students' learning experiences.

### **The measurable objectives, strategies and timeframes included in the Energy plan(s):**

The following are a series of current, near-term, and long-term goals outlined in the Sustainability Framework Plan, CAP, and Renewable Energy Strategic Plan that can serve as stepping stones to the overall goal of carbon neutrality.

- Meter all buildings and track energy consumption and carbon impact (current/near-term)
- Design new buildings to achieve LEED Gold certification using the appropriate LEED rating system (current/near-term)
- Retrofit energy consuming systems in all existing buildings (current/near-term)
- Establish appropriate energy use intensity targets for all building types (current/near-term)
- Refer to RESP for near term renewable energy projects with proven viability (current/near-term)
- Follow Climate Action Plan and associated acceleration proposals to remain on planned trajectory (current/near-term)
- Connect all buildings to central monitoring and control system (long-term)
- Commission all new buildings to ensure proper energy usage and control (long-term)
- Implement energy efficient systems in new construction projects (long-term)
- Integrate appropriate renewable energy technologies (long-term)
- Implement more stringent benchmarking and building rating systems as they become available and applicable (long-term)
- Review Climate Action Plan and accelerate as needed to maintain trajectories toward neutrality (long-term)
- Adjust building energy set points and occupancy schedules (optimal temperature set points established, ongoing)
- Establish a lighting update program (interior and exterior)(ongoing: 80+ buildings re-lamped since 2010, reducing 3,000 TPY eCO<sub>2</sub>; Sherman Complex retrofitted lighting done in 2013, reducing energy used by at least 55%)
- Reduce fume hood energy consumption (ongoing through outreach, new construction and retrofits)
- Correct inefficiencies in campus utility distribution systems (ongoing)
- Expand and better integrate current energy monitoring efforts (ongoing through sub-metering program and PI data collection system)
- Promote continuous improvement of operational strategies at the cogeneration facility (ongoing - must maintain at least 50% efficiency rating in order to sell Renewable Energy Credits, proceeds of which have been used for RCx, re-lamping and other energy conservation measures and programs)
- Centralize utility systems as much as possible and examine opportunities to integrate building projects to maximize utility system efficiency (ongoing)
- Establish a program to continuously commission buildings (19 Retro-commissioning (RCx) projects completed with ECMs installed and operating from 2010-2013, reducing 13,000 TPY of eCO<sub>2</sub>)
- Implement a residence hall appliance policy (ongoing consideration)
- Develop and initiate a boiler efficiency and emissions reductions program (ongoing, required for compliance with new state Boiler MACT regulations)
- Equipment energy efficiency purchasing policy (ongoing, current EPA Energy Star standard for all purchases of appliances, similar standards for electronics and computers)
- Establish an energy-efficient computing policy (HuskyPC program sets baseline efficiency standards; purchasing policy requires third-party certification for energy efficiency)
- Minimize energy use associated with equipment and appliances (all appliances purchased are EPA Energy Star; Green Office Certification program promotes positive behavioral change and practices)
- Identify and improve energy efficiencies associated with campus food service equipment and appliances (ongoing, part of Food Franchisee Sustainability Guidelines)
- Improve the efficiency of building HVAC systems through heat zoning and high-efficiency filters (ongoing, see RCx measures above)
- Seek to incorporate alternative energy sources into new constructions and retrofit existing buildings where appropriate and feasible (solar array installed on rooftop of new RWF and at Depot Campus, solar street lighting at UConn Dairy Bar, 400 kw clean energy fuel cell installed in 2012 at Depot Campus; RESP created in 2011)

- Maximize efficiency of laboratory airflow through new technologies (ongoing - see fume hood response above)
- Identify and evaluate additional applications for variable-frequency drives (VFDs) (ongoing, VFD opportunities identified through RCx program)
- Develop an alternative/renewable energy strategic plan and implement demonstration projects (done: 2011 publication of RESP)
- Evaluate the feasibility and appropriateness of developing a carbon neutral power plant

(In progress: supplemental utility plant will be needed to implement \$1.5 billion Next Gen CT/STEM capital improvement program, Utility Master Planning in progress)

consistent with the Climate Action Plan, one goal of the Preliminary Feasibility Study and Strategic Deployment Plan for Renewable & Sustainable Energy Projects (RESP) is to reduce between 5 and 9.5 tons greenhouse gas emissions annually through the implementation of demonstration-scale research projects focusing on alternative energy in order to reach carbon neutrality by 2050. (Installation of 400 kW fuel cell in 2012 estimated to reduce 800+ TPY of GHG compared with comparable fossil-fuel generating sources)

### **Accountable parties, offices or departments for the Energy plan(s):**

OEP; Facilities & Building Services - AVP, Energy Management; C2E2/School of Engineering; PAES; Provost's Office, AVP - Infrastructure & Strategic Planning; Purchasing, CFO & Budget Office;

### **A brief description of the plan(s) to advance sustainability in Grounds:**

UConn strives to be sustainable through development and renovation projects using Low Impact Design features. This means UConn will use methods that minimize the effect of storm water run-off and contaminants that can cause downstream flooding, erosion sedimentation, and pollution of rivers, streams, and water bodies. LID features installed on campus include pervious parking lots, rain gardens, bio-retention swales, green roofs, porous pavers, storm water monitoring and striving for a sustainable design process for the construction of the Tech Park and development of the Next Gen CT/STEM capital improvement program.

To this end, one of the objectives outlined in the proposed Sustainability Framework Plan is to preserve and enhance campus landscapes and land holdings through a series of current, near-term, and long-term intermediate goals.

### **The measurable objectives, strategies and timeframes included in the Grounds plan(s):**

Ongoing objectives geared towards preserving and improving upon campus landscapes and land holdings are as follows.

- Use the Sustainable Sites Initiative, either independently or in conjunction with LEED, to develop landscape in a beneficial and measurable way (current/near-term)
- Complete Hillside Environmental Education Park expansion (current/near-term)
- Continue to participate in Arbor Day Foundation Tree Campus USA program (current/near-term)
- Install pervious surfacing materials where appropriate (current/near-term)
- Consider green roofs and high SRI roofs for all new buildings (current/near-term)
- Require low or zero irrigation landscaping for new developments (current/near-term)
- Restore prime farmland deficits (long-term)
- Analyze the potential for underground utilities and implement as appropriate (long-term)
- Develop Depot Campus as a remediated brownfield and sustainable community (long-term)
- Experiment with alternative surfacing and landscaping techniques to reduce impervious cover (long-term)
- Road, walkway and parking lot pavements shall be permeable asphalt (bituminous concrete) or porous concrete, when feasible. For all road and parking addition or replacement projects, an evaluation of alternative methods of reducing storm water sediments and pollutants



is undertaken. (Permeable asphalt installed in new parking areas constructed)

- Identify opportunities to further incorporate low-impact design components in the University's current construction and renovation projects.
- Record and photo-document storm water management practices currently employed at the University to demonstrate compliance and best practices.
- Explore the potential for implementing "green roofs" at various locations. (Green roofs implemented on two new constructions)
- OEP serves as an advisory figure in the upcoming Next Gen CT and North Campus/Tech Park planning and development process, guiding UConn's growth while remaining sensitive to our environmental "footprint."

**Accountable parties, offices or departments for the Grounds plan(s):**

Facilities - Landscaping Services, OEP, PAES - Landscape Architects, CLEAR/NEMO at Haddam Extension office

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

The Climate Action Plan (in addition to the accelerated CAP proposal) outlines the University's sustainable purchasing policies. This encompasses waste reduction at both the source and upon disposal through minimized packaging as well as a reduction in fossil fuels and energy use through efficient vehicle standards and Energy Star appliances. More recently, the Vendor Code of Conduct sets sustainability standards and preferences for all UConn vendors (e.g., fair labor practices, environmental sustainability)

**The measurable objectives, strategies and timeframes included in the Purchasing plan(s):**

- Establish fleet efficiency purchasing requirements
- Green purchasing policies - Energy Star appliances, green cleaning products,
- Vendor Code of Conduct - establish a system to ensure conformance with VCC
- Review Vendor Code of Conduct annually
- Buy local when option is available
- Identify opportunities to influence market change where UConn has purchasing power
- Develop procedure for standard lifecycle assessment on purchases

**Accountable parties, offices or departments for the Purchasing plan(s):**

Purchasing, OEP, EPAC, Transportation, Parking & Logistical Services,

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

The University has many plans involved at multiple levels of transportation in order to ensure a more sustainable future for its community. This includes incentive programs to decrease individual car use and increase carpooling, bike use, and public transportation options. It also includes encouraging alternative fuel sources and advocating for new public transportation options in the future.

Most recently, transportation has been included in the proposed Sustainability Framework Plan, which prioritizes sustainable transportation and movement in and around campus.

## The measurable objectives, strategies and timeframes included in the Transportation plan(s):

The current, near-term, and long-term goals towards incentivizing mass transit and alternative modes of transportation and towards reducing related emissions, as outlined in the Sustainability Framework Plan, are as follows.

- Assess the impact of future growth on transit needs (current/near-term)
- Improve bus and shuttle services by providing more frequent service, better service communication, and more accommodating service infrastructure, such as sheltered waiting areas and enhanced user interface options (current/near-term)
- Continue to purchase alternatively fueled vehicles under the existing DOT grant (current/near-term)
- Minimize footprint of all new parking structures (current/near-term)
- Meet the criteria for a Bicycle Friendly University (current/near-term)
- Streamline vendor delivery and distribution system (current/near-term)
- Enact a strong bicycle sharing service on campus and begin to implement more bicycle infrastructure (current/near-term)
- Connect to the regional rail system (long-term)
- Link to the larger bicycle network in the local and regional context (long-term)
- Decentralize parking and develop streamlined shuttle service to move people into campus core (long-term)
- Implement intelligent system for vendor deliveries, warehousing, and campus distribution via small vehicles on campus (long-term)
- Fully integrate bicycle transportation infrastructure with all aspects of campus (long-term)
- Design and install renewable energy and green infrastructure on new parking lots and structures (long-term)
- Move fully toward alternatively-fueled fleet (long-term)

Transportation goals originating from other planning documents include the following.

- Enforce the state anti-idling policy
- Establish an on-campus car sharing program (done: Hertz 24/7 program in place since 2011)
- Establish a bike-sharing program (UConn Cycles volunteer-provided pilot program operating since 2011; RFI for vendor-provided program planned in 2014)
- Improve bicycle and pedestrian safety and access from off-campus housing (ongoing)
- Require vehicle and rental programs to provide efficient and alternative fuel vehicle options (ongoing, EVs and ULEVs provided through Hertz 24/7)
- Develop a modal transportation advisory committee (done)
- Establish a campus policy that transit be considered when planning new campus buildings (done through Master Planning process)
- Establish fleet efficiency purchasing requirements (ongoing, currently only guidelines)
- Phase out older, inefficient vehicles and replace with higher efficiency (in-progress through DOT grant received in 2013)
- Develop and implement a mandatory vehicle efficiency improvement program (ongoing)
- Increase the efficiency of campus delivery systems (all deliveries done using EV/e-Star van acquired in 2012)
- Discourage unnecessary on-campus driving (ongoing transformation to pedestrian-focused campus)
- Work with campus unions to encourage flexibility in employee workday definition (ongoing)
- Develop a rideshare incentive program (ongoing, parking permit incentives introduced in 2013)
- Provide a weekday shuttle service to nearby off-campus park-and-ride lots
- Increase bus and shuttle availability to and from off-campus destinations (ongoing balance of ridership and cost issues)
- Develop an incentive program to discourage parking permit purchases (ongoing, first- and second-year students prohibited from obtaining on-campus parking permit)
- Implement a campus-wide parking fee increase; use the revenue to fund campus mass transit improvements and to incentivize carpooling and low-emission vehicles (ongoing)
- Offer a reduced-cost parking pass, priority parking and related emergency support services for rideshare participants (ongoing)
- Develop a reduced-cost parking pass for motorcycles and scooters (ongoing)
- Hire a pedestrian and bicycle coordinator to ensure implementation of Bicycle Master Plan recommendations (ongoing, new Parking and Transportation Services manager hired in 2013 with much of these duties)
- Negotiate discounted bus and train ticket rates for UConn faculty, staff, and students (ongoing, ultra- low-fare bus trips from campus to

NYC and Boston added in 2012)

- Discourage air travel to locations within reasonable driving or train distance (ongoing)
- Develop a campus transportation master plan for travel to and from Storrs (ongoing as part of 2014 Campus Master Plan for Next Gen CT capital improvement program)
- Increase the production and use of biodiesel in university vehicles (ongoing consideration)
- Increase the use of vehicles that run on carbon-neutral or low-carbon fuel sources (ongoing through DOT grant program to replace older fleet vehicles)
- Increase access and provide incentives for telecommuting and online courses
- Increase local housing options and availability
- Establish a campus parking cap
- Price parking according to vehicle fuel efficiency and EPA emissions rating
- Continue improvements in campus bicycle amenities and paths
- Develop a bicycle commuter-incentive program
- Create and affordable on-campus bicycle shop
- Advocate for the development of regional light rail commuting option

### **Accountable parties, offices or departments for the Transportation plan(s):**

Transportation, Parking & Logistical Services, OEP, EPAC,

### **A brief description of the plan(s) to advance sustainability in Waste:**

The Campus Sustainable Design Guidelines recognizes the importance of protecting our natural resources in on-campus development projects. The goals and strategies outlined below have been developed using the LEED Rating System as a sustainability benchmark to help identify and measure the sustainability measures taken in the design and planning of buildings on campus. In addition, the proposed accelerated CAP outlines a number of strategies that can be implemented to increase waste diversion or reduce the total amount of waste at the University.

### **The measurable objectives, strategies and timeframes included in the Waste plan(s):**

The following strategies are among those geared towards maintaining and expanding campus-wide areas for recycling, reducing the amount of construction and demolition related waste generated from University projects, and considering the associated environmental impacts when selecting materials for use on campus. These strategies and goals were adopted in 2004 and have been applied to every applicable building project since or are set to be adopted once the accelerated CAP is passed.

- Provide easily accessible recycling stations throughout the campus that allow for ease of collection and separation of recyclables
- Provide recycling stations at convenient locations both inside and outside of buildings, including event gathering areas
- Consider the viability of adaptive reuse of existing structures in lieu of new ones
- Design projects to be recyclable
- Specify products from companies that participate in reclamation programs
- Require contractors to incorporate a construction waste management plan such that a minimum of 50 percent of construction waste is diverted from landfills
- Reduce the consumption of resources by using materials that have a long service life and, therefore, require less replacement
- Divert materials from waste streams and minimize consumption of virgin resources by specifying materials with a minimum of 20 percent post-consumer or 40 percent post-industrial recycled content

- Favor materials that can be recycled indefinitely
- Look to salvage items from campus demolition projects for reuse
- Favor the use of materials that can biodegrade to those that cannot, where appropriate
- Enhance existing recycling programs and begin to emphasize reductions in packaging to minimize the initial waste stream
- Develop procedure for standard lifecycle assessment on purchases
- Evaluate composting practices and equipment

In addition we measure our everyday MSW-type waste and recycling volumes through our hauler's recycling and trash transfer and weigh stations. This year, we began weighing public surplus store materials that are diverted from the waste stream by public sale for reuse. We also measure e-waste recycling, sneaker recycling, and food, landscaping and agricultural waste recycling, composting and reuse.

### **Accountable parties, offices or departments for the Waste plan(s):**

Facilities- Building Services, EPAC Recycling Workgroup, EPAC Sustainable Development Workgroup, PAES, OEP, Dining Services, CANR-Farm Services, Facilities- Landscaping Services, Central Stores/Warehouse and Surplus Store

### **A brief description of the plan(s) to advance sustainability in Water:**

The Climate Action Plan and the proposed Sustainability Framework Plan both outline current, near-term, and long-term initiatives for the reduction of water consumption and identify key areas in which the University can improve water conservation and reuse efforts.

UConn is the public water supply system for the campus and certain municipal, business and residential users in the vicinity of the Storrs Campus. As a result, UConn has also adopted Water Conservation Goals and Strategies as part of its 5-year Water Supply Planning process (most recent WSP adopted in 2011-12). Pursuant to this WSP, UConn has also adopted a Student Water Conservation Outreach Plan and a Drought Emergency Response Plan that requires UConn to issue voluntary and mandatory conservation advisories to all water supply system users in the event flow rates in rivers near our water supply well fields drop below specified levels, measured in cubic feet per second (CFS) according to real-time in stream flow gauges monitored by the USGS

As the owner/operator of the public water supply system for the main campus and surrounding municipal, commercial and residential users, UConn has implemented both supply-side:

<http://uconnoep.wordpress.com/2013/03/15/stretching-uconns-water-budget-part-i/>

and demand-side:

<http://today.uconn.edu/sustainable-uconn/2013/03/27/stretching-uconns-water-budget-part-ii/>

water conservation measures. UConn's unaccounted for loss is now half of the public water supply system average.

Several years ago, UConn retrofitted the irrigation system, and moisture retention capabilities of its new varsity field hockey turf, resulting in an 80% reduction in water used for irrigation of artificial turf before practices and games, as is required for safety and playability among NCAA Division 1 Field Hockey programs.

### **The measurable objectives, strategies and timeframes included in the Water plan(s):**

The following are the current, near-term, and long-term goals established in the Sustainability Framework Plan, CAP, and the 2011 Water Supply Plan in an effort to minimize potable water consumption and optimize rainwater management.

- Establish appropriate water consumption targets for all building types (current/short-term)
- Meter all buildings and track water consumption (current/short-term)
- Upgrade to low-flow fixtures in all existing buildings (current/short-term)
- Implement landscape to minimize or avoid irrigation (current/short-term)
- Engage student and faculty further in water conservation practices (current/short-term)
- Detect and repair all system leaks (long-term)
- Design new buildings to meet or exceed water savings target (long-term)
- Capture and reuse rainwater and greywater to offset potable water usage (long-term)
- Reduce process water use from food service, laundry, and cooling towers (long-term)
- Optimize water reclamation facility to meet operational potential (long-term)
- Construct a water reclamation facility that saves up to 450,000 gallons per day for uses such as boiler makeup and cooling water at the cogeneration facility and Central Utility Plant, as well as irrigation and grey water uses in certain buildings to be constructed on the North Campus/Tech Park such as flushing toilets (permits pending for irrigation and grey water)
- Other conservation measures such as low-flow fixtures, monitors and controls, as well as supply system/transmission and distribution leak detection and repair program have saved more than 200,000 gallons per day and driven UConn's unaccounted for loss rate down to 7% (1/2 the public water supply system average)
- Correct inefficiencies in steam and condensate return utility systems and infrastructure
- Upgrade water fixtures in campus buildings to maximize efficiency

### **Accountable parties, offices or departments for the Water plan(s):**

Facilities - Water Supply System/Utilities, WWTF/RWF plant operators, OEP, EPAC, ResEd, Dining Services, Athletics

### **A brief description of the plan(s) to advance Diversity and Affordability:**

UConn's Office of Diversity & Equity's mission and purpose is to ensure diversity and prevent all forms of discrimination  
UConn's Office of Global Affairs was created to ensure the globalization of academic programs

### **The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):**

ODE sets specific goals and targets for new hires in order to ensure diversity across various levels of staff and management and across all academic and operational departments

Global Affairs set goals for ensuring globalization, such as number and quality of study abroad opportunities, international exchange students and programs, international partnerships on research and career services, and the living and learning experience of international students at UConn

### **Accountable parties, offices or departments for the Diversity and Affordability plan(s):**

**A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:**

UConn's new Health Enhancement Program (HEP) provides financial incentives for employees to maintain effective health education and preventative maintenance programs

The Work-Life program considers methods for outreach and assistance to employees

**The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):**

The HEP annually measures and rewards each employee's performance and participation in certain specified and individually-tailored health maintenance and educational programs

The Work-Life program measure participation in annual outreach programs, like the annual Work-Life Fair, Professional Development programs, and Employee Assistance Program

**Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):**

Human Resources, Health Insurance Provider/United Health

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

Working in conjunction with the OEP and the President's Committee on Corporate Social Responsibility (PCCSR) - the UConn Foundation, Chief Investment Officer and Investment Committee are continually assessing Socially Responsible and Environmentally Responsible Investment (SRI/ERI) policies and plans. The PCCSR also works with other multi-million dollar investment managers affiliated with the University, such as the Alumni Association's Investment Committee and the SBA's graduate and undergraduate student managed funds.

**The measurable objectives, strategies and timeframes included in the Investment plan(s):**

Evaluate the feasibility of fossil fuel divestiture, especially the feasibility of divesting in coal industry investment holdings, to the extent they can be disentangled from other fossil fuel stocks and investments

Develop and implement policies for SRI/ERI

**Accountable parties, offices or departments for the Investment plan(s):**

UConn Foundation/CIO, Alumni Association president and Investment Committee, SBA's Student Managed Funds, PCCSR, OEP

**A brief description of the plan(s) to advance sustainability in other areas:**

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**The measurable objectives, strategies and timeframes included in the other plan(s):**

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**Accountable parties, offices or departments for the other plan(s):**

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**The institution's definition of sustainability:**

The definition adopted for general campus sustainability programs is as follows: Meeting the needs of the present without sacrificing the ability of future generations to meet their needs.

**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:**

Academic Plan: sustainability is addressed as the focus of Global Engagement, one of the four core values upon which the academic plan is based: "Through outreach, research, and partnerships, we promote sustainable development and a happy, healthy, and inclusive society. This engagement is local and global, based on intellectual understanding and recognition of the transnational nature of the challenges and opportunities we face."

[http://issuu.com/uconnprovost/docs/academic-plan-single-hi-optimized\\_1](http://issuu.com/uconnprovost/docs/academic-plan-single-hi-optimized_1)

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

<http://ecohusky.uconn.edu/climate/cap.html>

## Responsible Party

**Eric Grulke**

Sustainability Coordinator  
Office of Environmental Policy

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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:**

An undergraduate student government has existed at the University of Connecticut in Storrs in various forms and under different names since 1894. Originally, it was composed of nine elected students who worked with the faculty "upon matters of government of the college." By 1913, the organization was called the Student Organization, and its members were the two hundred thirty-nine students enrolled at Connecticut Agricultural College.

In 1921, the government was reorganized and a standing committee called the Student Senate was formed as the executive branch. The Senate adopted a constitution and became known as the Associated Student Government (ASG). The constitution outlined the duties of the executive, legislative, and judicial branches of the ASG, which was modeled after the federal government. The Student Senate continued as the core of student political power until 1973 when the ASG dissolved. In the following academic year, the ASG was replaced by the Federation of Students and Service Organizations (FSSO). The Senate was replaced by a Central Committee.

In 1980, the FSSO was replaced by the Undergraduate Student Government (USG), and the Student Assembly became the representative student body. The Undergraduate Student Government bodies have piloted (and funded) the launch of every other major student organization on campus including: The Daily Campus, WHUS, SUBOG, IFC, and RHA.

USG is recognized by the University Of Connecticut Board Of Trustees as one of the five governing bodies on campus (along with the Board of Trustees, and the Graduate Student Senate). USG is the primary voice of students to all audiences, and actively partakes in the university-wide decision making process through representation and advocacy. (

<http://usg.uconn.edu/about/>

)

The Graduate Student Senate represents the Graduate community within the University community. They serve as an advocate of the Graduate community's concerns and needs to both University and non-University organizations. In addition, they also, serve as a liaison between the Graduate community and the University administration. They provide services to meet the special needs of the University's diverse Graduate community, and enhance and encourage cooperation and association within the Graduate community. Their goal is to enrich the lives of the Graduate students at the University.

(

<http://gss.uconn.edu/>

)

**Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:**

Yes

**A brief description of student representation on the governing body, including how the representatives are selected:**

The Graduate Student Senate consists of the following:

- A. Senators representing constituencies whose members pay the Graduate Student Activity Fee, as apportioned by the Senate.
- B. At-Large Senators representing all graduate students who pay the Graduate Student Activity Fee

The Undergraduate Student Government consists of the following:

- 1) Membership of the Undergraduate Student Government shall include: elected officer, appointed officers, and committee members.
- 2) Membership of the Undergraduate Student Government is open only to registered degree-seeking, fee paying, undergraduate students at Storrs. Failure to comply with these criteria shall lead to automatic forfeiture of membership rights.
- 3) Members of the Undergraduate Student Government should remain in good academic standing within the University. Good academic standing is defined as: "Shall not be on academic probation for two consecutive semesters".
- 4) Each candidate must reside in his or her respective constituency zone, or be a member of his or her school or college at the time of election and must remain so during the tenure of their position.
- 5) No member shall concurrently hold positions within more than one branch of the Undergraduate Student Government unless explicitly permitted under the Constitution or Bylaws. Election to a subsequent position and subsequent acceptance shall lead to an automatic forfeiture of the previous position.
- 6) Constituencies for the Undergraduate Student Senate shall be determined by Residential Zones and Academic Schools and Colleges.
  - a) This constituency representation system shall go into effect prior to the 2015 Spring Elections
- 7) Each Residential Zone as acknowledged by the Undergraduate Student Government shall have at least one representative.
  - a) Representation shall be based on population as outlined in the Bylaws.
  - b) The total of all Residential Zone seats shall not exceed 20 seats.
- 8) Each academic school and college, as acknowledged by the Undergraduate Student Government, shall have at least one representative.
  - a) Representation shall be based on population as outline in the Bylaws.
  - b) The total of all Academic school and college seats shall not exceed twenty-five seats.
- 9) Up to ten ex-officio, non-voting seats may be filled each year by nomination of the Student Body President and confirmation by a majority vote of the Senate.
- 10) Upon taking the Oath of Office, members shall serve until the term of their specific seat is specified to end barring impeachment, removal, or resignation.
- 11) The term of all Residential or Commuter Senators shall begin following the Fall election and shall conclude the subsequent Fall. The

term of all other Senators shall extend from their Spring election to the following Spring.

12) Speaking privileges within the Senate shall be extended to the President, Vice President and Comptroller.

13) Speaking privileges within the Senate shall be extended to the Committee Chairpersons that do not simultaneously hold both a Senate seat and the position of Chairperson.

**Do students have a formal role in decision-making in regard to the following?:**

	Yes or No
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	---

**A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:**

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**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)?:**

No

**A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:**

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**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	---
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	---

**A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:**

---

**Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

No

**A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:**

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**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?:**

	<b>Yes or No</b>
<b>Establishing organizational mission, vision, and/or goals</b>	---
<b>Establishing new policies, programs, or initiatives</b>	---
<b>Strategic and long-term planning</b>	---
<b>Existing or prospective physical resources</b>	---
<b>Budgeting, staffing and financial planning</b>	---
<b>Communications processes and transparency practices</b>	---
<b>Prioritization of programs and projects</b>	---

**A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:**

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**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

**Richard Miller**

Director

Office of Environmental Policy

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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	---
Employee diversity and equity	---

**A brief description of the diversity and equity committee, office and/or officer, including purview and activities:**

Diversity Committee

This committee shall review University policies, practices, and conditions relevant to supporting and promoting diversity among students, faculty, and staff. This committee may recommend any desirable expressions of Senate opinion on these matters. The committee shall include two undergraduate students, one graduate student, and a representative from each of the other Senate Standing Committees.

**The full-time equivalent of people employed in the diversity and equity office:**

11

**The website URL where information about the diversity and equity committee, office and/or officer is available:**

<http://senate.uconn.edu/diversity.html>

**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	---
Administrators	---

**A brief description of the cultural competence trainings and activities:**

Cultural competency is covered under diversity training, which is state-mandated for all full-time employees.

**The website URL where information about the cultural competence trainings is available:**

<http://www.ode.uconn.edu/training/diversity%20training.html>



# Assessing Diversity and Equity

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## Responsible Party

**Richard Miller**

Director

Office of Environmental Policy

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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
- 

## Submission Note:

Information from HR department

"---" 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) :

In January 2001, the President and Chancellor, at the request of the University Board of Trustees, established the Diversity Action Committee which was co-chaired by the Vice Provost for Multicultural and International Affairs and the Dean of the College of Liberal Arts and Sciences. The committee itself was a diverse and widely representative committee. The committee's charge was to prepare a diversity strategic plan which would recommend initiatives to be taken over the next five years to: 1. Create a more welcoming campus environment for all of our students. 2. Enhance our efforts to recruit and retain a diverse student population. 3. Enhance our efforts to recruit and retain a diverse workforce. 4. Diversity university leadership and management. 5. Assign accountability to achieve the goals outlined in the action plan it presents.

The report of the Diversity Action Committee to the University of Connecticut Board of Trustees was completed and presented to the

Board in April, 2002. When the Plan was developed, the committee defined diversity as the presence and participation of people who differ by age, color, ethnicity, gender, national origin, race, religion, sexual orientation, socioeconomic background and disability status. However, it should be noted that in defining diversity, it is understood that the definition is ever changing and that it is constantly to be ratified. See

<http://www.ode.uconn.edu/docs/Diversity%20Action%20Committee.pdf>

Moving forward, the Board of Trustees was provided with updates on the status of the implementation of the report guidelines and the results of the study had a significant impact on the ongoing development of programs and initiatives throughout the 2000's, as outlined below.

In 2006, the Provost's Commission on the Status of Women completed a significant report regarding gender equity on campus including recommendations on how to advance leadership for women on campus, including increasing female academic heads on campus, and utilized those results to focus on continuous advancement of women on campus, an ongoing initiative and priority at UConn. See

[http://pcsw.uconn.edu/files/Leadership\\_Report%2006.pdf](http://pcsw.uconn.edu/files/Leadership_Report%2006.pdf)

In addition, beginning in 2008, the University made diversity a University-wide priority by mandating all employees– not just supervisors, as mandated under state law – attend training on the topics of Diversity and Sexual Harassment Prevention. To date, the University, through its Office of Diversity and Equity, has trained 4,155 employees on Diversity and 4, 212 employees on sexual harassment prevention. The Office of Diversity and Equity similarly provides ongoing training for all employees regarding the hiring and search process, including providing resources for decreasing inherent bias in the search process and ensuring diverse candidate application pools. See

<http://ode.uconn.edu/training/>

In its role of ensuring affirmative action and equal opportunity compliance, the Office of Diversity and Equity on campus continuously assesses campus climate issues as related to diversity, and is available for consultation, response to complaints and concerns, and to provide tailored trainings for departments seeking additional resources and education on diversity and harassment issues. See

<http://ode.uconn.edu>

. Moreover, the University's Senate Diversity Committee and Provost's Commission on Institutional Diversity are actively engaged in diversity and inclusion issues, including discussing campus climate and holding various campus-wide events on a broad range of diversity issues, as well as engaging directly in diversification of faculty and staff initiatives. See

<http://pcsw.uconn.edu/>

. The University's five Cultural Centers additionally play a critical day-to-day role in fostering an inclusive and diverse climate on campus for all community members, including partnering with ODE in providing campus-wide trainings and educational events on diversity topics. See

<http://www.studentunion.uconn.edu/culturalcenters.html>

**Has the institution assessed student diversity and educational equity?:**

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**A brief description of the student diversity and educational equity assessment(s):**

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**Has the institution assessed employee diversity and employment equity?:**

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**A brief description of the employee diversity and employment equity assessment(s):**

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**Has the institution assessed diversity and equity in terms of governance and public engagement?:**

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**A brief description of the governance and public engagement assessment(s):**

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

<http://www.academicplan.uconn.edu/files/UConnAcademicPlan.pdf>

# Support for Underrepresented Groups

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## Responsible Party

**Richard Miller**

Director

Office of Environmental Policy

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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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"---" 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:**

excerpt from website with centralized list of resources available to assist students from under-represented groups

"Awareness of Cultural Differences

Race, ethnicity, expression and cultural background, sexual orientation, gender identity, and other cultural identities are important to keep in mind as you help a distressed student. Reactions to racism, sexism, homophobia, ableism, etc., can affect the way in which emotional distress is manifested and also can impact help-seeking behavior. General barriers to seeking help — e.g., denial, fear of being labeled in a negative way, lack of information about campus resources — may be even more troublesome for students from underrepresented groups, especially if counseling is not a culturally relevant choice to make when help is needed. Communicating support, concern, and understanding is critical in reaching students who may feel isolated and marginalized.

Your sensitivity to the unique needs of international students, Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) students, students of color, non-traditional-aged college students, and other underrepresented groups can be important in helping students get assistance. Furthermore, being knowledgeable about campus resources that address the unique needs of underrepresented students is also important."

**The website URL where more information about the support programs for underrepresented groups is available:**

[http://www.ossa.uconn.edu/helping\\_students/cultural\\_differences.html](http://www.ossa.uconn.edu/helping_students/cultural_differences.html)

**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?:**

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**A brief description of the institution's discrimination response policy, program and/or team:**

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**The website URL where more information about the institution's discrimination response policy, program and/or team is available:**

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**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?:**

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# Support for Future Faculty Diversity

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## Responsible Party

**Richard Miller**

Director

Office of Environmental Policy

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## Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
  - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
  - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
- 

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

## **Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:**

Yes

## **A brief description of the institution's programs that help increase the diversity of higher education faculty:**

Faculty Development Programs

The Institute for Teaching & Learning offers a full range of faculty development programs to all UConn faculty, at all of the UConn campuses. The formats range from individual consultation services to departmental workshops, from book groups, and learning communities to campus wide teaching institutes. Topics span the continuum from purely pedagogical to purely technical and everything in between. All services are free and confidential.

## **The website URL where more information about the faculty diversity program(s) is available :**

<http://fdp.uconn.edu/>

# Affordability and Access

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## Responsible Party

**Richard Miller**

Director

Office of Environmental Policy

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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
- 

"---" 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:**

from the University Update 2012

"We Always Take Care of Our Needy Students Regardless of the Price of Tuition"

- Our best financial aid packages are provided to instate, low income students
- Tuition funded need-based grants increased 32% since FY10
- Tuition funded need-based grants as a percentage of net tuition revenue is budgeted at 20.2% for FY12
- Tuition funded scholarships increased 25.5% since FY10

**A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:**

<http://fdp.uconn.edu/deptsupport/teachingtogo.html>

The Institute for Teaching and Learning provides several informal topics of instruction for managing diversity, including social diversity, in the classroom.

The Center for Academic Progress provides a range of programs for low income students and first generation college students:

The Center for Academic Programs provides educational opportunities and access to higher education for students who are first generation to college, from underrepresented populations, and/or low income backgrounds.

Guiding Principles:

1.  
Promotes student learning and development by helping participants achieve their academic goals, receive high quality support services, and access educational resources.
2.  
Advances the well-being of Connecticut's citizens through collaborations, community outreach, and advocacy with the ultimate goal of college preparation, enrollment, retention, and graduation.

<http://www.cap.uconn.edu/>

**A brief description of any programs to prepare students from low-income backgrounds for higher education:**

The Upward Bound/ConnCAP Program at UConn has been serving Connecticut students since 1967. The program is designed to make educational opportunities available to eligible high school students from target high schools in following areas:



<http://www.cap.uconn.edu/upwardbound.html>

### About Jumpstart

To combat the crisis in early literacy, Jumpstart, a national early education organization, works toward the day every child in America enters school prepared to succeed. Jumpstart partners 3,500 college student and community volunteers with preschool children in low-income communities for a full school year. Jumpstart helps children develop the language and literacy skills they'll need to thrive in school and in life. During the 2009-2010 school year, Jumpstart served nearly 13,000 children, in partnership with more than 250 early learning centers and 62 universities and colleges throughout the country. Jumpstart's national sponsors include American Eagle Outfitters, AmeriCorps, Pearson, and Sodexo. Jumpstart is the five-time recipient of the Fast Company/Monitor Social Capitalist Award (2004-2008) and has received a 4-star rating from Charity Navigator. For more information, visit the Jumpstart Web site at

[www.jstart.org](http://www.jstart.org)

[http://www.studentactivities.uconn.edu/co\\_jumpstart.html](http://www.studentactivities.uconn.edu/co_jumpstart.html)

### Mission and Guiding Principles

The Center for Academic Programs provides educational opportunities and access to higher education for students who are first generation to college, from underrepresented populations, and/or from low income backgrounds. [More

<http://www.cap.uconn.edu/>

### **A brief description of the institution's scholarships for low-income students:**

A breakdown of statistics for need-based scholarship awards (of which every department maintains its own lists) can be found here:

<http://www.oir.uconn.edu/FB-finaid-State-Fall06.pdf>

### **A brief description of any programs to guide parents of low-income students through the higher education**

**experience:**

Several Parents guides to financial aid have been developed, and their locations are centralized on this FAQ website designed for parents to easily find information related to their questions about financial aid:

<http://parents.uconn.edu/faq/financial.html>

**A brief description of any targeted outreach to recruit students from low-income backgrounds:**

<http://www.cap.uconn.edu/edutalentsrch.html>

The Educational Talent Search Program identifies young people with potential for post secondary education, encourages them to continue and graduate from secondary schools and to enroll in programs of post-secondary education, and encourages high school dropouts to return to school.

A total of six hundred students, recruited from participating public middle and high schools in New Haven and Windham, Connecticut, are served by the Educational Talent Search project. Students begin participation in the program in the sixth grade and are sustained through successful completion of high school and placement in the appropriate post-secondary institution.

Program services include comprehensive academic and enrichment activities, academic, financial and personal counseling, career exploration and aptitude assessment, assistance with the re-entry process to high school or college, information on post secondary education, information on student financial assistance and assistance in completing college admissions testing, college admissions applications and financial aid applications.

**A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:**

Admission to UConn is competitive. When reviewing your application for admission, the University will give the heaviest weight to your high school transcript(s), class rank, academic grade point average and SAT or ACT scores. Students should be in the upper range of their high school class and have competitive SAT or ACT scores.

The Office of Undergraduate Admissions will also consider your required essay, optional letters of recommendation and evidence of your interest in extracurricular activities such as community service, the arts, cultural activities, athletics, politics and leadership positions.

Applicants should be attending an approved high school program. Upon graduation you must have completed at least 16 units, with 15 in college preparatory work. Students should complete, as a minimum, the following college preparatory courses while in high school:

4 years of English

3 years of math (algebra I, algebra II and geometry)

2 years of social studies (including one year of U.S. History)  
2 years of a single foreign language (3 years strongly recommended)  
2 years of laboratory science  
3 years of electives

Your official school transcript(s) must be sent by your high school directly to UConn's Office of Undergraduate Admissions. SAT or ACT scores must be sent directly from the appropriate testing service or be posted on your official high school transcript. Students who graduate from high school in 2006 and subsequent years must submit the new SAT or ACT with writing exam. We encourage students to take the SAT and/or ACT more than once. We will accept the highest scores from your combined test dates.

Note: If you have ever enrolled full-time at a post-secondary institution after graduating from high school, you are a transfer student and must apply as a transfer student.

**A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:**

An overview of the financial aid policies can be found here:

[http://financialaid.uconn.edu/index.php/Main\\_Page](http://financialaid.uconn.edu/index.php/Main_Page)

**A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:**

Each department maintains its own admissions policies and recruitment, work, and incentive programs.

**Does the institution have policies and programs in place to support non-traditional students?:**

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**A brief description of any scholarships provided specifically for part-time students:**

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**A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:**

---

**A brief description of other policies and programs to support non-traditional students:**

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**Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:**

---

**Indicators that the institution is accessible and affordable to low-income students::**

	Percentage (0-100)
The percentage of entering students that are low-income	---
The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	---
The percentage of students graduating with no interest-bearing student loan debt	---

**The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:**

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**The website URL where information about the institution's affordability and access programs is available:**

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# 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

**Richard Miller**

Director

Office of Environmental Policy

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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:**

UConn is a public institution and is subject to various state and federal laws that ensure sustainable compensation. We are in a high income, high cost of living state, so this is somewhat subjective.

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

**Number of employees:**

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**Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:**

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**Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:**

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**Number of employees of contractors working on campus:**

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**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:**

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**Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:**

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**Number of staff and faculty that receive sustainable compensation:**

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**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:**

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**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:**

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**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:**

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**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:**

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**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:**

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**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):**

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**The local legal minimum hourly wage for regular employees:**

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**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?:**

No

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

<http://resource.uconn.edu/personnel/bargaining.html>



# Assessing Employee Satisfaction

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## Responsible Party

**Rachael Shenyo**  
Sustainability Coordinator  
Office of Environmental Policy

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

**Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:**

No

**The percentage of employees (staff and faculty) assessed, directly or by representative sample:**

---

**A brief description of the institution's methodology for evaluating employee satisfaction and engagement:**

A graduate student led initiative in 1999 compiled data for Human Resources

**A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):**

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**The year the employee satisfaction and engagement evaluation was last administered:**

2,000

**The website URL where information about the institution's employee satisfaction and engagement assessment is**

**available:**

<http://advance.uconn.edu/1999/990222/02229908.htm>

# Wellness Program

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## Responsible Party

**Rachael Shenyó**  
Sustainability Coordinator  
Office of Environmental Policy

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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
- 

"---" 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>	---
<b>Staff</b>	Yes
<b>Faculty</b>	---

**A brief description of the institution's wellness and/or employee assistance program(s):**

from the enrollment forms for the Health Enhancement Program:

"My enrolled spouse and dependents and I agree to participate in the State of Connecticut Health Enhancement Program sponsored by my employer, the State of Connecticut. Information regarding my personal health and the health of my dependents will continue to be protected by all applicable state and federal laws and regulations. I and my enrolled dependents agree to comply with the requirements of the program including the applicable schedule of physical examinations, the applicable schedule of preventive screenings, and participation in any of the five disease counseling and education programs should I or any dependent be diagnosed with one or more of the five listed chronic diseases (Diabetes, Chronic Obtrusive Pulmonary Disorder or Asthma, Hypertension, Hyperlipidemia (high cholesterol), or Coronary Artery Disease (heart disease/heart failure). I understand my participation may be revoked should I not comply with my commitment to the Health Enhancement Program. I

understand and agree that my revocation will make me responsible for higher premium co-shares of \$100 per month, a \$350 deductible per participant per year, and would make me ineligible for reductions in the co-pays for certain prescriptions and office visits. I recognize that I am required to sign this authorization as a condition of my participation and the participation of my enrolled dependents, if any, in the Health Enhancement Program."

**The website URL where information about the institution's wellness program(s) is available:**

[http://www.hr.uconn.edu/docs/HRPY\\_Nov\\_2011\\_thru\\_Jan\\_\\_2012.pdf](http://www.hr.uconn.edu/docs/HRPY_Nov_2011_thru_Jan__2012.pdf)

# Workplace Health and Safety

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

# 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

**Eric Grulke**

Sustainability Coordinator  
Office of Environmental Policy

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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:

At the University of Connecticut, the President's Committee on Corporate Social Responsibility exists to provide assistance and guidance to the President's Office to assure that the University maintains its position as a leader among institutions of higher education committed to the protection and advancement of CSR policies that reflect respect for fundamental human rights and the dignity of all people. The PCCSR Committee acts to make sure there are socially and environmentally responsible investment opportunities in terms of the University's purchasing policies.

Think Outside the Bottle is a new UConn initiative that distributes reusable water bottles to incoming first year students and staff with the intent of decreasing bottled water consumption on campus. By doing this and continuing to install water bottle refill stations around campus, the university hopes to create a more sustainable campus and decrease its reliance on bottled water.

Finally, the PCCSR was able to help the student managed funds (which invest in individual stocks rather than indexes and mutual funds) design guidelines for Socially and Environmentally Responsible Investing, which were implemented in Fall 2013.

"---" 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:**

Part of the responsibilities listed include:

1. Review codes of conduct and the practicality of implementation of such codes in contracts, including code compliance, under and through which the University operates to advise the President on consistency with our goals and practicality of implementation
2. Examine our relationships with other universities, national and international organizations, and others, to determine how we can work together to best meet our common objectives. This would include our relationship with the University's contracted licensing agency (The Collegiate Licensing Company – CLC) regarding corporate social responsibility in the production of officially licensed products utilizing the indicia (work marks and logos) of the University.
3. Regularly monitor the on-going corporate social responsibility efforts of the Workers' Rights Consortium and the Fair Labor Association and recommend University action in response, as appropriate
4. Encourage and support academic research in this area to advance the understanding of global labor issues throughout the University Community
5. Encourage and support community awareness through a variety of means, including curricular development, campus dialogue, and ongoing communication.

(

<http://policy.uconn.edu/?p=2718>

)

This committee has been in recent collaboration with the Chief Investment Officer for the University's Endowment at the UConn Foundation where strides have been made to ensure responsible investing across the Foundation's investment pool. Collaboration with idea sharing and transparency of socially and environmental concerns has been a forthcoming objective for the Foundation and the University for socially responsible investing. The CIR has also met with representatives from the Alumni investment committee, and the student managed funds.

The CIO for the UConn foundation presents a report on SRI/ERI annually to the committee, which offers comments and guidance.

**Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):**

(

<http://csr.uconn.edu/committee-members/>

)

Robert Bird - Co-chair Marketing Department

Gina DeVivo Brassaw, - Co-chair Student Activities

Robert Anderson, Jr. - Student Representative

Oksan Bayulgen - Political Science

Celia Guillard - Student Representative

Kimberly Fearney Audit - Compliance & Ethics

Shareen Hertel - Political Science

Jeremy L. Jelliffe - Student Representative

Michael Kirk - President's Office

[STARS Reporting Tool](#) | [AASHE](#)



Waldo Klein - School of Social Work  
Kyle Muncy - Division of Athletics  
Dennis Pierce - Dining Services  
Leslie Langworthy - Purchasing Department  
Richard Miller - Environment Policy  
Susan Randolph - Economics Department  
John Sears - Residential Life, Holcomb Hall  
Bill Simpson - UConn Co-op  
Coleen Spurlock - Women's, Gender & Sexuality  
Tim Tolokan - Division of Athletics  
Lillian Bosques - Staff Support for Committee President's Office

**Examples of CIR actions during the previous three years:**

Major initiatives at UConn through the President's Committee on Corporate Social Responsibility include adopting a Vendor Code of Conduct to support the university's interest and investment in working with vendors that demonstrate a commitment to willingness to pay living wages, respect for international human rights and labor standards and practicing environmental sustainability. The new policy will help ensure UConn remains at the forefront of best practices among our peer and aspirant institutions.

At the University of Connecticut, the President's Committee on Corporate Social Responsibility exists to provide assistance and guidance to the President's Office to assure that the University maintains its position as a leader among institutions of higher education committed to the protection and advancement of CSR policies that reflect respect for fundamental human rights and the dignity of all people. The PCCSR Committee acts to make sure there are socially and environmentally responsible investment opportunities in terms of the University's purchasing policies.

Think Outside the Bottle is a new UConn initiative that distributes reusable water bottles to incoming first year students and staff with the intent of decreasing bottled water consumption on campus. By doing this and continuing to install water bottle refill stations around campus, the university hopes to create a more sustainable campus and decrease its reliance on bottled water.

Finally, the PCCSR was able to help the student managed funds (which invest in individual stocks rather than indexes and mutual funds) design guidelines for Socially and Environmentally Responsible Investing, which were implemented in Fall 2013.

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

<http://csr.uconn.edu/>

## Responsible Party

**Eric Grulke**

Sustainability Coordinator  
Office of Environmental Policy

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## Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

### *Option 1: Positive Sustainability Investment*

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

### *Option 2: Investor Engagement*

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

**Total value of the investment pool:**

348,824,000 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>	10,266,000 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>	4,070,000 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>	0 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:**

The Natural Resources portion of the portfolio has \$4.3 million commitment in sustainable forestry. The fund also holds a \$4,070,000 commitment to an energy fund with 10% allocated to renewables (so \$407,000). Other positive sustainability investments including businesses selected for exemplary sustainable performances or social impact bonds may be held in comingled equity and fixed income allocations but the value of these investments is unknown.

FY 2012 Portfolio Allocation is comprised of the following:

Global Equities: 35%

Private Capital: 16%  
Real Estate: 7%  
Relative Value: 6%  
Global Macro: 3%  
Opportunistic Strategies: 5%  
HY Bonds: 4%  
Natural Resources: 8%  
TIPS: 5%  
Investment Grade Bonds: 8%  
Cash: 3%

The portfolio allocation does not vary significantly from year to year, and for FY13 should be very close to FY12.

**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 Foundation's investment policy is focused on governance, low volatility investment returns, institutional liquidity and investment manager selection. Issues that are controversial or relate to social issues are reviewed on a case by case basis to incorporate their potential long-term economic impacts through the monitoring of released quarterly reports from fund managers in relevant investments. The Foundation's divestment policy is focused on reducing its overall exposure in holdings of companies with business operations in Sudan through the monitoring of released quarterly reports from fund managers across all asset classes.

**Does the institution use its sustainable investment policy to select and guide investment managers?:**

Yes

**A brief description of how the policy is applied, including recent examples:**

The Foundation uses the investment policy to select and guide investment managers. A recent example would be the divestment policy regarding Sudan, as detailed below.

**Does the institution's sustainable investment policy include negative screens?:**

Yes

**A brief description of the negative screens and how they have been implemented:**

The Foundation has requested fund managers from different investment portfolios to consider divestment and to provide information on relevant holdings in order to track overall exposure to Sudan related holdings. The Foundation has reviewed its funds to monitor and gauge the extent of any holdings of fossil fuel companies or investments in the Sudan region through analysis and monitoring of quarterly

reports. No direct holdings of fossil fuel producing companies exist .

**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:**

The Foundation does not have any direct holdings of companies with which to file shareholder resolutions. All Foundation funds are in co-mingled funds with different fund managers.

However, in response to the recent strides to encourage endowments to divest from fossil fuels, there have been letters of opinion to encourage the University of Connecticut to take the necessary actions to make sure the endowment portfolio is vetted for the ownership in fossil-fuel companies. For example, in response to the

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

campaign, Dr. William Upholt (

<http://regenerativemedicine.uhc.edu/faculty/bios/upholt.html>

) wrote a letter to UConn President Herbst addressing concerns about responsible investing by UConn. The UConn Foundation states that there are no direct holdings or ownership of public companies who are direct producers of fossil fuels.

**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:**

There has been a lot of discussion over investing in renewable energy and divesting in carbon-based energy in a variety of investment networks and list-servs of which the Foundation is a member, especially by colleges and universities. The Foundation continues to monitor and discuss the situation with other similarly situated university fund managers to determine the most effective course of action. Additionally, the Foundation has worked with UConn student managed funds and the funds held by the Alumni Association to review their holdings for sustainability.

**The website URL where information about the institution's sustainable investment efforts is available:**

<http://csr.uconn.edu/>

# Investment Disclosure

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## Responsible Party

**Eric Grulke**

Sustainability Coordinator  
Office of Environmental Policy

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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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*"---" 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:**

[Form\\_990\\_FY2014\\_UConnFoundation.pdf](#)

### **The website URL where the holdings snapshot is publicly available:**

<http://www.foundation.uconn.edu/about-us/tax-legal-information/#disclosure>

# 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

**Sarah Munro**

Sustainability Coordinator  
Office of Environmental Policy

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## Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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**Title or keywords related to the innovative policy, practice, program, or outcome:**

Sustainability Framework Plan

**A brief description of the innovative policy, practice, program, or outcome :**

The Sustainability Framework Plan lists a series of initiatives and objectives in the five areas of energy, water, land, materials, and movement that act as a lens through which the UConn Master Plan of 2015 was formed. The purpose of the master plan is to provide the foundation for advancing the aspirations and development goals of the university as they relate to sustainability in order to create an environment where ideas, imagination, and creativity can thrive. The Master Plan thus will transform the campus in regard to both academic and student life and will enhance the campus' environmental sustainability.

It is common for other Universities to include sustainability at a high level in their campus Master Plans and other guiding documents. UConn's Sustainability Framework Plan, however, takes this one step further by directing the development of the Master Plan with action steps the University plans to take to ensure sustainable growth and by encompassing the five areas of energy, water, land, materials, and movement, rather than just focusing on one aspect of sustainable growth. The Master Plan also carries the sustainable design themes, goals, and objectives throughout the other technical framework plans; noting specific sustainable features as an integral part of the Design Guidelines and detailed District Plans, for example.

Although UConn is a leader in sustainability in many respects, the Sustainability Framework Plan outlines several new initiatives and objectives that emulate those of the institution's peers and demonstrates the University's commitment to seeking innovative solutions to climate change, development, and water shortages in the face of growing student enrollment.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

In the area of energy, The Sustainability Framework Plan will foster climate-positive development that aligns with the current Climate Acceleration Plan's goal to reach carbon neutrality by 2050. The Sustainability Framework Plan identifies natural and engineered systems to reduce storm water runoff and improve water quality despite predicted increases in impervious surfaces through Next Generation CT. Similarly, the Sustainability Framework Plan outlines several methods to conserve potable water, namely through reuse at UConn's Water Reclamation Facility, in order to maintain an adequate supply even as enrollment at the University is intended to increase. The Sustainability Framework Plan also includes provisions to improve natural landscaping, increase local food production, and protect and enhance local ecosystems as the University continues to grow. Through the Sustainability Framework Plan the University also hopes to implement more exacting green purchasing standards to increase the proportion of reused and recycled products, and introduces strategies to decrease the amount of waste our University produces. Finally, the Sustainability Framework Plan aims to establish a multi-modal transportation system, alternative commuter options, and a larger "Clean" fleet in order to improve upon our current transportation system.

**A letter of affirmation from an individual with relevant expertise:**

[IN-1 Sustainability Framework Plan\\_1.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	No
Public Engagement	No
Air & Climate	No
Buildings	Yes
Dining Services	No
Energy	Yes
Grounds	Yes
Purchasing	No
Transportation	Yes
Waste	No
Water	Yes
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

**Other topic(s) that the innovation relates to that are not listed above:**

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**The website URL where information about the innovation is available :**  
[STARS Reporting Tool | AASHE](#)



### Responsible Party

**Sarah Munro**

Sustainability Coordinator  
Office of Environmental Policy

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### Criteria

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### Submission Note:

Additional information can be found here:

<https://uconnoep.wordpress.com/2013/11/06/ev-charging-station/>

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

**Title or keywords related to the innovative policy, practice, program, or outcome:**

Electric Vehicle Grants and UConn's Green Fleet

**A brief description of the innovative policy, practice, program, or outcome:**

During 2013 Connecticut Light & Power (CL&P) and the University's School of Engineering conducted a study on the existing EV charging station located in the University's motor pool. After finding that it performed in the top 5% statewide for usage among all charging stations included in the study, the UConn Department of Transportation and the student interns at the Office of Environmental Policy

secured a grant in 2014 from the Connecticut Department of Energy and Environmental Protection (DEEP) to fund two additional EV charging stations. One of the two additional charging stations has recently been installed on campus in the North Parking Garage, with two overhead cords, and the other will be installed within the next few months in the South Parking Garage. These stations are part of the state's EV network and are free for use by the public. By adding two more electric vehicle charging stations to the campus, the University will be able to shed light on the shift away from gasoline-powered vehicles and the benefits therein. Having more charging stations on campus will also allow the University to expand upon the number of hybrid and electric vehicles within its fleet, improving overall fuel efficiency, reducing output of greenhouse gas emissions, and reducing the University's fossil fuel dependence.

By 2014 the University was awarded a \$260,000 grant through the Connecticut Clean Fuel program that will make it possible to do just that – increase the percentage of hybrid and electric vehicles in the current light duty fleet. The grant from the Connecticut Clean Fuel program reimburses UConn for the delta between the premium cost of a clean-energy vehicle compared to the price of a comparable gasoline or diesel-fueled vehicle and has already helped to fund several several hybrid and plug-in electric GEM (Global Electric Motorcar) Low-Speed Vehicles (LSVs) for departments to use for on-campus trips. Hybrid and electric vehicles now constitute 10% of UConn's light duty fleet and Transportation Services has set a goal of 20% by 2025.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

Together these two grants have permitted UConn to increase the number of hybrid and electric vehicles in our light duty fleet to 25 vehicles; about 10% of the light duty fleet at the University. The University hopes to expand this percentage to 15% or more just this year. In addition, there are a number of vehicles recently purchased called flex-fuel vehicles that are compatible with the ethanol blend, E85. Finally, as more of these fuel efficient and alternative-fuel vehicles are incorporated into the University's fleet the carbon footprint of UConn's campus will also decrease substantially.

**A letter of affirmation from an individual with relevant expertise:**

[IN2 Credit William Wendt.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>	No
<b>Public Engagement</b>	No
<b>Air &amp; Climate</b>	Yes
<b>Buildings</b>	No
<b>Dining Services</b>	No
<b>Energy</b>	Yes
<b>Grounds</b>	No
<b>Purchasing</b>	Yes
<b>Transportation</b>	Yes
<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>	No
<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:**

<https://uconnoep.wordpress.com/2014/11/19/uconns-vehicle-fleet/>

### Responsible Party

**Sarah Munro**

Sustainability Coordinator  
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**Title or keywords related to the innovative policy, practice, program, or outcome:**

Buckley Dining Hall - Green Restaurant Certification

**A brief description of the innovative policy, practice, program, or outcome:**

This past year, UConn’s Buckley Dining Hall achieved a 3-star level certification from the Green Restaurant Association (GRA) for maintaining water and energy efficiency, eliminating waste at a high degree, serving sustainable and local foods, reducing chemical usage and pollution, maintaining a comprehensive recycling program, and completely eliminating the use of Styrofoam. Only 68 Universities or Colleges have certified dining facilities and Buckley is one of only 28 university dining establishments that earned a 3- or 4-star level certification, the highest level of certification offered by GRA.

The University is also working towards achieving 3- or 4-star Green Restaurant Certification for two other dining halls on campus in the coming year or so at Gelfenbein Commons and Whitney Dining Hall.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

In working towards Green Restaurant Certification at Buckley Dining Hall, the following outcomes have been achieved:

- Reusable tableware, recycled napkins, and bio-based bowls and plates available at the dining facility decrease waste
- Low-flow pre-rinse spray valves conserve water
- Highly efficient energy management system, Energy Star appliances, insulated pipes, efficient lighting systems, programmable thermostat, and double exterior doors reduce energy consumption
- 13% of total recipes from Dining Services are vegan based and 35.07% food and beverage purchases are local, which encourages sustainable food options.
- Extensive composting and recycling programs, leftover food donations to local food banks, tray-less dining, and elimination of disposable water/soda bottles decrease waste produced at the facility

**A letter of affirmation from an individual with relevant expertise:**

[IN-3 Dennis Pierce.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>	No

<b>Public Engagement</b>	No
<b>Air &amp; Climate</b>	No
<b>Buildings</b>	No
<b>Dining Services</b>	Yes
<b>Energy</b>	Yes
<b>Grounds</b>	No
<b>Purchasing</b>	No
<b>Transportation</b>	No
<b>Waste</b>	Yes
<b>Water</b>	Yes
<b>Coordination, Planning &amp; Governance</b>	No
<b>Diversity &amp; Affordability</b>	No
<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:**

[http://dinegreen.com/customers/restaurant\\_guide2.asp?display=University+or+College&rest\\_state=CT&rest\\_metro=&rating=3](http://dinegreen.com/customers/restaurant_guide2.asp?display=University+or+College&rest_state=CT&rest_metro=&rating=3)

### Responsible Party

**Sarah Munro**

Sustainability Coordinator  
Office of Environmental Policy

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### Submission Note:

For additional information:

<https://uconnoep.wordpress.com/2014/12/10/arbor-day-2015/>

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

**Title or keywords related to the innovative policy, practice, program, or outcome:**

Tree Campus USA and 2015 Arbor Day Celebration

**A brief description of the innovative policy, practice, program, or outcome:**

In 2014 the University of Connecticut became the first college or university in Connecticut and only the third in New England to receive recognition by the Arbor Day Foundation as a Tree Campus USA. UConn is one of about 200 universities nationwide that have earned this title through their tree management, conservation, and community engagement efforts. UConn earned the Tree Campus distinction through several different measures. First, UConn has a well-established Arboretum Committee, consisting of faculty, staff and students, which helps in protecting, promoting, cataloging and managing the trees and shrubs on UConn's campus. The University also established a tree care plan that details proper maintenance, planting, prohibited practices, and conservation goals to guide future tree management on campus. In order to ensure a continual planting and maintenance program, UConn has also invested annual expenditures and ample volunteer time to tree care. In 2013, alone, the University committed over \$350,000 to tree preservation efforts. Finally, through demonstrations, coursework, and an annual Arbor Day Celebration that involves tree-planting, the University is able to engage and educate the students and surrounding community regarding the importance of tree conservation.

This past year, the Nation Arbor Day Foundation hosted a contest in which the participating Tree Campus applicants needed to demonstrate the way in which they were planning to celebrate Arbor Day this coming April for a chance to win \$500 toward their celebration. By integrating education and school spirit into their plans for the 2015 Arbor Day Celebration, the University was selected as one of 20 finalists, and one of only 10 in the large school category. The University is using the \$500 grant to sponsor a specially designed tree and UConn logo-shaped flower bed planting ceremony in conjunction with Earth Day next month.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

Since UConn's recognition as a Tree Campus in 2014 campus and community engagement in tree conservation and its importance locally and on a larger scale has vastly improved and the National Arbor Day Foundation contest is proof. Due to the excellent outreach efforts put forth and the extensive service learning opportunities established through Tree Campus USA during 2014, UConn received almost 3,000 votes nationwide, enough to qualify as one of the 5 winners in the large-school category.

The contest prizes will help to fund an Arbor Day Celebration separate from the annual Earth Day Spring Fling that the University hosts every year. The celebration will involve interactive tree- and flower-planting, educational demonstrations from campus arborists and other experts from UConn Facilities, engaging guest speakers, and several displays related to tree maintenance and conservation.

**A letter of affirmation from an individual with relevant expertise:**

[IN-4 Tree Campus USA.pdf](#)

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	Yes or No
Curriculum	No
Research	No
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	No
Buildings	No
Dining Services	No
Energy	No
Grounds	Yes
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

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<https://uconnoep.wordpress.com/2014/04/15/its-official-uconn-is-a-tree-campus/>