



University of Vermont

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

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Table of Contents

Education & Research	3
Co-Curricular Education	3
Curriculum	26
Research	46
Operations	57
Buildings	57
Climate	63
Dining Services	70
Energy	82
Grounds	93
Purchasing	100
Transportation	110
Waste	128
Water	142
Planning, Administration & Engagement	153
Coordination and Planning	153
Diversity and Affordability	164
Human Resources	177
Investment	190
Public Engagement	200
Innovation	213
Innovation	213
Supplemental	222
Supplemental Data	222

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

Education & Research

Co-Curricular Education

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

Credit
Student Sustainability Educators Program
Student Sustainability Outreach Campaign
Sustainability in New Student Orientation
Sustainability Outreach and Publications
Student Group
Organic Garden
Model Room in a Residence Hall
Themed Housing
Sustainable Enterprise
Sustainability Events
Outdoors Program
Themed Semester or Year

Student Sustainability Educators Program

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

Criteria

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

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

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

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

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

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

11,250

Program name (1st program):

Eco-Reps Program

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

11,238

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

The mission of the UVM Eco-Reps Program is to cultivate environmental responsibility by training student leaders to promote sustainable practices at the university and encourage environmentally responsible behaviors among peers. Eco-Reps develop and implement peer-to-peer behavior change campaigns, organize a farmer's market on campus, and create events such as waste sorts and light bulb swaps to engage the campus community. Every student who takes classes on campus is exposed to the work of the Eco-Reps on a daily basis, as the student center has two Eco-Reps of its own. The student center has more than 2.3 million visits per year for events, dining, meetings, and other activities. Eco-Reps also reach other students in the library and dining facilities, and they do poster in classroom spaces.

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

Eco-Reps apply to the program at the end of Spring semester for positions that begin the following Fall. An extensive outreach program seeks a pool of applicants from diverse majors and campus locations. Applicants are reviewed by members of the program advisory group. Senior Eco-Reps who have been with the program for more than a year also advise the process. The program coordinator offers positions to the most qualified candidates. Candidates then notify the program coordinator whether they have decided to accept the responsibilities and expectations of the job. Applicant acceptance rates typically vary from 30-50%.

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

A formal training takes place for three days during the week before classes begin in August. Eco-Reps move in early and go through an introduction to the program. They get to know each other and bond as a team; develop communications strategies within the group and on campus; go over the nuts and bolts of what everyone will be doing in their positions (individually and in small teams); evaluate residence halls; have structured conversations with directors in Student Life, Custodial Services, and Recycling and Waste Management; engage in interactive activities to learn about campus sustainability; go on field trips of local compost and recycling facilities; and prepare to start working Friday afternoon with move-in day.

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

The Eco-Reps Program is a partnership between the Office of Sustainability (provides graduate fellow program coordinator and other administrative support), Physical Plant Department (Recycling and Waste Management office provides program guidance and materials), Residence Life (provides wages for Eco-Reps, administrative support, and early move-in), and the Environmental Program (provides program guidance and academic support for the 1-credit course option).

The website URL for 1st Program:

<http://www.uvm.edu/ecoreps>

Program name (2nd program):

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

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

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

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

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

The website URL for 2nd program:

Program name (3rd program):

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

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

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

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

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

The website URL for 3rd program:

Program name (All other programs):

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

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

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

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

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

The website URL for all other programs:

Student Sustainability Outreach Campaign

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

Criteria

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

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

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

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

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

The following impacts are not sufficient for this credit:

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

Submission Note:

See more at:

<http://www.uvm.edu/sustain/bottledwater>

<http://www.uvm.edu/ecoreps/projects-and-activities/current-projects/follow-leaf-campaign>

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

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

Yes

The name of the campaign(s):

Bye-bye Bottled Water, Real Food Challenge, and Follow the Leaf campaign

A brief description of the campaign(s):

Bye-bye Bottled Water: UVM ended bottled water sales January 1, 2013, after years of community conversation initiated by student activists and embraced by other students, faculty and staff who participated in surveys, presentations, signs, internships, class projects, and art projects.

Real Food Challenge: UVM was the fifth institution to sign on to the commitment to measure and increase the amount of Real Food served on campus. The University goal of at least 20% Real Food by 2020 is a campus-wide campaign nurtured by the Real Food Working Group, a student-led initiative and supported by the Food Systems Initiative.

Follow the Leaf: In 2012-13 UVM's Eco-Reps launched their "Follow the Leaf" campaign with a tabling event where passersby wrote out their eco-pledges and the group premiered a video to kick-off the campaign.

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

Bottled Water: No more bottled water is sold on campus! Everyone in our community knows about this policy. The University also reduced significantly the number of departments permitted to pay for water coolers with University funds, reducing costs by at least \$20,000 per year.

Real Food Challenge: In fall 2013 a senior-level course in Community Development & Applied Economics on Social Research Methods conducted more than 900 surveys of undergraduates and found that 62% were aware of UVM's commitment, even though the campaign had just begun and many first-year students were part of the survey.

Follow the Leaf: Overall, more than 150 students stopped by to sign pledges.

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

<http://www.uvm.edu/foodsystems/?Page=realfood.html&SM=realfoodmenu.html>

Sustainability in New Student Orientation

Responsible Party

Erica Spiegel

Supervisor

UVM Recycling/Solid Waste Office

Criteria

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

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

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

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

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

Yes

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

Orientation information is placed on a USB, and includes sustainability messages such as sustainable transportation and sustainable dining options. The main emphasis for new students is in having a zero-waste dining event.

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

Sustainability Outreach and Publications

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

Criteria

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

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

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

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

Yes

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

The Office of Sustainability has a website that summarizes sustainability efforts on campus, adding current sustainability news to the main page and blog articles as fit for relevant sustainability activities.

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

<http://www.uvm.edu/sustain/>

Does the institution have a sustainability newsletter?:

No

A brief description of the sustainability newsletter:

The website URL for the sustainability newsletter:

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

Yes

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

Through the Service Learning Course "Campus Sustainability", students conduct research and have opportunities to present at AASHE conferences and to the greater UVM and Burlington community.

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

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

Yes

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

LEED buildings are designated

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

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

Yes

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

local, organic and real foods are noted on signs in some establishments on campus, and dining services does inform public about locally produced food. The Real Food Challenge is also becoming a part of the dining conversation and posted in some dining areas.

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

<http://www.uvm.edu/foodsystems/?Page=realfood.html&SM=realfoodmenu.html>

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

No

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

-

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

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

No

A brief description of the sustainability walking map or tour:

The website URL of the sustainability walking map or tour:

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

Yes

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

The University is a member of CATMA, the Campus Area Transportation Management Association, which offers a variety of options and incentives to commuters. UVM Transportation and Parking Services explains all the options on its website

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

<http://www.uvm.edu/tps/commuting/>

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

Yes

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

Yes, a green guide is available every year encouraging sustainable student and university life on campus.

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

<http://www.uvm.edu/sustain/sustainability-at-uvm/initiatives/green-living-guide>

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

Yes

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

The Eco-Reps group on campus publishes articles in the UVM Cynic newspaper regarding sustainability efforts on campus.

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:

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

Yes

A brief description of this material:

Sustainability publications include "Teaching Sustainability at UVM", which describes the Sustainability Faculty Fellows program

http://ctl.uvm.edu/services-programs/sustainabilityfellows/sffp_report.pdf

The website URL for this material:

http://ctl.uvm.edu/?Page=services-programs/sustainabilityfellows/index.php&SM=m_sp.html

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

Yes

A brief description of this material:

40 Years: A History of the UVM Environmental Program

The website URL for this material:

http://ctl.uvm.edu/?Page=services-programs/sustainabilityfellows/index.php&SM=m_sp.html

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

Yes

A brief description of this material:

The Cooling UVM report is in draft form and will be published within the next year. Cooling UVM describes our climate action plan and goals for becoming climate neutral and lowering our GHG emissions on an institutional level.

The website URL for this material:

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

Yes

A brief description of this material:

The Clean Energy Fund report is in draft form and will be published within the year. This report describes the Clean Energy Fund and the projects it has supported over the years at UVM.

The website URL for this material:

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

No

A brief description of this material:

-

The website URL for this material:

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

No

A brief description of this material:

-

The website URL for this material:

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

No

A brief description of this material:

-

The website URL for this material:

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

No

A brief description of this material:

-

The website URL for this material:

Student Group

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

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

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

Yes

The name and a brief description of each student group:

UVM has a student organization called The Vermont Student Environmental Program (VSTEP) that is comprised of “concerned individuals dedicated to coordinating environmental activities on Vermont campuses and throughout the general public.”

VSTEP has been a student-run non-profit club since fall of 1988. The organization, along with a class, helped to draft a solid waste management plan for the university in the spring of 1989, which helped to expand the university’s recycling program.

Their goal is to foster sustainability on campuses through the state and help disseminate information through networks. Their focus is on environmental education, activity, and research. The group meets every week in the university student center and is open to new members.

Bike Users Group (BUG): the Bike Users Group (BUG) of the University of Vermont strives to increase bike accessibility, knowledge, and infrastructure for the shared benefit of our physical and environmental health. BUG aims to provide a bike sharing program and student run bike shop where everyone from bike enthusiasts to beginners can find education on bike maintenance, safety, and the benefits of emission-free transportation.

Common Ground Farm: Common Ground is a three acre organic farm located at the Horticulture Research Center. We are a student run educational farm providing students the opportunity to plan and manage their own CSA and growing season. The club hires four full time workers and two part time workers in the summer to support almost sixty CSA shares worth of vegetables for faculty, staff, and dining services.

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

BUG set up bike maintenance hubs around campus, more bike racks, and is working on a biking sustainability campus plan.

Common Ground farm sets up CSA pick up shares on campus..

List other student groups that address sustainability:

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

<http://uvmboered.com/club/>

Responsible Party

Walter Poleman

Associate Director

Field Naturalist Program

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

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

Yes

A brief description of the garden:

The common garden near the GreenHouse is managed by the GreenHouse Garden Guild and employs organic practices. The Guild is a group of students that design, plant, tend, and harvest the garden under the supervision of Professor Terry Delaney. The students also cook meals together with the food grown in the garden. The program has an educational purpose, although there is no academic credit for the work completed and participation is voluntary. The students learn about crop rotation, planting dates, garden planning, and food preparation.

The Common Ground Farm is located in South Burlington and is entirely run by a student club. It is a 3 acre farm where students grow vegetables for a Community Sponsored Agriculture (CSA). Dr. Yolanda Chen teaches two formal classes on the farm.

There is a small organic garden outside the Jeffords science building. The UVM club Campus Kitchens grows vegetables in the garden to use in hot meals for those in need in the Burlington area. Dr. Yolanda Chen also teaches a class (PSS 124 'Agroecology of Vegetable Crops') where students design research studies using the Jeffords gardens.

The website URL where information about the garden is available:

Model Room in a Residence Hall

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

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

Does the institution have an occupied, formally designated model room in a residence hall that is open to students during regular hours and demonstrates sustainable living principles?:

No

A brief description of the model room:

UVM does offer a model room, but it does not exclusively demonstrate sustainable living practices

The website URL where information about the model room in the residence hall is available:

Themed Housing

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

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

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

Yes

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

This Tier Two credit is awarded to institutions that have sustainability-themed housing on campus that students have to apply to live in. UVM has both Slade Hall and the GreenHouse Residential Learning Community, both of which focus on sustainable living practices and require separate applications from the rest of the UVM residential halls.

Slade Hall is a residential community on campus that non-first year students are invited to apply to live in. The students focus on purchasing local/organic food, cooking together, producing as little waste as possible, reducing water usage, composting, and many other practices to reduce their impact on the environment.

The GreenHouse is a environmentally-focused residential community on the UVM campus with an entire program, including courses, that accepted residents must participate in. The GreenHouse focuses on teaching the residents how to live in a sustainable manner and continue these practices once they leave the residence hall and the university. The hall is made up of many guilds and has organized field trips, workshops, discussions, lectures, and events all focused on sustainability.

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

The total number of residents in themed housing. :

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

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

Does the institution have a student-run enterprise, such as a cafe, through which students gain sustainable business skills?:

Yes

A brief description of the enterprise:

BUG (Bike Users Group), Common Grounds (Student run farm)

The website URL where information about the sustainable enterprise is available:

<http://www.uvm.edu/~cgsref/>

Sustainability Events

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

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

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

Yes

A brief description of the event(s):

This credit is awarded to institutions that hold sustainability-related events. UVM hosts events during Earth Week that focus on educating and involving students in sustainability-related practices and issues.

The week includes speakers, a craft show and farmer's market, locally grown and produced dinner, music, and so much more. Many of the events are free and all are open to the UVM community.

Additionally, there are several weekly seminars on Clean Energy, Sustainability, Natural Resources, and Ecological Economics that cover topics in sustainability.

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

<http://www.uvm.edu/sustain/tags/earth-week>

Outdoors Program

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

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

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

Yes

A brief description of the program:

The University of Vermont has a student-run Outing Club, which follows Leave No Trace principles and would qualify for this credit. The club is open to all UVM students and leads hiking, snowshoeing, backpacking, camping, canoeing, rock climbing, and other outdoor/wilderness trips throughout the year.

The website URL where information about the program is available:

<http://www.uvm.edu/~outside/>

Themed Semester or Year

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

Submission Note:

Also see the Food Systems Initiative and the Real Food Challenge website:

<http://www.uvm.edu/foodsystems/?Page=realfood.html&SM=realfoodmenu.html>

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

Has the institution chosen a sustainability-related theme for its themed semester, year, or first-year experience during the past three years?:

Yes

A brief description of the themed semester, year, or first-year experience:

UVM requires that all first year students read a particular book during the summer before arriving. The Summer Reading Program is a new student's first introduction to the academic life of the university. In 2013 all UVM first-year students were required to read "The Ghost Map" by Steve Johnson over the summer. According to the description on the summer reading website, "the book offers unique insights on issues of social justice through the lenses of public health, scientific error, and urban planning. The Ghost Map is a medical detective story based on the London cholera epidemic of 1854. It examines the interconnected systems from social to microbial that shape our greatest cities and govern our fates."

In 2014 the book will be related to Food Systems.

The sustainability-related book that was chosen, if applicable:

The Ghost Map

The website URL where information about the theme is available:

<http://www.uvm.edu/~slife/orientation/?Page=summerread.html&SM=menu-fyprograms.html>

Curriculum

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

Credit
Sustainability Course Identification
Sustainability-Focused Courses
Sustainability-Related Courses
Sustainability Courses by Department
Sustainability Learning Outcomes
Undergraduate Program in Sustainability
Graduate Program in Sustainability
Sustainability Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Sustainability Courses

Sustainability Course Identification

Responsible Party

Stephanie Kaza
Director
Environmental Program

Criteria

Part 1

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

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

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

Part 2

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

Part 3

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

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

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

Yes

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

As stated in Our Common Ground, “The University of Vermont is an educationally purposeful community seeking to prepare students to live in a diverse and changing world.” In the context of the emerging challenges of the 21st Century, this preparation includes envisioning and planning for a sustainable society. In addition, Our Common Ground speaks to “the transforming power of education.” Thus UVM’s vision for sustainability embraces the goal of educating all of its students to understand and contribute to the sustainability of human society. That is, we recognize that the pursuit of environmental, social, and economic vitality must come with the understanding that the needs of the present be met without compromising the ability of future generations to meet their own needs. The University of Vermont will integrate its sustainability vision across curricular and co-curricular activities. Students who are prepared to address the challenges of creating a sustainable world have knowledge of current issues in sustainability and are conversant with social, ecological, and economic ways of thinking. ■ Knowledge gained through coursework from varied disciplines can prepare students to develop informed opinions and engage in complex discussions around sustainability. Students can apply this knowledge to address the social, economic and environmental issues affecting the planet and its population that require global, collaborative solutions. ■ Coursework and experiences in sustainability are meant to widen social, historical, and cultural perspectives and strengthen students’ ability to take multiple viewpoints by exposing them to a wide variety of cultural constructions. Students connect conceptual learning to challenges and opportunities in the world outside of the university classroom by critically analyzing their experience in order to make meaning of it.

Using the AASHE definitions for sustainability-focused and sustainability-related courses as a starting point UVM has developed their own criteria for identifying sustainability courses.

UVM Criteria for Sustainability-Focused Courses

- All three dimensions of sustainability are addressed (and the interrelationships)
- Course learning objectives are about sustainability or a specific topic from the perspective of sustainability
- Continuous theme throughout the semester
- Gets at impacts and/or is solutions-focused
- Identifies unsustainable assumptions

UVM Criteria for Sustainability-Related Courses

- Course addresses one or two of the three dimensions of sustainability
- Employ the 50% rule (50% of the course needs to be at a related level)
- Sustainability is addressed as a module or significant assignment (but not necessarily throughout the course)
- Course could be about analytical tools for evaluating and developing strategies to be sustainable (not a requirement)

The learning context must connect back to sustainability for a course to be identified as sustainability-focused or sustainability-related.

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

Yes

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

A committee of four (three faculty from different academic units and a graduate student) evaluated syllabi based on the definition of sustainability in the curriculum and the developed criteria. All four committee members must agree on the course classification. Differences of opinion were resolved through discussion based on the criteria.

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

Yes

The website URL where the sustainability course inventory is posted:

Sustainability-Focused Courses

Responsible Party

Stephanie Kaza
Director
Environmental Program

Criteria

Institution offers sustainability-focused academic courses.

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

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

The number of sustainability-focused courses offered :

55

The total number of courses offered :

2,589

Number of years covered by the data:

One

A list of sustainability-focused courses offered:

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

<http://www.uvm.edu/sustain/aashe-stars/education-research/curriculum>

A copy of the sustainability course inventory:

Sustainability-Related Courses

Responsible Party

Stephanie Kaza
Director
Environmental Program

Criteria

Institution offers sustainability-related academic courses.

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

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

The number of sustainability-related courses offered :

52

The total number of courses offered :

2,589

Number of years covered by the data:

One

A list of sustainability-related courses offered:

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

<http://www.uvm.edu/sustain/aashe-stars/education-research/curriculum>

A copy of the sustainability course inventory:

Sustainability Courses by Department

Responsible Party

Stephanie Kaza
Director
Environmental Program

Criteria

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

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

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

22

The total number of departments that offer courses:

66

A list of departments that offer sustainability courses:

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

<http://www.uvm.edu/sustain/aashe-stars/education-research/curriculum>

A copy of the sustainability course inventory :

Sustainability Learning Outcomes

Responsible Party

Stephanie Kaza
Director
Environmental Program

Criteria

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

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

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

The number of graduates covered by the sustainability learning outcomes:

133

Total number of graduates :

3,232

A list of degree programs that have sustainability learning outcomes:

Environmental Studies

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

A copy of the sustainability course inventory :

[UVM Degree Program Graduates.pdf](#)

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

Twelve Outcomes for Student Learning
University of Vermont Environmental Studies

Introduction

Our students graduate with broad educational abilities as well as competency in specific foundational approaches, content areas, and skills
[STARS Reporting Tool](#) | [AASHE](#)

(listed below). Broad educational abilities include the capacity to draw on diverse skills and knowledge gained from core courses and to be able to work independently and collaboratively in environmental problem-solving. Students develop effective communication skills (written, oral, electronic) that emphasize analytical, persuasive, collaborative, and expressive forms of communication.

Foundational Approaches

1. Interdisciplinary Thinking

Students have the ability to integrate knowledge across disciplines and to apply an interdisciplinary perspective, one that conceptually organizes and links theories, methods, and data from several disciplines and distinguishes between reductionist and holistic approaches. At advanced levels, they are able to apply an understanding of systems dynamics and sustainability principles to environmental problems across scales.

2. Critical Thinking

Students develop and practice the capacity to think critically, to reason well, to be open-minded, and use evidence-based arguments in analyzing environmental problems and patterns. They are able to identify the rationale behind decision-making and implementation of policy and cultural change. They understand the role of individual and organizational agents in determining environmental outcomes.

3. Global Consciousness

Students appreciate global and regional environmental differences, perspectives, and experiences, including economic and political histories and their impacts on specific communities and resources. They are aware of patterns of injustice, wealth distribution, and global conflict over environmental resources. They apply systems and sustainability perspectives on local-global links regarding climate, energy, water, and food issues.

4. Cultural Competence

Students appreciate the values of diversity within and between cultures as well as biological systems. They are able to recognize, accept, and respect the different values, beliefs, attitudes, and actions among racial, ethnic, religious and social groups. They have cultivated behaviors and skills to function effectively in cross-cultural situations, particularly in environmental education, activism, development projects, and domestic and international research projects.

Content Areas

5. Ethics and Values

Students gain familiarity with personal and social values and their history and role in environmental decision-making. They develop confidence in investigating moral and ethical dimensions of human-environment relations and recognizing the capacity of aesthetics and narrative to convey environmental values. They are conversant with the role of environmental values such as dignity, justice, equity, compassion, and beauty in shaping personal and global worldviews.

6. Ecological Principles

Students are practiced in asking ecological questions and understanding scientific methodologies and theories. They are able to articulate a systems perspective on the nature of environmental problems, especially ecosystem principles and functions at various scales. They demonstrate familiarity with the natural science basis of current environmental issues and are able to approach problems from a pattern perspective.

7. Social Behavior

Students are able to analyze the social dimensions of environmental behavior, using perspectives and tools drawn from the fields of sociology, political science, social psychology, anthropology and economics. They are familiar with social science discourses, research methods and their applications in studying environmental behavior. They understand the dynamics of social and cultural systems, social movement theory, and the role of environmental drivers in human behavior.

8. Governance Processes

Students understand basic processes of environmental organization and governance such as administration, policy, planning, budgeting, regulation, law, and enforcement. They are able to think organizationally and analyze institutional relationships and power dynamics in environmental problem-solving. They understand the role of citizens, elected and appointed officials, and government agencies in developing sustainable environmental solutions.

Skill Areas

9. Problem Identification and Solving

Students develop analytic skill in identifying scope and scale of environmental problems and the role of political, economic, social, and cultural drivers. They are able to propose solutions appropriate to specific problems, based on in-depth investigation of local and global factors affecting human-environment systems. They develop imagination and creativity in framing problems, solutions, and visions of an environmentally resilient future.

10. Social Change Agency

Students develop leadership and decision-making skills to achieve environmentally beneficial outcomes. They gain facility in team projects and the ability to work constructively with diverse perspectives, personalities, and groups. Through participation in student and other advocacy activities, they develop pre-professional confidence in future options for environmental work. They gain the capacity to work as effective citizens and social change agents in a range of business, government, education, and non-profit contexts.

11. Communication and Information Literacy

Students develop a clear understanding of the breadth and depth of environmental information, across a variety of disciplines and formats. They are able to frame a research question or information need in clear terms and can locate, access and retrieve information and make informed critical judgments about its quality and usefulness. They are able to synthesize, present and use this information in a way that helps answer a question, solve a problem, or educate self or others.

12. Reflective Learning

Students engage in high impact experiential learning opportunities to increase their depth of experience and motivation through community engagement, internships, service learning classes, field-based learning, study abroad and exposure to diverse cultures. They develop the capacity for peer feedback, self-reflection and assessment of learning impacts to help determine future academic, career, and lifestyle choices.

Undergraduate Program in Sustainability

Responsible Party

Stephanie Kaza
Director
Environmental Program

Criteria

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

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

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

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

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

Yes

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

Environmental Studies

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

<http://www.uvm.edu/envprog/>

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

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

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

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

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

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

Graduate Program in Sustainability

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

Criteria

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

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

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

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

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

Yes

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

Sustainable Entrepreneurship Master of Business Administration (SEMBA)

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

<http://www.uvm.edu/business/?Page=mba.html&SM=gradmenu.html>

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

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

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

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

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

Sustainability Immersive Experience

Responsible Party

Stephanie Kaza
Director
Environmental Program

Criteria

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

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

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

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

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

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

Yes

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

NR 206: Environmental Problem-Solving and Impact Assessment

NR 206 is the capstone course for the Core Curriculum of the Rubenstein School of Environment and Natural Resources. The Core Curriculum represents a body of knowledge, skills, and values that the faculty believes are central to the study of natural resources and the environment. This body of knowledge, skills and values cuts across all academic programs within the School, integrates the natural and social sciences, and aids in the understanding and resolution of natural resource and environmental issues.

NR 206 is designed to help you integrate your undergraduate experience, your knowledge, skills and values, your passions, your talents, and your lifelong goals and dreams ■ preparing you for your next chapter while honing tools to help you to succeed in whatever you choose. NR 206 is a hands-on adventure in purposeful thinking and interdisciplinary problem-solving. This course is intended as a stepping-stone from previous structured coursework to the professional world of problem solving and action.

NR 206 is a project-based service-learning course that focuses on the skills and processes of problem solving. Broadly defined, a problem is something that you want to change, and problem solving is a process by which a person or group of people manifest that change. During this course we will study the problem-solving process. We will introduce you to different methods of approaching problems, generating ideas, harnessing group energy, reaching consensus, measuring success, and building alliances. We will consider a variety of case studies and talk with some of Vermont's successful problem-solvers/activists to look for common threads in successful approaches

and frameworks.

This course will offer you a diverse array of skills and frameworks that can help you to become more effective at creating change or solving problems. As individuals and as members of interdisciplinary teams, you will work on critical and creative thinking, writing, presenting, leadership, systems thinking, decision-making, group dynamics, inner personal skills, and interpersonal skills ■ the skills most identified by alumni, practicing professionals, and employers as "critical" to your future success and well-being.

PRT 188: Sustainable Development and Ecotourism in Costa Rica

This course will explore the forces and processes of social change in Costa Rican communities given the rise of nature based travel to this Central American destination. We will consider the processes of how communities involved in service sector enterprises relate to the general concepts of sustainability, including environmental, social and economic impacts. From a conceptual and operational point of view, we will explore the concept of sustainability/sustainable development (development that meets the needs of the present without compromising the ability of future generations to meet their own needs), with an emphasis on community-based sustainable development.

<http://learn.uvm.edu/study-abroad/study-abroad-programs/costa-rica-ecotourism-in-costa-rica/>

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

<http://www.uvm.edu/rsenr/nr206/>

Sustainability Literacy Assessment

Responsible Party

Stephanie Kaza
Director
Environmental Program

Criteria

Part 1

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

Part 2

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

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

Has the institution conducted a sustainability literacy assessment?:

No

Did the assessment include a baseline evaluation of students and then a follow-up evaluation of the same cohort?:

No

A copy of the questions included in the sustainability literacy assessment:

A copy of the questions included in the sustainability literacy assessment :

A brief description of how the assessment was developed:

n/a

A brief description of how the assessment was administered:

n/a

A brief summary of results from the assessment:

n/a

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

Incentives for Developing Sustainability Courses

Responsible Party

Stephanie Kaza

Director

Environmental Program

Criteria

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

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

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

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

Does the institution have a program that meets the criteria outlined above?:

Yes

A brief description of the program(s):

The UVM Sustainability Faculty Fellows Program seeks to develop a multidisciplinary faculty learning community engaged in a yearlong exploration of sustainability, the scholarship of teaching, learning, collaboration, and community building. The program goals are as follows:

- Create a community of faculty who are committed to integrating interdisciplinary approaches to sustainability into the UVM curriculum.
- Enhance the understanding of sustainability concepts among faculty and students, particularly those not trained in environmental fields.
- Explore teaching and course design strategies that will engage students in sustainability from an interdisciplinary approach.

The UVM Sustainability Faculty Fellows (SFF) Program is rooted in the Faculty Learning Communities (FLCs) model. FLCs are small, multidisciplinary groups of faculty who engage in a yearlong scholarly pursuit of teaching, learning, and community building within a theme, in this case, sustainability. This model increases faculty interest in teaching by providing institutional support for the adoption of new teaching methods. The social and emotional support needed to change teaching behaviors is stimulated through a collegial environment of people who have deliberately chosen to participate. The vision is to create communities of faculty members who continue to collaborate and practice what they've learned through their participation in the program.

The UVM SFF curricular approach includes both education about sustainability and education for sustainability. This approach not only explores core conceptual knowledge, but also examines pedagogical strategies necessary to teach students how to live sustainably in the world. It encourages faculty to move beyond the transmission of information to

the development of learning environments that actively engage students in critical reflection, analysis, and application of knowledge. The program addresses four major topics:

- Definitions of sustainability
- Systems thinking core concepts
- Education for sustainability: course design and teaching strategies
- Interdisciplinary thinking and teaching

Additionally, we encourage fellows to consider high-impact practices as identified in the 2008 Association of American Colleges and Universities report *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* by George D. Kuh. Particularly germane are practices such as collaborative assignments/ projects, experiential and service learning, and writing intensive courses.

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

Fellows attend four lunches throughout the year (dialogue), participate in the cornerstone two January Institute (training), and receive \$400 each in professional development funds to support course design.

Fellows attend lunches early in the semester to help them get acquainted. These gatherings build community and set the foundation for strong collegial relationships during the cornerstone event, the two-day January Institute. Day one of the January Institute is held at Shelburne Farms with day two held on the UVM campus. The choice and timing of these locations is intentional. The quiet winter beauty of Shelburne Farms encourages personal reflection and connection to place, while day two on the UVM campus brings the fellows back to an academic environment. At Shelburne Farms, fellows explore the grounds, think through multiple perspectives and definitions of sustainability, apply systems thinking concepts, and consider the social justice implications of living in a sustainable world. They have time to engage in dialogue with peers and privately write in journals on the critical issues of sustainability.

Back at UVM participants focus on the working academic landscape. Fellows tackle course design to integrate sustainability concepts. They consider interdisciplinary collaborations and infuse information literacy skills when possible. Faculty and staff from curriculum and instruction programs are available to consult with the fellows. These include Writing in the Disciplines, Community-University Partnerships and Service Learning (CUPS), Library Instruction, and the Center for Teaching and Learning (CTL). By the end of the day, fellows are well on their way to developing a plan of action for course implementation. After the institute, conversations continue at two spring luncheons, held to provide support and report on final course designs.

The website URL where information about the program is available:

http://ctl.uvm.edu/?Page=services-programs/sustainabilityfellows/index.php&SM=m_sp.html

Research

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

Credit
Sustainability Research Identification
Faculty Engaged in Sustainability Research
Departments Engaged in Sustainability Research
Sustainability Research Incentives
Interdisciplinary Research in Tenure and Promotion

Sustainability Research Identification

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

Criteria

Part 1

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

Part 2

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

Part 3

Institution makes its sustainability research inventory publicly available online.

Submission Note:

The first inventory of sustainability research is included in the report of the Envisioning Environment Work Group posted on the website of the Office of the Provost

<http://www.uvm.edu/provost/envisioningenvironment/Envisioning%20Env%20Report%202.25.13%20FINAL.pdf>

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

Has the institution developed a definition of sustainability research?:

Yes

A copy of the institution's definition of sustainability research:

The University of Vermont has collectively defined sustainability research most recently through the work of the “Envisioning Environment Work Group,” (EEWG) which was charged by the UVM Provost in October 2012 to inventory and assess UVM programs broadly related to the environment. Composed of twelve faculty members from seven colleges/schools and supported by the Associate Provost for Curricular Affairs, the EEWG purposefully chose to redefine their charge as an inventory and assessment of “Environment, Sustainability, and Health,” or ESH, programs. They believed this broader ESH definition fit with a “comprehensive systems approach that addresses the synergistic relationships necessary for long-term planetary and human well-being.” In the ESH definition, the term

“sustainability” was considered by the Work Group to emphasize “the long view and the power of economic, social, and policy choices to sustain human and nonhuman life.”

Has the institution identified its sustainability research activities and initiatives?:

Yes

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

Environment Sustainability and Health (ESH) Research definition: ESH research is part of a “comprehensive systems approach addressing the synergistic relationships necessary for long-term planetary and human well-being” and “sustainability” is specifically recognized as emphasizing “the long view and the power of economic, social, and policy choices to sustain human and nonhuman life.”

-Source: UVM Envisioning Environment Work Group Report, February 25, 2013; Page 7,

[http://www.uvm.edu/provost/envisioningenvironment/Envisioning%20Env%20Report%202.25.13%20FINAL.](http://www.uvm.edu/provost/envisioningenvironment/Envisioning%20Env%20Report%202.25.13%20FINAL.pdf)

[pdf](#)

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

Yes

The website URL where the sustainability research inventory is posted (required if claiming Part 3 of the credit):

[http://www.uvm.edu/provost/envisioningenvironment/Envisioning%20Env%20Report%202.25.13%20FINAL.](http://www.uvm.edu/provost/envisioningenvironment/Envisioning%20Env%20Report%202.25.13%20FINAL.pdf)

[pdf](#)

Faculty Engaged in Sustainability Research

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

Criteria

Institution's faculty members conduct research on sustainability topics.

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

Submission Note:

See also the ESH survey data in the UVM Envisioning Environment Work Group Report, February 25, 2013

See also the UVM Office of Sustainability Faculty Fellows Website:

http://ctl.uvm.edu/?Page=services-programs/sustainabilityfellows/index.php&SM=m_sp.html

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

The number of faculty members engaged in sustainability research:

350

The total number of faculty members engaged in research:

1,098

Names and department affiliations of faculty engaged in sustainability research:

Per the 2013 Envisioning Environment Work Group Report, a campus-wide (all disciplines) survey showed that, of 231 respondents to the survey, 172 (74.5%) of faculty self-categorized themselves as being involved in ESH activities, and 72, or about one-third (0.31) of that total self-categorized specifically as "sustainability" focused. Of these, 32% indicated that they actively conducted research and 49% indicated that they actively supervised graduate research. Using the 32% value for faculty engaged in research, the number of ESH-engaged research faculty is approximately 32% of the 1098 UVM faculty or approximately 350 faculty at UVM. If we only count the percentage (31%) who self-identified with the narrower "sustainability" identification, the number of faculty is approximately 31% of 350 or 109 faculty at UVM. UVM has not yet done a campus-wide inventory of specific faculty involved in ESH research at this level of detail (name and department affiliation). However, the 2013 Envisioning Environment Work Group Report did identify departments engaged in sustainability research (see ER-17) and found strong support for an ESH Inventory to be created and published on-line. The survey also showed that over 50% of faculty respondents indicated that they would like to be included in a public database of UVM ESH expertise when it was completed. For these reasons we have chosen 350 as a fair portrayal of the number of faculty members engaged in sustainability research.

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

<http://www.uvm.edu/provost/envisioningenvironment/Envisioning%20Env%20Report%202.25.13%20FINAL.pdf>

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

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

- Taylor Ricketts, Professor & Director, UVM Gund Institute for Ecological Economics

Dr. Ricketts directs an institute dedicated to studies of ecosystem services, with his own research focused on understanding the ecological importance and economic value of crop pollination services with a global group of collaborators. The team develops simple models that predict pollination services across agricultural landscapes and will use them to support sustainable land use decisions and policies both in Vermont and around the world.

- William Cats-Baril, Associate Professor, School of Business Administration, Information & Decision Sciences

Dr. Cats-Baril and the UVM School of Business have just launched a new, accelerated (one-year) Sustainable Entrepreneurship MBA (SEMBA) program at the University of Vermont. This signature program for the school intends to “prepare a new breed of business leaders to shape the future of sustainable global commerce” and provide both hands-on & experiential learning with companies and entrepreneurs from Vermont and around the world.

- Sarah Abrams, Associate Professor, College of Nursing and Health Sciences, Department of Nursing

Each year, Dr. Abrams takes University of Vermont students to get hands-on public health experience through summer travel to Uganda where they work and study in the rural village of Kamuli, about three hours north of the capital, Kampala. New students pick up where previous UVM nursing students have left off, working directly with community members on projects that improve public health and promote sustainable practices.

- Stephanie Hurley, Assistant Professor, College of Agriculture and Life Sciences, Department of Plant & Soil Sciences

Dr. Hurley’s research in watershed management, stormwater hydrology, landscape restoration, and urban design integrates the fields of landscape architecture, land use planning, ecological restoration, and watershed protection. Taking a holistic approach to sustainable landscape design, her work recognizes the inherent diversity of landscapes and practicing the art of place-making, while aiming to facilitate healthy societal and ecological interactions through design.

The website URL where information about sustainability research is available:

<http://www.uvm.edu/provost/envisioningenvironment/Envisioning%20Env%20Report%202.25.13%20FINAL.pdf>

Departments Engaged in Sustainability Research

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

Criteria

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

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

Submission Note:

The University of Vermont has fifty-one (51) departmental units on campus. As a research university, all departments are considered to have faculty who devote a percentage of their time to research, which is defined to include broad scholarship and creative endeavors in single disciplines and in multidisciplinary collaborations.

Counting only those faculty involved in the 2013 Envisioning Environment Working Group report and therefore engaged in ESH activities (research, scholarship, and service), UVM can count at least 16 departments engaged in sustainability research.

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

The total number of academic departments that conduct research:

51

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

16

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

1. Anthropology Department
2. Biology Department
3. Chemistry Department
4. School of Engineering
5. Community Development and Applied Economics Department
6. Education Department
7. Geography Department
8. Geology Department
9. Nursing Department
10. Nutrition and Food Sciences Department
11. Pathology Department

12. Plant and Soil Science Department
13. Plant Biology Department
14. Political Science Department
15. Rubenstein School of Environment and Natural Resources
16. School of Business Administration

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

<http://www.uvm.edu/provost/envisioningenvironment/Envisioning%20Env%20Report%202.25.13%20FINAL.pdf>

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

Sustainability Research Incentives

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

Criteria

Part 1

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

Part 2

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

Submission Note:

Other sustainability-focused research arenas include:

IGERT:Smart Grid research

The Integrative Graduate Education and Training (IGERT) program is the National Science Foundation's flagship interdisciplinary training program, educating U.S. Ph.D. scientists and engineers by building on the foundations of their disciplinary knowledge with interdisciplinary training. The IGERT program spans science, technology, engineering, mathematics and social sciences. The University of Vermont Smart Grid IGERT program consists of a partnership between the University of Vermont and Sandia National Laboratories. Our vision is to create a new generation of scholars who can navigate the complex socio-technical terrain required for creating a secure, efficient, and sustainable electric power system for the future. This program seeks to develop the research workforce necessary to allow intelligent development of smart grids in order to provide reliable, sustainable and efficient power delivery in keeping with consumer and society needs.

<http://www.uvm.edu/smartgrid/the-program/igert/>

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

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

Yes

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

The UVM Transportation Research Center (TRC) is a hub for innovative and interdisciplinary research, education and outreach on sustainable transportation system solutions. The TRC focuses on risk and resiliency as they relate to transportation systems, particularly in northern, rural, exurban and micropolitan contexts. Since its founding in 2006, the TRC has funded 109 graduate students with full research assistantships.

http://www.uvm.edu/~transctr/?Page=about/about_default.html

The Clean Energy Fund, funded by a self-imposed student fee, supports student research about sustainable energy. Extensive outreach results in dozens of ideas being submitted for funding. A student-led committee advises on the choice and implementation of projects, emphasizing student involvement in all projects.

<http://www.uvm.edu/sustain/cef>

The UVM Office of Sustainability aims to foster sustainable development and promote environmental responsibility at the University of Vermont by strategically bridging the academic activities of teaching, research, and outreach with the operations of the University. The office supports five or more graduate Fellows, all of whom actively pursue sustainability research.

See also IGERT: In 2011, a \$3M federal grant to UVM launched our Integrated Graduate Education, Research and Training (IGERT) program in Smart Grid, Human Behavior, and Policy. With the slogan “Earn a PhD focused on sustainable energy for the future,” the IGERT program supports students earning graduate degrees at UVM who are focused on ESH/sustainability issues. Smart Grid and Food Systems research described under Faculty Research Incentives, below.

<http://www.uvm.edu/smartgrid/the-program/prospective-students/>

Numerous other programs exist at the departmental level, including Environmental Studies, Rubenstein School of Environment & Natural Resources.

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

http://www.uvm.edu/~transctr/?Page=about/about_default.html

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:

Based at the University of Vermont, the Vermont EPSCoR program has been successful in developing and encouraging multidisciplinary sustainability research – specifically around climate change, environmental complexity, and watershed management – throughout UVM faculty as well as faculty in state colleges and other EPSCoR partner institutions throughout Vermont. The current EPSCoR grant – Research on Adaption to Climate Change (RACC) – has connected 17 UVM faculty and other Vermont researchers to over \$20M in federal funds.

<http://www.uvm.edu/~epscor/new02/>

Transdisciplinary Research Initiative/ Food Systems Initiative: In 2009 the University embarked on an effort to support transdisciplinary research. Launched formally by the University of Vermont as one of three, university-wide “Transdisciplinary Research Initiatives,” or TRIs, in 2011 – continues to support sustainability research applied to “our local, regional, national and global food systems as they, in turn, affect soil and water quality, human health and nutrition, global economics, packaging and transportation interests, and overall food and energy security.” Per the 2013 Board of Trustees presentation on the TRIs, over \$36M in awarded grants have been identified as related to Food Systems by UVM faculty since FY11..

<http://www.uvm.edu/~tri/?Page=foodsys.php>

Sustainability Faculty Fellows: The Office of the Provost, together with the Office of Sustainability, UVM Environmental Program, UVM Center for Teaching and Learning, and Greenhouse Residential Learning Community -- and in partnership with Shelburne Farms -- has an annual UVM Sustainability Faculty Fellows program. The program seeks to develop a learning community—a multidisciplinary faculty cohort engaged in a yearlong exploration of sustainability, the scholarship of teaching, learning, collaboration, and community building

Other research initiatives related to sustainability include the Transportation Research Center. The UVM TRC has made its focus “mobility, sustainability, and livability” and has provided research grants under these themes with funding exceeding \$16M over the past seven years

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

<http://www.uvm.edu/~tri/?Page=foodsys.php>

Interdisciplinary Research in Tenure and Promotion

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

Criteria

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

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

Does the institution's treatment of interdisciplinary research meet the criteria for this credit?:

Yes

A brief description or a copy of the institution's policy regarding interdisciplinary research:

UVM Faculty Union Contract, Article 14.5, Appointments & Evaluation: Tenure-Track and Tenured Faculty: "The University is committed to longstanding traditions of scholarship as well as evolving perspectives on scholarship. The University further recognizes that the role of academia is not static, and that methodologies, topics of interest, and boundaries within and between disciplines change over time. The University will continue to support scholars in all of these traditions."..." The University strongly supports collaborative and cross-disciplinary research..." This contract meets the criteria for grievances. The Professional Standards Committee uses criteria of the tenure-granting unit.

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

http://www.uvm.edu/~facsrcs/20_FTContract_with_2011_changes_and_edited_highlighted.pdf

Operations

Buildings

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

Credit
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

Building Operations and Maintenance

Responsible Party

Michelle Smith

Green Building Coordinator

UVM Capital Planning and Management

Criteria

Institution owns and operates buildings that are:

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

and/or

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

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

Submission Note:

The University of Vermont has created a \$13 million Energy Revolving Fund to pay for projects with payback of seven years or less. This and other funding sources have supported upgrades to existing buildings.

Custodial Services uses green cleaning practices and pays attention to waste reduction and quality of life of its employees.

Many of the green practices at the University are not formally documented in policy.

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

Total building space that meets "Eligible Buildings Criteria":

5,300,000 Square Feet

Building space that is maintained in accordance with sustainable building operations and maintenance guidelines or policies but is NOT certified under LEED for Existing Buildings: O&M:

5,300,000 Square Feet

Building space that is LEED for Existing Buildings: O&M Certified :

0 Square Feet

Building space that is LEED for Existing Buildings: O&M Silver certified :

0 Square Feet

Building space that is LEED for Existing Buildings: O&M Gold certified :

0 Square Feet

Building space that is LEED for Existing Buildings: O&M Platinum certified :

0 Square Feet

The website URL where a copy of the institution's guidelines or policies for sustainable building operations and maintenance is available :

<http://www.uvm.edu/policies/facil/greenbuilding.pdf>

An electronic copy of the guidelines or policies:

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

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

The names and certification levels of all buildings that are certified under LEED for Existing Buildings: O&M:

The names of all buildings operated and maintained in accordance with similar sustainable operations and maintenance guidelines and policies:

Building Design and Construction

Responsible Party

Michelle Smith

Green Building Coordinator

UVM Capital Planning and Management

Criteria

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

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

and/or

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

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

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

New building space that meets "Eligible Buildings Criteria":

892,575 *Square Feet*

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

66,549 *Square Feet*

New building space that is LEED Certified :

0 *Square Feet*

New building space that is LEED Silver certified:

175,499 *Square Feet*

New building space that is LEED Gold certified :

650,527 *Square Feet*

New building space that is LEED Platinum certified:

0 Square Feet

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

<http://www.uvm.edu/policies/facil/greenbuilding.pdf>

An electronic copy of the guidelines or policies :

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

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

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

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

Indoor Air Quality

Responsible Party

Francis Churchill

Assistant Director-Safety &Health
UVM Risk Management and Safety

Criteria

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

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

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

5,300,000 *Square Feet*

Total occupied building space :

5,300,000 *Square Feet*

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

The University of Vermont has implemented an indoor air quality policy that ensures all the occupants of building space on campus have quality and clean air to breathe. The system monitors CO2 levels inside all buildings as well.

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

<http://esf.uvm.edu/uvmsafety/offersafety/iaqprocedure.html>

Climate

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

Credit
Greenhouse Gas Emissions Inventory
Greenhouse Gas Emissions Reduction
Air Travel Emissions
Local Offsets Program

Greenhouse Gas Emissions Inventory

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

The website URL where the GHG emissions inventory is posted:

<http://rs.acupcc.org/search/?q=vermont&class=&state=>

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

Yes

Does the inventory include emissions from air travel?:

Yes

Does the inventory include emissions from commuting?:

Yes

Does the inventory include embodied emissions from food purchases?:

No

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

No

Does the inventory include emissions from solid waste disposal?:

Yes

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

Yes

If yes, please specify:

Wastewater

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

Yes

If yes, please specify :

Scope 2 Transmission & Distribution Losses

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

No

If yes, please specify :

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

No

If yes, please specify :

Greenhouse Gas Emissions Reduction

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

Criteria

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

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

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

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

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

Scope 1 and 2 gross GHG emissions, 2005 :

59,950 Metric Tons of CO2 Equivalent

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

0 Metric Tons of CO2 Equivalent

Third-party verified carbon offsets purchased, 2005:

0 Metric Tons of CO2 Equivalent

On-campus residents, 2005:

4,715

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

8,096

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

2,317

Scope 1 and 2 gross GHG emissions, performance year :

50,532 Metric Tons of CO2 Equivalent

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

0 Metric Tons of CO2 Equivalent

Carbon offsets purchased, performance year:

0 Metric Tons of CO2 Equivalent

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

July 2011, June 2012

On-campus residents, performance year:

5,052

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

9,624

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

2,265

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

July 2011, June 2012

Air Travel Emissions

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

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

Does the institution have policies and/or programs in place to reduce emissions from air travel?:

No

A brief description of the policies and/or programs:

As of July 2013 there is no policy or programs in place to reduce emissions from air travel.

The website URL where information about the policies and/or programs is available:

Local Offsets Program

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

Submission Note:

The University of Vermont has teamed up with Button Up Vermont to host educational workshops designed to help Vermonters understand the steps they can take to make their homes more energy efficient and comfortable through an off campus weatherization program.

<http://buttonupvermont.org/>

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

Does the institution have a local offsets program through which the institution seeks to offset its greenhouse gas emissions by implementing projects that reduce GHG emissions in the local community?:

No

A brief description of the program:

<http://buttonupvermont.org/>

offers a program that could be considered a local offset project.

The website URL where information about the program is available:

Dining Services

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

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

Credit
Food and Beverage Purchasing
Trayless Dining
Vegan Dining
Trans-Fats
Guidelines for Franchisees
Pre-Consumer Food Waste Composting
PostConsumer Food Waste Composting
Food Donation
Recycled Content Napkins
Reusable Container Discounts
Reusable To-Go Containers

Food and Beverage Purchasing

Responsible Party

Caylin McKee

Sustainability Coordinator
University Dining Services

Criteria

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

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

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

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

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

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

21.10

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

University Dining Services has been tracking sustainable food purchases since fall of 2009. The University of Vermont signed the Real Food Campus Commitment in March of 2012. The commitment is a pledge to reach 20% Real Food on campus by 2020. Real Food is defined by the Real Food Challenge (RFC) as food that is local, ecologically sound, fairly traded, and/or humane.

University Dining Services works in partnership with students, faculty and staff to increase the amount of food purchases that fit the RFC criteria. The calculations are based on an audit of 86.97% of University Dining Services food purchases during the fall 2012 semester

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

<http://uds.uvm.edu/social.html>

Responsible Party

Caylin McKee

Sustainability Coordinator
University Dining Services

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

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

Yes

A brief description of the trayless dining program:

All three resident dining halls locations on campus have been tray-free since the fall of 2008

List the year the program was started:

Sept. 1, 2008

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

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

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

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

The website URL where information about the program is available:

http://uds.uvm.edu/social_composting.html#tray

Vegan Dining

Responsible Party

Caylin McKee

Sustainability Coordinator
University Dining Services

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

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

Yes

A brief description of the vegan dining program:

University Dining Services offers vegetarian and vegan options in all resident dining halls and retail locations on campus

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

<http://uds.uvm.edu/nutrition.html>

Trans-Fats

Responsible Party

Melissa Zelazny
General Manager
UVM Dining Services

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

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

Yes

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

The use of trans-fats in the dining services has been omitted, although convenience items may contain trans-fats based on each company's guidelines

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

Guidelines for Franchisees

Responsible Party

Melissa Zelazny
General Manager
UVM Dining Services

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

Has the institution adopted sustainability policies or guidelines for food service franchisees operating on campus?:

Yes

A brief description of the guidelines for franchisees:

The franchises with sub-contracts for the University (including New World Tortilla and Ben and Jerry's) are held accountable for sustainable practices under UVM's guidelines.

The website URL where information about the guidelines is available:

Pre-Consumer Food Waste Composting

Responsible Party

Caylin McKee

Sustainability Coordinator
University Dining Services

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

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

Yes

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

Food scraps from prep work at any of the dining facilities is composted

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

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

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

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

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

http://uds.uvm.edu/social_composting.html

PostConsumer Food Waste Composting

Responsible Party

Caylin McKee

Sustainability Coordinator
University Dining Services

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

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

Yes

A brief description of the postconsumer food waste composting program:

Post-consumer food waste is composted either by being separated behind a counter in the dining halls or the availability of compost bins where there are trash and recycling bins.

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

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

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

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

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

http://uds.uvm.edu/social_composting.html

Food Donation

Responsible Party

Caylin McKee

Sustainability Coordinator
University Dining Services

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

Does the institution donate leftover or surplus food?:

Yes

A brief description of the food donation program:

The University partners with Campus Kitchens to turn leftover food into meals for those in need, participates in canned food drives, donates to the Vermont Food Bank and Chittenden Food Shelf and supports student fundraising efforts for COTS and the Annual Hunger Banquet

The website URL where information about the food donation program is available:

<http://uds.uvm.edu/social.html#ckp>

Recycled Content Napkins

Responsible Party

Caylin McKee

Sustainability Coordinator
University Dining Services

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

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

Yes

A brief description of the purchasing behavior:

UVM provides 100% recycled content napkins in all 15 dining locations and the catering services have switched to using 100% recycled material napkins as well.

The website URL where information about the purchasing is available:

Reusable Container Discounts

Responsible Party

Caylin McKee

Sustainability Coordinator
University Dining Services

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

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

Yes

A brief description of the reusable mug program:

The University Dining Services supports the use of reusable mugs by offering a discounted price on beverages in all retail dining locations

Amount of the discount offered for using reusable mugs:

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

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

http://uds.uvm.edu/social_composting.html#mug

Reusable To-Go Containers

Responsible Party

Caylin McKee

Sustainability Coordinator
University Dining Services

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

Does campus dining operations provide reusable containers for to-go food that are returned for cleaning and reuse?:

Yes

A brief description of the reusable to-go container program:

The Eco-Ware program provides students with reusable takeout containers they can use at any dining hall.

The website URL where information about the reusable to-go container program is available:

http://uds.uvm.edu/social_composting.html#ecoware

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 warming. Global warming is expected to have myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are expected to be particularly pronounced for poor communities and countries. In addition to causing global warming, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil and gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower floods habitat and disrupts fish migration.

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

Credit
Building Energy Consumption
Clean and Renewable Energy
Timers for Temperature Control
Lighting Sensors
LED Lighting
Vending Machine Sensors
Energy Management System
Energy Metering

Building Energy Consumption

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

Criteria

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

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

Total building energy consumption, 2005:

742,277 MMBtu

Building space, 2005 :

4,286,814 Gross Square Feet

Total building energy consumption, performance year:

743,011 MMBtu

Building space, performance year:

5,848,090 Gross Square Feet

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

July 2011, June 2012

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

Criteria

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

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

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

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

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

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

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

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

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU

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

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

558 MMBtu

Option 2: Non-electric renewable energy generated:

0 MMBtu

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

0 MMBtu

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

192,485 MMBtu

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

0 MMBtu

Total energy consumed during the performance year :

218,481 MMBtu

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

Solar photovoltaic panels on the roof of the Central Heating & Cooling Plant and on the Equine Center. Solar trackers at the Forestry building on Spear Street.

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

Not applicable.

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

Not applicable.

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

Purchased Class II RECs for the Burlington electric load. RECs were purchased via a special arrangement approved by the Vermont Public Service Board. 2013 RECs were 100% local hydro sources.

A brief description of cogeneration technologies deployed:

Not applicable.

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

Timers for Temperature Control

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

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

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

Yes

A brief description of the technology used:

Temperature and ventilation of most large buildings is controlled using a time scheduling program.

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

The website URL where information about the practice is available:

<http://www.uvm.edu/~energy/?Page=projects/projects.html#controls>

Lighting Sensors

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

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

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

Yes

A brief description of the technology used:

UVM has an occupancy-based system for lights and localized fan systems, which are most effective in bathrooms, kitchens, lounges, and some classrooms where occupancy is sporadic.

The percentage of building space with lighting sensors:

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

<http://www.uvm.edu/~energy/?Page=projects/projects.html#sensors>

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

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

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

Yes

A brief description of the technology used:

Since 2011, UVM has replaced lamps in its exterior light fixtures with high performance, energy saving LED fixtures.

The percentage of building space with LED lighting:

The percentage of parking deck space with LED lighting:

The percentage of outdoor space that uses LED lighting:

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

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

<http://www.uvm.edu/sustain/news-events/news/uvm-installs-1300-leds-in-exterior-light-fixtures-saving-energy-reducing-co2-emissions>

Vending Machine Sensors

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

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

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

Yes

A brief description of the technology used:

UVM uses the Vending Miser system in 80 vending machines. Machines that do not have perishable foods power down lighting and cooling after 15 minutes of not being in use. When the machines are not being used for extended periods of time, the vending machines' refrigeration system will turn back on periodically to cool refreshments cold.

The percentage of vending machines with sensors:

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

<http://www.uvm.edu/~energy/?Page=projects/projects.html#vending>

Energy Management System

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

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

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

Yes

A brief description of the management system:

At UVM, most of the large buildings are on the central heating and cooling plant, which has a control system for temperature and ventilation. The control system uses a scheduling program with specific set points, which eliminates human error and controls energy use of all major buildings on campus. The university is moving toward an Ethernet control system that will allow for control and viewing of energy consumption from anywhere, not just at the central heating plant.

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

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

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

<http://www.uvm.edu/~energy/?Page=projects/projects.html#controls>

Energy Metering

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

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

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

Yes

A brief description of the metering system:

UVM monitors all energy consumption for the Davis Center with the building dashboard system, and the system will also be implemented in the renovated Aiken Center.

The percentage of building space with energy metering:

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

<http://buildingdashboard.com/clients/uvm/davis/>

Grounds

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

Credit
Integrated Pest Management
Native Plants
Wildlife Habitat
Tree Campus USA
Snow and Ice Removal
Landscape Waste Composting

Integrated Pest Management

Responsible Party

Rosemarie Leland

Grounds Supervisor

UVM Physical Plant Department

Criteria

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

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

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

The size of the campus grounds :

305 Acres

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

200 Acres

A brief description of the IPM plan(s) :

The IPM plan includes: setting action thresholds; monitoring and identifying pests; prevention measures; and controlling outbreaks. The University of Vermont's campus is a total of 305 acres. There are 200 acres of trees, shrubs, and turf that are maintained by the schools IPM. The Grounds Department monitors these acres regularly looking for evidence of pests. When pests are considered a problem, the department looks to traditional methods in dealing with them such as aeration and over-seeding. When these practices do not work, Grounds then works with the city and applies a chemical treatment (although these treatments are infrequent).

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

http://www.uvm.edu/~uvmppd/?Page=grounds/grounds_default.html

Native Plants

Responsible Party

Rosemarie Leland

Grounds Supervisor

UVM Physical Plant Department

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

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

Yes

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

The University Grounds department has mad efforts to plant native species that thrive in the local environment and need less watering and maintenance.

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

http://www.uvm.edu/~uvmppd/?Page=grounds/grounds_default.html

Wildlife Habitat

Responsible Party

Lani Ravin

Associate Planner

Campus Planning

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

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

Yes

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

UVM has nine designated 'natural areas" throughout the state of Vermont that provide significant habitat for wildlife.

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

<http://www.uvm.edu/~envprog/?Page=naturalareas/default.html>

Responsible Party

Rosemarie Leland

Grounds Supervisor

UVM Physical Plant Department

Submission Note:

<http://www.uvm.edu/~uvmtrees/>

Website in process of being updated.

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

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

Yes

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

In January the University of Vermont was recognized as a Tree Campus USA. After Middlebury College, we are the second institution of higher education in Vermont to receive this distinction. In order to become a Tree Campus, UVM met the five core standards for effective campus forest management: a tree advisory committee, a campus tree-care plan, dedicated annual expenditures for its campus tree program, an Arbor Day observance and student service-learning project

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

<http://www.uvm.edu/~uvmpr/?Page=news&storyID=17735&category=ucommall>

Snow and Ice Removal

Responsible Party

Rosemarie Leland

Grounds Supervisor

UVM Physical Plant Department

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

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

Yes

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

As of 2007, the Grounds Department has implemented the use of "Magic Salt" to treat snow and ice on campus. Magic Salt is non toxic, bio-degradable, and able to treat surfaces at a much lower temperature

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

http://www.uvm.edu/~uvmppd/?Page=grounds/magic_salt_project.html

Landscape Waste Composting

Responsible Party

Rosemarie Leland

Grounds Supervisor

UVM Physical Plant Department

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

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

Yes

A brief description of the composting or mulching program:

UVM composts landscape trimmings and other yard waste.

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

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

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

Purchasing

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

Credit
Computer Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Vendor Code of Conduct
Historically Underutilized Businesses
Local Businesses

Computer Purchasing

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

Yes

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

http://www.uvm.edu/it/depot/?Page=depot_peat.html&SM=pricing_submenu.html

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

The UVM Computer Depot offers desktops and notebooks that are EPEAT-rated based upon their environmental attributes. Purchasing computers with the best possible environmental impact ratings is one way the Depot is helping the University realize its vision of becoming the nation's premier environmental university. Most of the Dell and Apple computers and displays that the Depot currently offers have earned the impressive Gold EPEAT rating.

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

No

Expenditures on EPEAT Gold desktop and laptop computers and monitors :

Expenditures on EPEAT Silver desktop and laptop computers and monitors :

Total expenditures on desktop and laptop computers and monitors :

Cleaning Products Purchasing

Responsible Party

Leslye Kornegay
Director
Custodial Services

Criteria

Part 1

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

Part 2

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

Submission Note:

In FY13 Custodial spent \$561,000 on Green seal/Eco logo products (including \$172,000 on ozone machines) and \$39,000 on other products. No other mechanical equipment (i.e. vacuums) is in this calculation.

Since 2007, the University of Vermont Custodial Services department has transformed its cleaning operations into a more sustainable, green cleaning system. The department has successfully transitioned from a traditional custodial organization with antiquated tools, methods, and training, to one on the forefront of the industry. Addressing each of the three aspects of sustainability, environmental, economic and social health, the department has instituted systemic changes in operations:

- Environment: Reduction of the department's environmental footprint
 - o Generating less waste by using "microfiber" cleaning cloth technologies
 - o Using less chemical intensive products that work with cold water
 - o Using 100% recycled (tissue) paper

- Economy: Lowered and controlled operating and overhead costs for cleaning
 - o Investing in newer modern efficient equipment, systems and products
 - o Implementing an entryway floor matting system
 - o Providing custodial staff development and training

- Society: Improved the quality of life for both custodial workers and University customers
 - o Leveraging vendor & manufacturer services & expertise
 - o Improving and streamlining office waste collection system, affecting every office on campus and encouraging waste reduction and recycling
 - o Restructuring work and cleaning frequency schedules to improve human health and quality of life, while reducing utility (electrical)

In 2013, when the contract for custodial products came to an end, the University issued a Request for Proposals (RFP) referring to these practices.

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

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

Yes

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

<http://www.uvm.edu/sustain>

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

The University has control over cleaning products used, and can exert that control through its regular procurement process. As such, it does not need a formal policy. The University's green cleaning practices are well established. In 2013 the practices that had been instituted starting in 2007 were codified in the language of the Request for Proposals for the contract for custodial products. See snapshot below.

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

Yes

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

561,000 US/Canadian \$

Total expenditures on cleaning products :

600,000 US/Canadian \$

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

Office Paper Purchasing

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

Criteria

Part 1

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

Part 2

Institution purchases recycled content office paper.

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

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

Yes

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

<http://www.uvm.edu/~procure/?Page=purchasing/staples.html>

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

The University is committed to purchasing recycled copy paper.

Item# 492072 - 30% Staples Multi-purpose paper (case)

Item# 356829 - 100% Cascades copy paper (case)

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

No

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

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

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

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

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

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

Total expenditures on office paper :

Vendor Code of Conduct

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

Criteria

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

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

Does the institution have and act on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business?:

No

The website URL where the vendor code of conduct or equivalent policy is posted :

http://www.uvm.edu/policies/general_html/businessconduct.pdf

A copy of the vendor code of conduct or equivalent policy:

A brief description of programs and strategies institution has implemented to ensure the code is followed, including a brief description of instances when vendor code of conduct has changed purchasing behavior within the last five years, if applicable:

Vendors are expected to comply with campus practices and to adapt to the changing situations on campus over time. This is not explicitly stated in the code of conduct. In practice, vendors change to accommodate the University as a customer. The vendor serving campus-wide food and beverage services have changed their offerings to support the end of bottled water sales and commitment to the Real Food Challenge.

Historically Underutilized Businesses

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

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

Does the institution seek to support historically underutilized businesses, minority-owned businesses, and women owned-businesses?:

No

A brief description of how the institution meets the criteria:

NA

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

Local Businesses

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

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

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

No

A brief description of the program:

NA

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

Transportation

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Bicycle Sharing
Facilities for Bicyclists
Bicycle and Pedestrian Plan
Mass Transit Programs
Condensed Work Week
Telecommuting
Carpool/Vanpool Matching
Cash-out of Parking
Carpool Discount
Local Housing
Prohibiting Idling
Car Sharing

Responsible Party

Jim Barr

Director

Transportation and Parking Services

Criteria

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

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

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

Submission Note:

After using biodiesel in campus buses, UVM began acquiring buses fueled by compressed natural gas in 2008, now totaling nine buses (see <http://www.uvm.edu/~uvmpr/?Page=News&storyID=10150>). Recently a hybrid diesel-electric bus was added to the fleet.

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

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

0

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

1

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

0

100 percent electric vehicles in the institution's fleet :

2

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

9

Hydrogen fueled vehicles in the institution's fleet :

0

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

3

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

0

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

250

Student Commute Modal Split

Responsible Party

Katie Martin

Program and Outreach Manager

CATMA

Criteria

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

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

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

82

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

18

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

66

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

4

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

11

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

1

The website URL where information about alternative transportation is available:

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

Employee Commute Modal Split

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

Criteria

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

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

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

47.10

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

52.90

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

19.50

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

13.40

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

9.70

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

4.50

The website URL where information about alternative transportation is available:

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

Bicycle Sharing

Responsible Party

Katie Martin

Program and Outreach Manager
CATMA

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

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

Yes

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

In March of 2011, the Bike Users Group (BUG) started a bike sharing program at UVM. There are currently 3 stations open: one at Trinity Campus, one in front of the Davis Center, and one at Redstone campus for people to use. There is hope to add 2 more hubs, and a maintenance workshop is currently in the building process.

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

<http://bugbikes.org/>

Facilities for Bicyclists

Responsible Party

Katie Martin

Program and Outreach Manager

CATMA

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

Does the institution have indoor and secure bike storage, shower facilities, and lockers for bicycle commuters in at least one building?:

Yes

A brief description of the facilities:

Bike storage is available indoors in some residence halls on campus.

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

https://reslife.uvm.edu/content/res_halls_101/bike_storage

Bicycle and Pedestrian Plan

Responsible Party

Katie Martin

Program and Outreach Manager
CATMA

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

Has the institution developed a bicycle plan?:

No

A brief description of the plan:

Although the University provides bike racks, fix-it stations, maintenance shops in many locations around campus and is in the process of organizing a master bike plan, it currently does not have an official bike plan and would receive 0 points for this credit.

The website URL where information about the plan is available:

Mass Transit Programs

Responsible Party

Jim Barr

Director

Transportation and Parking Services

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

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

Yes

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

The University provides free unlimited access bus passes for full-time faculty, staff and students.

The website URL where information about the program is available:

<http://www.uvm.edu/tps/transportation/>

Condensed Work Week

Responsible Party

Barbara Johnson

Associate Vice President

Human Resources

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

Does the institution offer a condensed work week option for employees? The institution does not have to offer the option to all employees in order to earn this credit.:

Yes

A brief description of the program:

The University allows department heads to offer a flexible work week to their employees, with one option being a condensed work week.

The website URL where information about the program is available:

http://www.uvm.edu/hrs/info/relations/altwork/alternative_work_schedules_2005.pdf

Telecommuting

Responsible Party

Barbara Johnson

Associate Vice President

Human Resources

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

Does the institution offer a telecommute program for employees?:

No

A brief description of the program:

Although UVM does allow its employees to work from home under ‘extraordinary’ circumstances for a temporary period of time and for specific tasks, the university does not offer a formal telecommuting program.

The website URL where information about the program is available:

<http://www.uvm.edu/it/workfromhome/>

Carpool/Vanpool Matching

Responsible Party

Jim Barr

Director

Transportation and Parking Services

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

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

Yes

A brief description of the program:

UVM offers a carpool matching program for full-time permanent faculty and staff.

The website URL where information about the program is available:

<http://www.uvm.edu/~catma/rideswork-form.html>

Cash-out of Parking

Responsible Party

Jim Barr

Director

Transportation and Parking Services

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

Does the institution allow commuters to cash out of parking spaces (i.e., it pays employees who do not drive to work)?:

Yes

A brief description of the program:

At the University of Vermont each individual user of a parking space must pay for that use. Relative few parking spaces are available on main campus, and there is a waiting list for proximate parking permits. The financial incentives are strong enough to incentivize many people to walk, bike and take the bus. Parking fees subsidize buses and other commuting alternatives.

This STARS credit is predicated on the notion that parking is often free on campuses, and that therefore an appropriate financial incentives for people to reduce their use of the campus parking is to pay them not park. In responding in the positive about this "best practice" regarding UVM's practices, we are assuming this credit is intended to be about financial incentives for not parking, versus the specific practice of paying people not to park.

The website URL where information about the program is available:

Carpool Discount

Responsible Party

Jim Barr

Director

Transportation and Parking Services

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

Does the institution offer reduced parking fees for car and van poolers?:

Yes

A brief description of the program:

The University has four categories of parking permits, two of which have discounts for carpoolers.

The website URL where information about the program is available:

http://www.uvm.edu/~transctr/trc_reports/UVM-TRC-10-010.pdf

Local Housing

Responsible Party

Residential Life

ResLife

Department of Residential Life

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

Does the institution have incentives or programs to encourage employees to live close to campus?:

No

A brief description of the incentives or programs:

Although UVM has local housing options, the university does not have any programs to encourage employees to live close to campus.

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

Prohibiting Idling

Responsible Party

Jim Barr

Director

Transportation and Parking Services

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

Has the institution adopted a policy prohibiting idling?:

Yes

A brief description of the policy:

Burlington, VT has a "No Idling" ordinance which states that no Burlington resident is allowed to idle for more than three minutes in any area of the city, including the University campus. The only exceptions are for maintenance and refrigeration vehicles.

The website URL where information about the policy is available:

<http://www.idlefreevt.org/idling-laws.html>

Car Sharing

Responsible Party

Katie Martin

Program and Outreach Manager
CATMA

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

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

Yes

A brief description of the program:

UVM has partnered with CarShare Vermont to provide two vehicles located on campus for faculty, staff and students who are members of the program. The program is subsidized and entirely covered as available through out the year.

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

<http://www.carsharevt.org/for-campus/>

Waste

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

Credit
Waste Reduction
Waste Diversion
Construction and Demolition Waste Diversion
Electronic Waste Recycling Program
Hazardous Waste Management
Materials Exchange
Limiting Printing
Materials Online
Chemical Reuse Inventory
Move-In Waste Reduction
Move-Out Waste Reduction

Waste Reduction

Responsible Party

Erica Spiegel

Supervisor

UVM Recycling/Solid Waste Office

Criteria

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

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

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

Weight of materials recycled, 2005 baseline year :

644.26 Tons

Weight of materials composted, 2005 baseline year :

109 Tons

Weight of materials disposed as garbage, 2005 baseline year :

1,881 Tons

Weight of materials recycled, performance year :

707.84 Tons

Weight of materials composted, performance year :

331.81 Tons

Weight of materials disposed as garbage, performance year :

1,292.70 Tons

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

July 2011 - June 2012

On-campus residents, 2005:

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

4,715

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

8,096

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

2,317

On-campus residents, performance year:

5,052

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

9,624

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

2,076

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

July 2011 - June 2012

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

Yes

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

Zero Waste

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

<http://www.uvm.edu/~recycle/?Page=zero-waste/zero-default.html&SM=zero-waste/zero-waste-menu.html>

Waste Diversion

Responsible Party

Erica Spiegel

Supervisor

UVM Recycling/Solid Waste Office

Criteria

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

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

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

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

1,039.65 Tons

Materials disposed in a solid waste landfill or incinerator :

1,292.70 Tons

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

Construction and Demolition Waste Diversion

Responsible Party

Michelle Smith

Green Building Coordinator

UVM Capital Planning and Management

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.

Submission Note:

See

<http://www.uvm.edu/~gbc/cdw/supportdocs/?Page=main.html>

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

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

10,763 Tons

Amount of construction and demolition materials landfilled or incinerated :

11,771 Tons

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

UVM has had a C&D waste recycling program since 2007.

UVM has diverted waste from two recent construction projects: The Dudley H. Davis Center and the Given Medical Complex. Materials recycled included: metal, wood, concrete, gypsum, and cardboard. Metal and cardboard materials were sent to All Cycle Waste; wood materials were sent to the McNeil biomass power plant; concrete materials were either crushed on site and used as fill and sub-base for roads or loaded in trucks and sent to Pike Industries for roadway; and gypsum materials were sent to GP Gypsum in Newington, New Hampshire.

Electronic Waste Recycling Program

Responsible Party

Erica Spiegel

Supervisor

UVM Recycling/Solid Waste Office

Criteria

Part 1

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

Part 2

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

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

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

Yes

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

Yes

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

STARS Operation Credit 20 recognizes institutions that have e-waste recycling and/or reuse programs. UVM has programs in place to recycle e-waste generated by the University and the student body. Departments can request for their e-waste to be picked up and recycled and there are 20 locations for students to drop off small electronic waste such as cell phones, batteries, and light bulbs. All waste is sent to a safe facility.

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

STARS Operation Credit 20 recognizes institutions that have e-waste recycling and/or reuse programs. UVM has programs in place to recycle e-waste generated by the University and the student body. Departments can request for their e-waste to be picked up and recycled and there are 20 locations for students to drop off small electronic waste such as cell phones, batteries, and light bulbs. All waste is sent to

a safe facility.

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

STARS Operation Credit 20 recognizes institutions that have e-waste recycling and/or reuse programs. UVM has programs in place to recycle e-waste generated by the University and the student body. Departments can request for their e-waste to be picked up and recycled and there are 20 locations for students to drop off small electronic waste such as cell phones, batteries, and light bulbs. All waste is sent to a safe facility.

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

<http://www.uvm.edu/~recycle/?Page=Guide/technotrash.html>

Hazardous Waste Management

Responsible Party

Francis Churchill

Assistant Director-Safety & Health
UVM Risk Management and Safety

Criteria

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

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

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

Yes

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

The University of Vermont has an environmental safety program which meets the STARS requirements for this credit by regulating all chemicals on campus and keeping track of their proper disposal. UVM has a training program dedicated to the education of all teachers, assistants, and technicians about proper chemical management.

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

The university has set up a five step environmental management program (EMP) showing their commitment to proper management of campus chemicals. The program was written to fulfill the requirements of the State of Vermont and the Environmental Protection Agency (EPA) site-specific regulations for the New England Universities Laboratory Project XL for which UVM is one of three pilot sites.

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

Materials Exchange

Responsible Party

Erica Spiegel

Supervisor

UVM Recycling/Solid Waste Office

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

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

Yes

A brief description of the program:

UVM runs the Office Supply Collection and Reuse (OSCAR) program. This free service run by the university's Recycling Office collects and redistributes office supplies, such as folders, envelopes, binders, desk accessories and other small items, that are in good shape.

The Recycling Office is also encouraging the use of Freecycle, which would serve the same purpose as the OSCAR program, but managed online. UVM would receive the full 0.25 points for this credit.

The website URL where information about the program is available:

Limiting Printing

Responsible Party

Erica Spiegel

Supervisor

UVM Recycling/Solid Waste Office

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

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

Yes

A brief description of how printing is limited:

UVM charges for printing in its main campus Bailey/Howe library. The fee for black and white print jobs if paid in cash is 10¢, color copies cost 25¢, and a copy to a transparency costs 35¢. Although there is free unlimited printing for certain offices and departments on campus, these are limited and only accessible to the people that work in those areas

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

<http://library.uvm.edu/info/copyprint.php>

Responsible Party

Erica Spiegel

Supervisor

UVM Recycling/Solid Waste Office

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

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

Yes

A brief description of the practice:

UVM provides material online including course catalogs, course schedules, institution directories as well as reading and course materials for students.

The website URL where information about the practice is available:

<http://www.uvm.edu/academics/courses/>

Chemical Reuse Inventory

Responsible Party

Francis Churchill

Assistant Director-Safety & Health
UVM Risk Management and Safety

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

Has the institution implemented a campus-wide inventory system to facilitate the reuse of laboratory chemicals?:

Yes

A brief description of the program:

UVM has a chemical reuse program that is coordinated by the Environmental Safety Department. If researchers have excess chemicals that they think other researchers could use they can contact Environmental Safety either by phone or email.

Environmental Safety also keeps some excess chemicals in stock and can coordinate with researchers on reusing those chemicals

The website URL where information about the practice is available:

Move-In Waste Reduction

Responsible Party

Erica Spiegel

Supervisor

UVM Recycling/Solid Waste Office

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

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

Yes

A brief description of the program:

Every fall semester move-in at UVM, the Recycling & Waste Management office coordinates a program to encourage students to recycle their cardboard boxes. The Recycling crew sets up specific areas where students can break down and stack their empty boxes. The crew also monitors the area regularly and takes the cardboard to a temporary storage facility, which is later delivered to the Chittenden Solid Waste District Materials Recycling Facility.

The website URL where information about the program is available:

Move-Out Waste Reduction

Responsible Party

Erica Spiegel

Supervisor

UVM Recycling/Solid Waste Office

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

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

Yes

A brief description of the program:

Similar to the move-in program, UVM has a program to reduce waste during end-of-year residence hall move-out. In the last week of school, students are encouraged to donate their unwanted possessions including clothing, food, toiletries and other household items.

During finals week, staff from UVM's Recycling & Waste Management office, along with Eco-Reps, set up big bins in the main lobby of residence halls where students can drop off donations. The donated materials are then picked up by Vermont Food Bank and other community-based non-profit organizations.

The website URL where information about the program is available:

Water

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

Credit
Water Consumption
Stormwater Management
Waterless Urinals
Building Water Metering
Non-Potable Water Usage
Xeriscaping
Weather-Informed Irrigation

Water Consumption

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

Criteria

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

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

Submission Note:

2006 water data was used since data was not available for water in 2005. Wastewater used as proxy for water consumption. 2005 baseline for weighted users maintained.

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

Water consumption, 2005 baseline year:

176,430,393 Gallons

Water consumption, performance year :

145,877,847 Gallons

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

July 2011, June 2012

On-campus residents, 2005:

4,715

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

8,096

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

2,317

On-campus residents, performance year:

5,052

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

9,624

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

2,076

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

July 2011, June 2012

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

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

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

Stormwater Management

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

Criteria

Part 1

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

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

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

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

Part 2

Institution has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

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

Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for this credit.

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

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from new development projects? :

Yes

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations? :

Yes

A brief description of the institution's stormwater management initiatives:

The University of Vermont currently has a stormwater runoff reduction policy that “uses best management practices to prevent, control, and treat stormwater runoff on campus.” The policies aim to mitigate runoff for new construction and regular campus operations. The university has a permit from the State of Vermont Agency of Natural Resources, Department of Environmental Conservation.

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

<http://www.uvm.edu/~plan/?Page=stormwater.html>

Does the institution have a living or vegetated roof?:

Yes

A brief description of the institution's living or vegetated roof:

There are 4 living roofs on campus.

Does the institution have porous paving?:

Yes

A brief description of the institution's porous paving:

Does the institution have retention ponds?:

Yes

A brief description of the institution's retention ponds:

Does the institution have stone swales?:

Yes

A brief description of the institution's stone swales:

Does the institution have vegetated swales?:

Yes

A brief description of the institution's vegetated swales:

Does the institution employ any other technologies or strategies for stormwater management?:

Yes

A brief description of other technologies or strategies for stormwater management employed:

The university, city and state all have very stringent stormwater management requirements.

Waterless Urinals

Responsible Party

Michelle Smith

Green Building Coordinator
UVM Capital Planning and Management

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

Does the institution use at least one waterless urinal?:

Yes

A brief description of the technology employed:

UVM has installed waterless urinals in the two new LEED buildings: the Davis Center and the Jeffords building. The Davis Center also has water-efficient toilets that use only about 1.6 gallons of water per flush, which reduces water usage in the building

The website URL where information about the technology is available:

http://www.uvm.edu/~davis/?Page=enviro_water.php&SM=menu_enviro.html

Building Water Metering

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

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

Does the institution have building-level water consumption meters for at least one building?:

Yes

A brief description of the water metering employed:

All occupied buildings have municipal water meters.

The percentage of building space with water metering:

100

The website URL where information about the practice is available:

Non-Potable Water Usage

Responsible Party

Rosemarie Leland

Grounds Supervisor

UVM Physical Plant Department

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

Does the institution use non-potable water (e.g., harvested rainwater or graywater) for irrigation and/or other applications?:

Yes

A brief description of the source of non-potable water and how it is used:

http://www.uvm.edu/~uvmppd/?Page=grounds/grounds_default.html

The percentage of irrigation water usage from recovered, reclaimed or untreated sources :

The percentage of building space using water from recovered, reclaimed or untreated sources:

The percentage of water used in utility plants from recovered, reclaimed or untreated sources:

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

http://www.uvm.edu/~uvmppd/?Page=grounds/grounds_default.html

Responsible Party

Rosemarie Leland

Grounds Supervisor

UVM Physical Plant Department

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

Does the institution use xeriscape landscaping techniques, including the selection of drought tolerant plants?:

Yes

A brief description of the program or practice:

UVM tries to plant zone-hardy, site-specific native plants and plants that require less maintenance and water, including drought tolerant plants. UVM also tries to plant zone-hardy, site-specific native plants as well as perennials on campus.

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

http://www.uvm.edu/~uvmppd/?Page=grounds/grounds_default.html

Weather-Informed Irrigation

Responsible Party

Rosemarie Leland

Grounds Supervisor

UVM Physical Plant Department

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

Does the institution use weather data or weather sensors to automatically adjust irrigation practices?:

Yes

A brief description of how weather data or sensors are used:

The University of Vermont uses rain sensors on our irrigation systems.

The website URL where information about the practice is available:

Planning, Administration & Engagement

Coordination and Planning

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution's priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

Credit
Sustainability Coordination
Strategic Plan
Physical Campus Plan
Sustainability Plan
Climate Action Plan

Sustainability Coordination

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

Criteria

Institution has a sustainability committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus.

The committee, office, and/or coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

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

Does the institution have a sustainability committee?:

Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities :

UVM is committed to sustainability as an institution through its mission and strategic plan. As such the implementer of this are the institution's senior leaders. The senior leaders solicit community ideas through the creation of projects and committees, such as the Envisioning Environment committee.

Members of the committee, including affiliations:

President

Provost

Vice President

Deans

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

<http://www.uvm.edu/~presdent/>

Does the institution have a sustainability office?:

Yes

A brief description of the sustainability office:

STARS Reporting Tool | AASHE

The Office of Sustainability aims to foster sustainable development and promote environmental responsibility at the University of Vermont by strategically bridging the academic activities of teaching, research, and outreach with the operations of the University. The UVM Office of Sustainability has emerged out of grassroots efforts in the 1990s to a professional office, under the guidance of our academic adviser, Dr. Stephanie Kaza.

The number of people employed in the sustainability office:

10

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

<http://www.uvm.edu/sustain/>

Does the institution have a sustainability coordinator?:

Yes

Sustainability coordinator's name:

Gioia Thompson

Sustainability coordinator's position title:

Director, Office of Sustainability

A brief description of the sustainability coordinator's position:

The Director oversees the work of the office, reporting jointly to the VP for Academic Affairs and the VP of Finance. The Projects Coordinator handles various oversees department administration, handling communications, working on energy and climate action plan issues, and offering co-curricular support.

The website URL where information about the sustainability coordinator is available:

<http://www.uvm.edu/sustain/about-us/who-we-are/staff>

Strategic Plan

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

Criteria

Institution's current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in *PAE Credit 3: Physical Campus Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 5: Sustainability Plan*) counts for this credit.

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

Year the strategic plan or equivalent was completed or adopted:

2,012

Does the institution's strategic plan or equivalent guiding document include the environmental dimensions of sustainability at a high level?:

No

A brief description of how the strategic plan or amendment addresses the environmental dimensions of sustainability:

Engages in continuous strategic planning and implements well-devised actions designed to sustain, promote, and measure academic creativity, research breakthroughs, and impacts. New investments, along with cost efficiencies, are essential to enhance the quality, impact, and reputation of the University.

Does the institution's strategic plan or equivalent guiding document include the social dimensions of sustainability at a high level?:

Yes

A brief description of how the strategic plan or amendment addresses the social dimensions of sustainability:

Encourages state officials to support and invest in direct, "special appropriations" that are closely aligned with state priorities and University goals in order to advance the public good within Vermont and the vibrancy of UVM

Provides transparent communications and open dialogue throughout the University in order to achieve outcomes collaboratively

Achieving the right balance in decision making among the following goals:

Promoting student affordability

Advancing institutional quality and value

Maintaining financial sustainability for the institution

Focus on a reasonable, predictable cost of a high quality education experience for students

Hire, retain, and reward top talent among faculty and staff to ensure a culture of excellence and progress

Does the institution's strategic plan or equivalent guiding document include the economic dimensions of sustainability at a high level?:

Yes

A brief description of how the strategic plan or amendment addresses the economic dimensions of sustainability:

“Access to Success”: Promoting Affordability, Financial Access, and Academic Support

Focus on the “relationship” between tuition and scholarships and financial aid: What is the right balance to maximize prospects for student enrollment and retention and minimize student debt?

Moderate tuition growth and optimize financial support to achieve a tuition level that is financially sustainable for both students and the institution

Prioritize scholarships and financial aid in the upcoming Comprehensive Campaign

Develop a new budget model and framework that includes at its core an incentive-based approach to budgeting (IBB)

The website URL where information about the strategic plan is available:

<http://www.uvm.edu/president/?Page=strategicplan.html>

Physical Campus Plan

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

Criteria

Institution's current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in *PAE Credit 2: Strategic Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 4: Sustainability Plan*) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution's entire physical campus are eligible for this credit.

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

Does the institution's physical campus plan include sustainability at a high level?:

Yes

A brief description of how the physical campus plan or amendment includes sustainability:

Architectural Strategies & Materials
Sustainability
Light Filled Public Spaces
Circulation within & between Buildings
Building Materials
Landscape Materials & Standards
Landscape Management Procedures
Plant Materials
Pedestrian Paths
Site Elements & Site Furniture
Exterior Lighting
Signage & Wayfinding
Gateway Markings
Alternative Energy Development
Real Estate Gift Policy

The year the physical campus plan was developed or adopted:

2,006

The website URL where the physical campus plan is available:

<http://www.uvm.edu/~plan/?Page=campusmasterplan.html&SM=campusmasterplanmenu.html>

Sustainability Plan

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by *PAE Credit 5: Climate Plan*, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

Submission Note:

The University of Vermont does not have a single sustainability plan at this time. We have plans for the physical campus, utilities, greenhouse gas reductions, and other aspects of campus that are commonly included in the definition of sustainability.

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

Does the institution have a sustainability plan that meets the criteria for this credit?:

No

A brief description of how multiple stakeholder groups were involved in developing the plan:

See below.

A brief description of the plan's measurable goals :

See below.

A brief description of how progress in meeting the plan's goals is measured:

See below.

The website URL where more information about the sustainability plan is available:

<http://www.uvm.edu/sustain/>

The year the plan was developed or last updated:

2,004

Climate Action Plan

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution's administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward *PAE Credit 4: Sustainability Plan*.

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

Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit?:

Yes

A brief summary of the climate plan's long-term goals:

2012: Define new energy efficiency and carbon reduction funding sources

2015: Reach net zero electricity

2020: Reach net zero heating, cooling and fleet

2025: Address all remaining major sources

A brief summary of the climate plan's short-term goals:

Explore local renewable energy credits to offset electricity usage on campus.

Year the climate plan was formally adopted or approved:

2,010

An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year:

List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment:

The reduction level (percentage) institution has committed to:

The baseline year the institution used in its GHG emissions commitment:

The baseline emissions level institution used in its GHG emissions commitment:

The target year the institution specified in its GHG emissions commitment :

The website URL where information about the climate plan is available:

Diversity and 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. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Measuring Campus Diversity Culture
Support Programs for Underrepresented Groups
Support Programs for Future Faculty
Affordability and Access Programs
Gender Neutral Housing
Employee Training Opportunities
Student Training Opportunities

Diversity and Equity Coordination

Responsible Party

Jes Kraus

Director

Affirmative Action/Equal Opportunity in Diversity and Equity Unit

Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus.

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

Does the institution have a diversity and equity committee?:

Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities :

UVM has an Office of Affirmative Action and Equal Opportunity (AAEO), which handles complaints of discrimination / harassment, develops and maintains the University's Affirmative Action Plan, provides training and guidance on best practices for recruitment, etc.

Additionally, there were several topic-specific Presidential Commissions (i.e., Commissions on: Status of Women, Diversity and Inclusion, Racial Diversity, LGBT Equity, Social Change, and the Campus Accessibility Task Force, a subgroup of the Commission on Social Change. These Commissions reported directly to the President, and made annual recommendations.

<http://www.uvm.edu/president/?Page=commissions/presidentialcommissions.html&SM=submenu5.html>

Members of the committee, including job titles and affiliations :

The office has a Director, a full time investigator, a full time recruitment and retention adviser, and one support staff.

The website URL where information about the diversity and equity committee is available:

<http://www.uvm.edu/~diveq/>

Does the institution have a diversity and equity office?:

Yes

A brief description of the diversity office:

Yes, it is located in the Administrative Building at UVM, Waterman

The number of people employed in the diversity office:

3

The website URL where information about the diversity and equity office is available:

<http://www.uvm.edu/president/diversity/?Page=staff.html>

Does the institution have a diversity and equity coordinator?:

Yes

Diversity coordinator's name:

Jes Kraus

Diversity coordinator's position title:

Director of Diversity and Equity Unit

A brief description of the diversity coordinator's position:

Coordinates activities of the Chief Diversity Office of the Diversity and Equity Unit. Under the leadership of the Chief Diversity Officer (CDO) the Chief Diversity Office has responsibility for helping to infuse the core values of diversity, multiculturalism and equity into all aspects of teaching, learning, research, and service within the University of Vermont system.

The website URL where information about the diversity and equity coordinator is available:

<http://www.uvm.edu/~diveq/>

Measuring Campus Diversity Culture

Responsible Party

Jes Kraus

Director

Affirmative Action/Equal Opportunity in Diversity and Equity Unit

Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

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

Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit?:

Yes

A brief description of the assessment(s):

UVM performs a campus climate survey periodically.

Year the assessment was last administered:

2,011

A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives:

The purpose of the campus climate study is to gather data on the campus community experiences on campus. The data is to help inform the university's efforts to create a welcoming, respectful, and inclusive campus community.

The campus climate survey can be an important and helpful tool both in the assessment of the experiences of employees and students and in the development of diversity plans, policies, protocols and curriculum. Climate surveys can also provide strategic direction. Understanding how the University of Vermont community experiences workplace climate is important. Research in this area can contribute to the knowledge of discrimination, harassment, bullying, retention, sexual harassment, and other issues related to the well being and job satisfaction of an institution. With a goal to be among the nation's premier small research universities, UVM's academic and administrative leadership must be willing to engage in a resolute assessment of accomplishments and challenges. This kind of self-reflection is important to change the status quo and become a more inclusive, equitable and just institution. This level of awareness can only serve to help the institution understand its community and provide a baseline for future priorities and needs.

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

<http://www.uvm.edu/president/diversity/climatesurvey/>

Support Programs for Underrepresented Groups

Responsible Party

Jes Kraus

Director

Affirmative Action/Equal Opportunity in Diversity and Equity Unit

Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

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

Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups within the student body:

There are several identity centers: ALANA, Abenaki, LGBTQA Center, and the Women's Center. All of them run programming, and provide mentoring, counseling, and peer support. These are open to students, employees and faculty.

A brief description of the programs sponsored by the institution to support underrepresented groups within the faculty:

There are several identity centers: ALANA, Abenaki, LGBTQA Center, and the Women's Center. All of them run programming, and provide mentoring, counseling, and peer support. These are open to students, employees and faculty.

A brief description of the programs sponsored by the institution to support underrepresented groups within the staff:

There are several identity centers: ALANA, Abenaki, LGBTQA Center, and the Women's Center. All of them run programming, and provide mentoring, counseling, and peer support. These are open to students, employees and faculty.

The website URL where more information about the programs in each of the three categories is available :

<http://www.uvm.edu/~diveq/>

Support Programs for Future Faculty

Responsible Party

Jes Kraus

Director

Affirmative Action/Equal Opportunity in Diversity and Equity Unit

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
 - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students to pursue further education and careers as faculty members.
 - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
-

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

Does the institution administer and/or participate in programs that meet the criteria for this credit?:

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty :

There is a group called ALCO---ALANA Coalition for faculty and staff of color.

There is also a Henderson Fellowship program (

<http://www.uvm.edu/president/diversity/hendersonfellowships/>

) and the Center for Cultural Pluralism provides a variety of professional development opportunities in cultural competency (

<http://www.uvm.edu/~ccpvm/>

).

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

<http://www.uvm.edu/~alco/>

Affordability and Access Programs

Responsible Party

Barbara Johnson
Associate Vice President
Human Resources

Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education such as the federal TRIO programs
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes

A brief description of the institution's participation in federal TRIO programs:

The Student Support Services Program works with 225 UVM students (first year to senior) each year by providing them with academic, social, and cultural support throughout college. This is a voluntary program, but we believe it can be really helpful in making sure that students are able to stay on track while in college.

Students can submit an application to the SSS program at any time after they have been accepted to UVM. However, depending on when they apply, they will either be accepted immediately or placed on a waiting list for the next year, so the earlier an application can be sent to us, the better.

SSS serves first-generation college students (students who do not have a parent who has graduated from a four year university or college), students who have a documented disability, and students whose family income falls within U.S. Department of Education guidelines

A brief description of the institution's policies and programs to minimize the cost of attendance for low-income students?:

Through assistance in financial aid opportunities and low cost text books.

A brief description of the institution's programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

The Learning Co-Op provides resources for faculty and staff in addressing low-income students and providing outside resources to assist them at UVM.

A brief description of the institution's programs to prepare students from low-income backgrounds for higher education:

Tutoring, Upward Bound, Student Support Services, and Disability Services

A brief description of the institution's scholarships for low-income students:

Pell grants are available for low income students

A brief description of the institution's programs to guide parents of low-income students through the higher education experience:

A brief description of the institution's targeted outreach to recruit students from low-income backgrounds:

A brief description of the institution's other admissions policies and programs:

A brief description of the institution's other financial aid policies or programs:

<http://www.uvm.edu/~stdfinsv/?Page=typeug.html&SM=finaidmenu.html>

A brief description of the institution's other policies and programs not covered above:

The website URL where information about programs in each of the areas listed above is available:

<http://www.uvm.edu/sss/>

Gender Neutral Housing

Responsible Party

Dot Brauer
Director
LGBTQA

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

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students (either as a matter of policy or as standard practice)?:

Yes

A brief description of the program, policy, or practice:

Rainbow cottages hold 6 individuals, and 2 suites in Living and Learning center with 10-11 individuals.

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

<http://www.uvm.edu/~lgbtqa/?Page=housing.html&SM=programsmenu.html>

Employee Training Opportunities

Responsible Party

Barbara Johnson

Associate Vice President

Human Resources

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

Does the institution make cultural competence trainings and activities available to all employees?:

Yes

A brief description of the cultural competence trainings and activities:

Educational programs and training's for students, faculty & staff to attend through the Center for Cultural Pluralism.

The website URL where information about the trainings and activities are available:

<http://www.uvm.edu/~ccpvm/>

Student Training Opportunities

Responsible Party

Barbara Johnson

Associate Vice President

Human Resources

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

Does the institution make cultural competence trainings and activities available to all students?:

Yes

A brief description of the cultural competence trainings and activities:

Educational programs and training's for students, faculty & staff to attend through the Center for Cultural Pluralism.

The website URL where information about the trainings and activities are available:

<http://www.uvm.edu/~ccpvm/>

Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

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

Credit
Sustainable Compensation
Employee Satisfaction Evaluation
Staff Professional Development in Sustainability
Sustainability in New Employee Orientation
Employee Sustainability Educators Program
Childcare
Employee Wellness Program
Socially Responsible Retirement Plan

Sustainable Compensation

Responsible Party

Barbara Johnson

Associate Vice President

Human Resources

Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

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

Submission Note:

NOTE: Both reporting fields are numbers EXCLUDING contractors, not including

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

Total number of employees working on campus (including contractors):

3,877

Number of employees (including contractors) that the institution ensures earn sustainable compensation:

3,832

A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation:

In 2006, UVM adjusted the basic needs budget identified by the State of Vermont Joint Fiscal Office to account for health and dental, life insurance and savings benefits offered to UVM employees, and set the livable wage for UVM employees at \$12.28. UVM currently [STARS Reporting Tool](#) | [AASHE](#)

employs 2, 280 staff and 1,597 faculty members. Approximately 98% of staff are paid at or above \$12.28.

Generally staff pay bands are benchmarked against prevailing wages using local, regional and national market survey data each year and updated as needed. For individual positions we may pay above or below the median salary identified through participation in salary surveys, however, on average, we pay slightly above the market median. In 2006 and 2009 UVM conducted a basic needs analysis based on the livable wage work done by the State of Vermont Joint Fiscal Office. For lower paid positions, we trumped our market concept and established a socially conscious floor of \$11.15 per hour which is considerably higher than market medians surveyed as well as both the state and federal minimum wage.

The most recent year total compensation for the institution's lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable:

2,009

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

<http://www.uvm.edu/hrs/?Page=managers/managers.html>

Employee Satisfaction Evaluation

Responsible Party

Barbara Johnson

Associate Vice President

Human Resources

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

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

Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit?:

No

A brief description of the institution's methodology for evaluating employee satisfaction:

Presently there is not an employee satisfaction survey conducted, although there is a Campus Climate Survey. The intention is to change this in the upcoming years and include an employee satisfaction survey.

The year the employee satisfaction evaluation was last administered:

2,015

The website URL where information about the institution's employee satisfaction evaluation process is available:

Staff Professional Development in Sustainability

Responsible Party

Tara Messier

Administrative Professional Sr.
Human Resources Learning Services

Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training *available* to all staff.

This credit applies to staff members only; it does not include faculty members.

The following training opportunities are not sufficient for this credit:

- Specialized training for a small group of staff
 - The opportunity to participate in an institutional sustainability committee or group
-

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

Does the institution make training and professional development opportunities in sustainability available to all staff?:

Yes

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

Several sessions related to sustainability are offered as part of the annual staff conference, see the descriptions of the 2013 descriptions:

<http://www.uvm.edu/edu/?Page=descriptions.html>

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

<http://www.uvm.edu/edu/>

Sustainability in New Employee Orientation

Responsible Party

Tara Messier

Administrative Professional Sr.
Human Resources Learning Services

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

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

Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff?:

No

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

Currently UVM does not distribute any such materials at New Employee Orientation

The website URL for the information about sustainability in new employee orientation:

Employee Sustainability Educators Program

Responsible Party

Pooja Kanwar

Performance and Tracking Fellow
OoS

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.

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

Total number of people employed by the institution:

0

Program name (1st program) :

NA

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

0

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

NA

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

NA

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

NA

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

Program name (2nd program):

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

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

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

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

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

Program name(s) (all other programs):

Number of employees served by the program(s) (all other programs):

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

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

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

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

Responsible Party

Barbara Johnson

Associate Vice President

Human Resources

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

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of students, faculty, and staff?:

Yes

A brief description of the child care program, policy, or practice:

Curiosity. Joy. Empathy. Community.

UVM values these human qualities above all others and strive to create a school where they are lived and enacted. We believe that young children are capable of caring deeply about all forms of life, and consequently, that it is our responsibility to nurture and promote children's relationships with the natural world.

These principles and beliefs are central to our efforts to transform the identity of the UVM Campus Children's Center to that of a "green" school, a place where the built and natural environments are integrated and harmonious, where pedagogy embraces the wonder of all things living, and where every individual shares responsibility for the well-being of Earth and all its inhabitants.

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

<http://www.uvm.edu/~ccc/>

Employee Wellness Program

Responsible Party

Barbara Johnson
Associate Vice President
Human Resources

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

Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees?:

Yes

A brief description of the employee wellness program, policy, or practice:

The University of Vermont's Wellness and Employee Assistance Programs are provided through a working partnership with The Wellness Corporation, a New England-based company that has been serving institutions of higher education since 1984. These programs provide a broad variety of services to the families of UVM faculty and staff.

24/7 access to Wellness Corporation's WorkLife Program

In-Person Counseling (personal or work-related issues)

Budget and Debt Counseling

Legal Consultations by phone (with discounts on in-person services)

Financial Consultations by phone

WorkLife Resources and Referrals

New-Parent Transition coaching program

Serious Illness resource program

End-of-Life resource program

Health and Wellness Coaching online and by phone

Unlimited Access to the

www.wellnessworklife.com

Website

Monthly WorkLife Newsletter

Regular WorkLife Balance Webinars

Web-based and Onsite Management Training and Support

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

<http://www.uvm.edu/hrs/?Page=healthy/wellness.html>

Socially Responsible Retirement Plan

Responsible Party

Barbara Johnson
Associate Vice President
Human Resources

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

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

A brief description of the socially responsible investment option for retirement plans:

TIAA/CREF

TIAA-CREF is the Teacher's Insurance and Annuity Association and College Retirement Equities Funds. Contributions made to TIAA's Traditional Annuity purchase a definite amount of future retirement income. In the Traditional Annuity, the principal is guaranteed and TIAA will pay interest on that principal. The interest rate is variable and is declared several times a year. TIAA invests almost exclusively in fixed dollar obligations made up of a broadly diversified group of bonds and mortgages. On retirement, if you annuitize your account, TIAA issues a check on a regular schedule for as long as you live. The dollar amount is stable, and you will receive a dividend as it is declared from time to time.

CREF and TIAA Real Estate Portfolio offer several different variable annuities as investment alternatives. CREF and TIAA Real Estate Portfolio differ from TIAA Traditional Annuity in that they do not offer a guaranteed annuity, but are designed instead to provide equity, bond and real estate investments as alternatives. CREF contributions buy accumulation units that are shares of ownership in broadly diversified investment portfolios including Stock, Bond, Social Choice, Global Equities, Equity Index, Money Market, and TIAA Real Estate Portfolio each with its own investment objectives. The dividends and other earnings are reinvested to buy additional accumulation units. On retirement, you receive an amount equal to the current value of a certain number of annuity units. You may transfer previous contributions to CREF from your TIAA Traditional Annuity but you must only do so over a period of 10 years.

Group Supplemental Retirement Annuities (GSRA)

Contributions may be directed to either a Retirement Annuity (RA) or a Group Supplemental Retirement Annuity (GSRA).

The GSRA has the same investment alternatives as the RA, with three exceptions:

The Traditional Annuity under the GSRA is fully transferable within the Retirement Savings Plan, whereas, under the RA it can only be transferred over a 10-year period.

The GSRA has a loan provision that will allow you to borrow up to 45% of the value of the account.

The Traditional Annuity investment alternative pays 1% less in interest.

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

<http://www.uvm.edu/hrs/?Page=info/benefits/plans/facbenefits.html>

STARS Reporting Tool | AASHE

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Shareholder Advocacy
Positive Sustainability Investments
Student-Managed Sustainable Investment Fund
Sustainable Investment Policy
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Elizabeth Palchak

Graduate Assitant

Office of Sustainability

Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

Does the institution have a committee on investor responsibility or similar body that 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 :

The University of Vermont's Statement of Investment Policies and Objectives states the following: "The University's policy of fiscal prudence shall not preclude the consideration of moral ethical and social criteria in determining companies in which to invest. The University may take an active role on request in pursuing shareholder resolutions through proxy resolutions and other means in order to further its goal on investing in firms that produce safe and useful products in accordance with moral, ethical and social criteria."

Members of the CIR, including affiliations:

2 Representatives from faculty, grad students, undergraduates, staff and the controller and assistant controller of the university. A graduate fellow serves as a research assistant. More detail can be found here:

<http://www.uvm.edu/sri/sri-advisory-council-members>

Recent examples (within the past 3 years) of CIR actions:

Most recently, the SRI Advisory Council (CIR) heavily researched and submitted a proposal on recommendations for energy investing at UVM. We also engage in proxy voting every year related to climate change action.

The website URL where information about the committee is available:

<http://www.uvm.edu/sri>

Responsible Party

Elizabeth Palchak

Graduate Assitant

Office of Sustainability

Criteria

There are two possible approaches to earning this credit.

1) Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but \$2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

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

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability during the past three years?:

Yes

Has the institution submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Has the institution conducted a negative screening of its entire investment pool within the last three years?:

Yes

A brief description of how the institution (or its foundation) has engaged in shareholder advocacy that promotes sustainability during the previous 3 years. :

Every year, the endowment accountant votes on proxy resolutions related to addressing climate change. In fiscal year 2013, she voted 10 times on various issues related to greater transparency or modifying operations to address climate change.

Regarding negative screens of the investment pool - this is ongoing and the pool is screened yearly for cluster munitions, tobacco and

investments in Sudan.

The website URL where information about the negative screen, divestment effort, and/or direct engagement with companies in which the institution holds investments is available:

<http://www.uvm.edu/sri/documents>

Positive Sustainability Investments

Responsible Party

Elizabeth Palchak

Graduate Assitant

Office of Sustainability

Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

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

Total value of the investment pool:

388,000,000 US/Canadian \$

Value of holdings in sustainable industries, such as renewable energy or sustainable forestry :

0 US/Canadian \$

Value of holdings in businesses selected for exemplary sustainability performances:

0 US/Canadian \$

Value of holdings in sustainability investment funds, such as a renewable energy investment fund:

0 US/Canadian \$

Value of holdings in community development financial institutions (CDFIs):

0 US/Canadian \$

Value of holdings in socially responsible mutual funds with positive screens:

0 US/Canadian \$

A brief description of the companies, funds, and/or institutions referenced above:

NA

The website URL where information about the institution's sustainability investment activities is available:

<http://www.uvm.edu/sri>

Student-Managed Sustainable Investment Fund

Responsible Party

Elizabeth Palchak
Graduate Assitant
Office of Sustainability

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

Does the institution have a student-managed sustainable investment fund through which students are able to develop socially and/or environmentally responsible investment skills and experience with governance?:

No

A brief description of the student-managed sustainable investment fund:

UVM does not currently have such a fund, though conversations have begun on how to develop a student-managed fund or something similar.

The website URL where information about the fund is available:

Sustainable Investment Policy

Responsible Party

Elizabeth Palchak
Graduate Assitant
Office of Sustainability

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

Does the institution have a policy, practice or directive to consider the social and/or environmental impacts of investment decisions, in addition to financial considerations?:

Yes

A brief description of the sustainable investment policy:

The text below is from the document. Though it does not state a primary goal of socially responsible investing, it does include a directive to consider "moral, ethical and social criteria."

V. MORAL, SOCIAL AND ETHICAL CONSIDERATIONS IN INVESTMENT STRATEGY

The University's policy of fiscal prudence shall not preclude the consideration of moral, ethical and social criteria in determining companies in which to invest.

The website URL where information about the policy is available:

<http://www.uvm.edu/trustees/policymanual/VIII%204B%20Statement%20of%20Investment%20Objectives%20and%20Policies.pdf>

Investment Disclosure

Responsible Party

Elizabeth Palchak
Graduate Assitant
Office of Sustainability

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

Does the institution make a snapshot of its investment holdings, including the amount invested in each fund and/or company and proxy voting records, available to the public?:

Yes

A brief description of the institution's investment disclosure practices:

Currently, the institution will make investment holdings available upon request. Proxy voting details are currently displayed. Investments holdings will soon be going onto the SRI website.

The website URL where information about investment disclosure available:

<http://www.uvm.edu/sri>

Public Engagement

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

Credit
Community Sustainability Partnerships
Inter-Campus Collaboration on Sustainability
Sustainability in Continuing Education
Community Service Participation
Community Service Hours
Sustainability Policy Advocacy
Trademark Licensing
Graduation Pledge
Community Service on Transcripts
Farmers' Market

Community Sustainability Partnerships

Responsible Party

Elise Schadler

Coordinator for Community-Based Learning
Rubenstein School for the Environment and Natural Resources

Criteria

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

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

Does the institution participate in community sustainability partnerships that meet the criteria for this credit?:

Yes

A brief description of the institution's sustainability partnerships with the local community:

For many faculty, staff, and students, community-based scholarship and collaborative problem-solving is an essential element in the field of environment, sustainability, and natural resources. For the past six academic years, the Rubenstein School of Environment & Natural Resources (RSENR) at UVM has worked closely with UVM's Office of Community-University Partnerships and Service-Learning (CUPS) to support community engagement in the School. Since 2008 RSENR has supported a staff member to specifically focus on community-based learning, first as an Americorps position and in more recent years as a partial RSENR employee.

In the 2008/2009 academic year, there were 17 courses taught using the pedagogy of service-learning (and designated through the CUPS Office) in RSENR. Since then, the number has increased, with 30 service-learning courses taught throughout 2012-13 and just as many expected for the current academic year. Examples of these courses include Campus Sustainability, Adaptation to Climate Change, Forest Ecosystem Health, Restoration of Altered Ecosystems, and Environmental Problem-Solving. Students engaged in over 130 distinct service-learning projects in 2012-2013 through partnerships with at least 90 different community groups, nonprofit organizations, schools, churches, municipalities, UVM departments, and state and federal agencies – many of whom have engaged in service-learning projects with UVM in the past. In addition to the service-learning, many RSENR students engage in internships, especially in the summer, for up to 6 academic credits. Over the past three years, the RSENR perennial internship program has established relationships with 12 community partners that will offer paid summer internships to RSENR students every year. Information about RSENR's commitment to community engagement and collaboration with community partnerships (including a list of community partner organizations) around the many facets of sustainability can be found on the Office of Experiential Learning's webpage.

The website URL where information about sustainability partnerships is available:

<http://www.uvm.edu/rsenr/?Page=experiential/experiential.php&SM=servicessubmenu.html>

Inter-Campus Collaboration on Sustainability

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

Criteria

Institution collaborates with other colleges and universities to support and help build the campus sustainability community.

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

Does the institution collaborate with other colleges and universities to support and help build the campus sustainability community?:

Yes

A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions:

<http://www.vtgreencampus.org/project-ideas>

The names of local, state, regional, national, and other campus sustainability organizations or consortia in which the institution participates and/or is a member:

Bennington College, Castleton State College, Champlain College, Community College of Vermont, Goddard College, Green Mountain College, Johnson State College, Landmark College, Marlboro College, Middlebury College, Norwich University, St. Michael's College, Sterling College, University of Vermont, Vermont Law School, Vermont Technical College

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

A meeting of the Vermont Campus Sustainability Network (VCSN) brought together representatives from several Vermont colleges to focus on "building local partnerships in sustainability." The meeting, hosted at Green Mountain College, included presentations about college initiatives, as well as discussion of how higher education can contribute to building green workforce capacity, providing residential energy efficiency audits, and disseminating knowledge of sustainability practices and opportunities

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

[STARS Reporting Tool | AASHE](#)

Sustainability in Continuing Education

Responsible Party

Maureen Schake

Program Planner

Continuing & Distance Education

Criteria

Part 1

Institution offers continuing education courses that are focused on or related to sustainability.

Courses that can be taken for academic credit are not included in this credit. They are covered by the *Curriculum* subcategory.

Part 2

Institution has a sustainability-related certificate program through its continuing education or extension department.

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

Does the institution offer continuing education courses that are focused on or related to sustainability?:

Yes

Number of sustainability continuing education courses offered :

7

Total number of continuing education courses offered:

78

Does the institution have a sustainability-related certificate program through its continuing education or extension department?:

Yes

A brief description of the certificate program:

Breakthrough Leaders Program on Sustainable Food Systems

Campus Sustainability Leadership

Campus Sustainable Innovation (Advanced Online Certificate)

Farmer Training Program

Food Systems Summit Public Conference

Sustainable Business

Sustainable Innovation (Advanced Online Certificate)

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

Year the certificate program was created:

2,010

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

<http://learn.uvm.edu/sustainability/>

Community Service Participation

Responsible Party

Laura Megivern
Student Life Professional
Student Life

Criteria

Institution engages its student body in community service, as measured by the percentage of students who participate in community service.

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

Submission Note:

2011 - 2012

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

The number of students engaged in community service:

5,585

Total number of students, which may exclude part-time, continuing education and/or non-credit students:

11,250

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

http://www.uvm.edu/~slife/?Page=service.html&SM=service_menu.html

Community Service Hours

Responsible Party

Laura Megivern
Student Life Professional
Student Life

Criteria

Institution engages students in community service, as measured by average hours contributed per full-time student per year.

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

Submission Note:

2011 - 2012

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

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

73,500

Total number of students, which may exclude part-time, continuing education and/or non-credit students:

11,250

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

http://www.uvm.edu/~slife/?Page=service.html&SM=service_menu.html

Sustainability Policy Advocacy

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

Criteria

Institution advocates for federal, state, or local public policies that support campus sustainability or that otherwise advance sustainability.

The policy advocacy must be done by the institution, not by students or a student group.

Submission Note:

<http://www.uvm.edu/~susagctr/>

,
<http://www.uvm.edu/sustain/tags/real-food-challenge>

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

Has the institution advocated for federal, state, and/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, bills, and ordinances for or against which the institution has advocated:

Several: Center for Sustainable Agriculture has many efforts: Local food through s UVM Expanded Food Nutrition Education Program and includes outreach seminars and policy research; Office of Sustainability has many efforts: Bottled Water ban through out campus; use of recycled toilet papers, follow the leaf campaign for sustainable purchases, fifth school in the US to sign on to the National Real Food Challenge increasing local, organic, and fair trade consumption on campus.

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

<http://www.uvm.edu/sustain/tags/bottled-water>

Trademark Licensing

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

Criteria

Part 1

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

Part 2

Institution has signed on to participate in the Designated Suppliers Program.

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

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

No

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

Yes

Has the institution expressed intention to participate in the Designated Suppliers Program? :

No

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

<http://www.fairlabor.org/affiliate/university-vermont>

Graduation Pledge

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

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

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

No

A brief description of the graduation pledge program:

-

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

Community Service on Transcripts

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

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

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

No

A brief description of the practice:

-

The website URL where information about the practice is available:

Farmers' Market

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

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

Does the institution host a farmers' market for the community?:

Yes

A brief description of the farmers' market:

The Eco-Reps program hosts farmers markets at the student center on campus

The website URL where information about the market is available:

<http://www.uvm.edu/ecoreps/category/tags/farmers-market>

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Responsible Party

Walter Poleman
Associate Director
Field Naturalist Program

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
 - 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
 - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
 - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
 - 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
 - 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
 - 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
 - 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
 - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
 - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
-

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

A brief description of the innovative policy, practice, program, or outcome :

The Ecological Design Collaboratory is a new initiative at GreenHouse Residential Learning Community, jointly funded by the Henry David Thoreau Foundation and the Rubenstein School of Environment & Natural Resources at the University of Vermont. At the heart of this initiative is the goal of providing several hundred undergraduates from a diversity of majors with an introduction to place-based ecological design and opportunities to practice the hands-on skills needed to bring their projects to fruition. Through mentorship by UVM faculty members, upper-level students, and community partners, students acquire the skills needed to design projects and initiatives that feature the local resources—both natural and cultural—of Burlington and the Lake Champlain Basin.

A seminal element of the Ecological Design Collaboratory is the The LivingPlace Design Competition: "Creating a Crossroads for Community Ecological Design." This design competition invited participants from around the world to create place-based ecological designs for one of three different sites in Burlington, VT around the themes of Food, Water, and People. The three sites chosen for the design competition were the Burlington Waterfront, Burlington High School, and University of Vermont Greenhouse Residential Learning Community. The competition was created by students in the UVM course Catalyzing Ecological Design, co-instructed by architects Diane Gayer and Tyler Kobick. LivingPlace encouraged the linkage of student-initiated projects with the sustainability needs of the Burlington community. Competitors were tasked with creating a holistic design submission that integrated storm-water management, sustainable food production, and community engagement. In the end, 52 teams from around the world representing over 200 people participated in the design competition. On February 22, 2014 the top three winners were announced after careful consideration by a jury of architects, ecological designers, ecologists, and land managers.

A letter of affirmation from an individual with relevant expertise:

[Innovation_EDC.pdf](#)

The website URL where information about the innovation is available :

<http://www.uvm.edu/~uvmedc/>

Responsible Party

Stephanie Kaza
Director
Environmental Program

Criteria

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-

Submission Note:

This innovative pedagogical strategy hosted by the UVM Environmental Program encourages and supports student engagement in course development. Impetus for such courses has generally stemmed from student commitment to sustainability and environmental justice activism and reflect course content in these areas. One or two courses are approved each semester, based on subject area innovation, student interest, and faculty approval.

These courses are known in Environmental Studies as "Students-Teaching-Students," based on an early model at Williams College. Some campuses around the U.S. (UC Berkeley, Oberlin College) offer student-directed courses but not for credit. The UVM course option offers students the opportunity to design, propose, and facilitate a seminar course as an approved ENVS for-credit academic course, usually 3 semester credits. The course number (ENVS 197) has been officially approved by the curriculum committees and

faculties of the College of Arts and Sciences, the Rubenstein School, and the College of Agriculture and Life Sciences and can be used for new topics into the future. Student proposers draw on senior thesis write-ups and course readers of past courses for reference in developing assignments, readings, and pedagogical course philosophies.

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

A brief description of the innovative policy, practice, program, or outcome:

The Students-Teaching-Students course option offers an opportunity for students to design, propose, and facilitate a seminar course as an approved ENVS for-credit academic course. The course number (ENVS 197) has been officially approved by the curriculum committees and faculties of the College of Arts and Sciences, the Rubenstein School, and the College of Agriculture and Life Sciences. Senior thesis write-ups and course readers of recent courses are available for reference.

A letter of affirmation from an individual with relevant expertise:

[Innovation Credit STS UVM.pdf](#)

The website URL where information about the innovation is available:

<http://www.uvm.edu/envprog/students-teaching-students-sts>

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

Criteria

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 - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
-

Submission Note:

The Eco-Machine lives in the LEED Platinum Aiken Center, which houses the Rubenstein School of Environment and Natural Resources. More about the building here:

<http://www.uvm.edu/~uvmpr/?Page=news&&storyID=13048>

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

A brief description of the innovative policy, practice, program, or outcome:

The University of Vermont's newly renovated Aiken Center includes an Eco-Machine, an innovative way to treat wastewater. An Eco-Machine mimics the natural purification processes found in wetland, groundwater, stream and pond ecosystems. The Eco-Machine is home to communities of aquatic micro-organisms, invertebrates and wetland plants working in concert to degrade pollutants and to transform the nutrients and energy in sewage into a profusion of life. The building's wastewater is treated in the system and reused for non-potable use, reducing water consumption. Students are involved with lab work and research.

A letter of affirmation from an individual with relevant expertise:

[Innovation Ecomachine letter for STARS.pdf](#)

The website URL where information about the innovation is available:

<https://www.youtube.com/watch?v=hX91TZfOVSU&feature=youtu.be>

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
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 - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
-

Submission Note:

About SMOP

What is SMOP? It's a signature event of the Office of Student and Community Relations, the Spring Move Out Project. At the end of spring semester UVM, Champlain College, Chittenden Solid Waste District, the Burlington Code Enforcement Office, the Burlington Community & Economic Development Office, and a reuse store called ReSource partner to provide information to students about what to do with all the stuff they don't want when they are moving out of town and host an all-day, free community swap and recycling event. They helped keep about more than 20,000 lbs of material from clogging Burlington's neighborhood greenbelts.

A brief description of the innovative policy, practice, program, or outcome:

The Office of Student and Community Relations is committed to creating a safe and socially just environment for University of Vermont students living off campus through partnering with students and their neighbors on initiatives and programs. The office provides resources and support to so that they will have successful experiences as both citizens and renters. The office accomplishes this by:

- Providing guidance, support, and resources to off-campus students so they can better navigate their off-campus life. See the Off-campus Living Survival Guide

<http://www.uvm.edu/~oscr/pdfs/offcampusguide.pdf>

- Identifying issues or problems confronting off-campus students and their neighbors and developing strategies to address them in ways that build community and incorporate personal responsibility. Their electronic newsletter goes out to all off-campus students.
- Working through a community development vehicles, such as teaching conflict-resolution skill building and providing neighborhood grants to do projects, like community gardens.
- Partnering with others to offer numerous events, including
 - Babysitter Mingler
 - Catamount Classes
 - Community Coalition Meetings
 - Have a Heart Campaign
 - Meet Your Neighbor Day
 - Neighborhood Clean-Ups
 - Off-Campus Living Workshops
 - Student-Neighbor Liaison Program Potlucks
 - Spring Move Out Project (SMOP)

A letter of affirmation from an individual with relevant expertise:

[STARS innovation OSCR letter BWard.pdf](#)

The website URL where information about the innovation is available:

<http://www.uvm.edu/~oscr/>

Supplemental

Supplemental Data

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

Credit
New Student Orientation
Food Education
Food and Beverage Purchases
Confinement-Free Food Purchases
Vegetarian-Fed Food Purchases
Hormone-Free Food Purchases
Seafood Purchases
Dishware
Energy Initiatives
Energy Use by Type
Procurement
Bike Sharing
Water Initiatives
Endowment
Sustainability Staffing

New Student Orientation

Responsible Party

Pooja Kanwar

Performance and Tracking Fellow
OoS

Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

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

Does new student orientation include presentations, speakers, or skits that address sustainability and take place in large venues that most or all first-year students attend?:

Yes

Provide a brief description of the presentations, speakers or skits:

Eco Reps

Does new student orientation incorporate sustainability information into presentations (e.g., made by Residential Advisors to individual dorm floors)?:

Yes

Provide a brief description of the presentations:

Eco Reps

Does new student orientation actively engage students in activities that raise awareness about sustainability, highlight how sustainability plays out on campus, or allows students to take part in a productive green activity?:

Provide a brief description of the activities:

Does the institution make new student orientation more sustainable via efforts such as a zero-waste meal or carbon offsets?:

Provide a brief description of the efforts:

Does the institution incorporate sustainability into new student orientation in other ways?:

Yes

Provide a brief description:

Through information about the Office of Sustainability, Eco Reps, Composting, Recycling, Bottled Water, Farmers Market

Food Education

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

Criteria

Institution provides education about eco-positive food and gardening techniques.

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

Are students educated in an academic class about how to make eco-positive food choices?:

Yes

Provide a brief description:

Are students educated in dining facilities about how to make eco-positive food choices?:

Yes

Provide a brief description:

Are students educated during orientation about how to make eco-positive food choices?:

Yes

Provide a brief description:

Are students educated in other venues about how to make eco-positive food choices?:

Yes

Provide a brief description:

Is there a program by which students are encouraged to and/or taught how to grow their own food?:

Yes

Provide a brief description of the program:

Food and Beverage Purchases

Criteria

Institution provides details of its food and beverage purchases.

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

Confinement-Free Food Purchases

Criteria

Institution provides details of its confinement-free animal product purchases.

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

Vegetarian-Fed Food Purchases

Criteria

Institution provides details of its vegetarian-fed animal product purchases.

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

Hormone-Free Food Purchases

Criteria

Institution provides details of its hormone-free animal product purchases.

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

Seafood Purchases

Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

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

Dishware

Responsible Party

Pooja Kanwar

Performance and Tracking Fellow
OoS

Criteria

Institution provides details of the dishware its provides at its dining services locations.

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

Does the institution offer reusable dishware at its dining services locations?:

Yes

Does the institution offer plastic dishware at its dining services locations?:

Yes

Does the institution offer polystyrene (Styrofoam) dishware at its dining services locations?:

No

Does the institution offer post-consumer recycled content dishware at its dining services locations?:

Yes

Does the institution offer biodegradable / compostable dishware at its dining services locations?:

Yes

Does the institution offer other types of dishware at its dining services locations?:

Yes

Provide a brief description.:

Ecoware: Reusable to-go containers program

Energy Initiatives

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

Criteria

Institution provides details about its energy initiatives.

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

The percentage of total building space square footage that has undergone energy retrofits or renovations within the past three years:

The percentage of overall energy consumption reduced as a result of retrofits and renovations completed within the past three years:

The percentage of electricity consumption reduced as a result of retrofits and renovations completed within the past three years:

The percentage of thermal energy consumption reduced as a result of retrofits and renovations completed within the past three years:

The combined gross square footage of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled:

The names of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled:

The combined gross square footage of all buildings that are ENERGY STAR labeled:

The names of all buildings that are ENERGY STAR labeled:

Energy Use by Type

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

Criteria

Institution reports its energy use by type.

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

The percentage of total electricity use from coal.:

The percentage of total electricity use from wind.:

The percentage of total electricity use from biomass.:

The percentage of total electricity use from natural gas.:

The percentage of total electricity use from solar PV.:

The percentage of total electricity use from geothermal.:

The percentage of total electricity use from nuclear.:

The percentage of total electricity use from hydro.:

The percentage of total electricity use from other.:

Provide a brief description.:

The percentage of total energy used for heating buildings from coal.:

The percentage of total energy used for heating buildings from biomass.:

The percentage of total energy used for heating buildings from electricity.:

The percentage of total energy used for heating buildings from natural gas.:

The percentage of total energy used for heating buildings from geothermal.:

The percentage of total energy used for heating buildings from fuel oil.:

The percentage of total energy used for heating buildings from other.:

Provide a brief description.:

If cogeneration, please explain.:

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

Criteria

Institution provides details about its procurement efforts.

Submission Note:

About ENERGY STAR: The University staff have a practice of purchasing the most energy efficient appliances available. When the Energy Star rating is not available, the University receives technical support from our local utility to identify the best choices. We do not track data on this, however, and therefore estimated 90%.

About FSC paper: The expenditures are greater than zero, but our institution does not track this information at this time.

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

The percentage of institutionally purchased appliances that are ENERGY STAR rated (of eligible appliance categories):

90

Does the institution have a policy to purchase ENERGY STAR appliances whenever possible?:

Yes

The percentage of expenditures on Forest Stewardship Council (FSC) certified office paper (US/Canadian dollars) :

0

Does the institution's vendor code or policy require vendors to use less packaging?:

No

Bike Sharing

Responsible Party

Pooja Kanwar

Performance and Tracking Fellow
OoS

Criteria

Institution reports the number of bicycles available through bike sharing programs.

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

The number of bicycles available through bike sharing programs:

20

Water Initiatives

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

Criteria

Institution provides details about its water initiatives.

Submission Note:

<http://www.uvm.edu/bottledwater>

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

Is there is a ban or restriction on selling or distributing bottled water on campus? :

Yes

Provide a brief description of any bottled water ban or restriction :

Ended sales of bottled water January 2013

Does the institution meter any of its non-potable water usage? :

No

The percentage of urinals on campus that are waterless :

Endowment

Criteria

Institution provides details about its endowment.

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

Sustainability Staffing

Responsible Party

Gioia Thompson

Director

UVM Office of Sustainability

Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

Submission Note:

UVM has two full-time staff in the Office of Sustainability, at least five graduate positions working 20 hours per week for at least nine months, and at least two interns working 10 hours per week for nine months or more. This does not include the Eco-Reps.

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

The amount of weekly time worked by people employed in the sustainability office (in full-time equivalent) :

5

FTE staff on payroll:

2

FTE student intern/fellow:

3