Green Mountain College

The following information was submitted through the STARS Reporting Tool.

Date Submitted: May 1, 2014

STARS Version: 2.0
The information presented in this submission is self-reported and has not been verified by AASHE or a third party. If you believe any of this information is erroneous, please see the process for inquiring about the information reported by an institution.
Institutional Characteristics

The passthrough subcategory for the boundary

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Boundary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Operational Characteristics</th>
</tr>
</thead>
</table>

| Academics and Demographics |
**Institutional Boundary**

### Criteria

This won't display

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**Submission Note:**

The Killington campus is included in the institutional boundary for all credits unless otherwise stated.

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

#### Institution type:

Baccalaureate

#### Institutional control:

Private non-profit

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

<table>
<thead>
<tr>
<th>Campus Feature</th>
<th>Present?</th>
<th>Included?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Medical school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Pharmacy school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Public health school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Veterinary school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Satellite campus</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Hospital</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Farm larger than 5 acres or 2 hectares</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Agricultural experiment station larger than 5 acres or 2 hectares</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
Reason for excluding agricultural school:
---

Reason for excluding medical school:
---

Reason for excluding pharmacy school:
---

Reason for excluding public health school:
---

Reason for excluding veterinary school:
---

Reason for excluding satellite campus:
---

Reason for excluding hospital:
---

Reason for excluding farm:
---

Reason for excluding agricultural experiment station:
---

Narrative:
---
Operational Characteristics

Criteria

n/a

Submission Note:

Performance year is FY 2013. Electricity percentages based on on-campus biomass production and off-campus New England grid sources. Heating numbers based on MMBTUs produced by three heating sources: woodchips, #6 heating oil, and #2 heating oil. Killington is included in these calculations for both electricity and heat. Given that the credit asks only for heat, propane used for cooking is not counted here.

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

Endowment snapshot is from June 30th, 2013.

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

Endowment size:

3,286,409.33 US/Canadian $

Total campus area:

125 Acres

IECC climate region:

Cold

Locale:

Small town

Gross floor area of building space:

493,396 Gross Square Feet

Conditioned floor area:

---

Floor area of laboratory space:

4,735 Square Feet

Floor area of healthcare space:

0 Square Feet
Floor area of other energy intensive space:
14,568 Square Feet

Floor area of residential space:
202,435 Square Feet

Electricity use by source:

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage of total electricity use (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomass</td>
<td>6.87</td>
</tr>
<tr>
<td>Coal</td>
<td>4.80</td>
</tr>
<tr>
<td>Geothermal</td>
<td>0</td>
</tr>
<tr>
<td>Hydro</td>
<td>6.84</td>
</tr>
<tr>
<td>Natural gas</td>
<td>38.21</td>
</tr>
<tr>
<td>Nuclear</td>
<td>29.24</td>
</tr>
<tr>
<td>Solar photovoltaic</td>
<td>0.07</td>
</tr>
<tr>
<td>Wind</td>
<td>1.24</td>
</tr>
<tr>
<td>Other (please specify and explain below)</td>
<td>12.72</td>
</tr>
</tbody>
</table>

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

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


Energy used for heating buildings, by source:

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage of total energy used to heat buildings (0-100)</th>
</tr>
</thead>
</table>

.
<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomass</td>
<td>65.64</td>
</tr>
<tr>
<td>Coal</td>
<td>0</td>
</tr>
<tr>
<td>Electricity</td>
<td>0</td>
</tr>
<tr>
<td>Fuel oil</td>
<td>34.36</td>
</tr>
<tr>
<td>Geothermal</td>
<td>0</td>
</tr>
<tr>
<td>Natural gas</td>
<td>0</td>
</tr>
<tr>
<td>Other (please specify and explain below)</td>
<td>0</td>
</tr>
</tbody>
</table>

A brief description of other sources of building heating not specified above:
---
Academics and Demographics

Submission Note:

Green Mountain College is a small school, so it seems most appropriate to consider the entire school the same division. Not only is our entire school smaller than many divisions at larger schools, but the faculty teach classes in several programs across the school.

Given how small our academic programs are and the wide ranges of faculty responsibilities across multiple programs, we no longer operate under the traditional department model. Rather, we have three separate institutional arrangements that we refer to as "divisions," but for the definitions outlined in STARS, they seem most closely related to "departments." Thus, we are listing them as departments here. One of these divisions includes our satellite campus, the Killington School of Resort Management, because professors at this school have duties and content areas overlapping with the division and it is overseen by the division.

The enrollment numbers here include students under continuous enrollment.

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

Number of academic divisions:
1

Number of academic departments (or the equivalent):
3

Full-time equivalent enrollment:
799

Full-time equivalent of employees:
198.60

Full-time equivalent of distance education students:
173

Total number of undergraduate students:
637

Total number of graduate students:
174

Number of degree-seeking students:
Number of non-credit students:
0

Number of employees:
279

Number of residential students:
540

Number of residential employees:
5

Number of in-patient hospital beds:
0
Academics

Curriculum

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Courses</td>
</tr>
<tr>
<td>Learning Outcomes</td>
</tr>
<tr>
<td>Undergraduate Program</td>
</tr>
<tr>
<td>Graduate Program</td>
</tr>
<tr>
<td>Immersive Experience</td>
</tr>
<tr>
<td>Sustainability Literacy Assessment</td>
</tr>
<tr>
<td>Incentives for Developing Courses</td>
</tr>
<tr>
<td>Campus as a Living Laboratory</td>
</tr>
</tbody>
</table>
Academic Courses

Responsible Party

Bill Throop
Provost
Provost's Office

Criteria

Part 1

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

Part 2

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

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

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

2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.

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

- A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the Earth Charter).

- A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

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

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

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

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of sustainability courses offered</td>
<td>48</td>
<td>24</td>
</tr>
<tr>
<td>Number of courses offered that include sustainability</td>
<td>89</td>
<td>30</td>
</tr>
<tr>
<td>Total number of courses offered by the institution</td>
<td>309</td>
<td>61</td>
</tr>
</tbody>
</table>

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

3

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

3

Number of years covered by the data:

One

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


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

---

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

http://sustainability.greenmtn.edu/living_learning/classroom.aspx

A brief description of the methodology the institution followed to complete the course inventory:
The provost, Bill Throop, and the sustainability coordinator, Aaron Witham categorized all courses offered in Fiscal Year 2013 by reading course descriptions. For courses that did not clearly belong to a category, they reached out to individual faculty members and asked them to explain a course's relation to sustainability, if there was one.

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

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

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

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

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

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internships</td>
<td>No</td>
</tr>
<tr>
<td>Praticums</td>
<td>No</td>
</tr>
<tr>
<td>Independent study</td>
<td>No</td>
</tr>
<tr>
<td>Special topics</td>
<td>Yes</td>
</tr>
<tr>
<td>Thesis/dissertation</td>
<td>Yes</td>
</tr>
<tr>
<td>Clinical</td>
<td>No</td>
</tr>
<tr>
<td>Physical education</td>
<td>No</td>
</tr>
<tr>
<td>Performance arts</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

No

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

No
No
Learning Outcomes

Responsible Party

Bill Throop
Provost
Provost's Office

Criteria

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

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

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

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

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

Submission Note:

At the heart of the College’s environmental mission is the 37-credit Environmental Liberal Arts general education curriculum, which all GMC undergraduate students complete. ELA Learning Outcomes apply to all courses. All three graduate programs that the College offers also adhere to sustainability learning outcomes as they are sustainability-focused and train students to be sustainability professionals. The reporting year for this question is the academic year 2012-2013. The total number of graduates includes Masters students.

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

Number of students who graduated from a program that has adopted at least one sustainability learning outcome: 179

Total number of graduates from degree programs:
A copy of the list or inventory of degree, diploma or certificate programs that have sustainability learning outcomes: GMC Degree Programs with Sustainability Learning Outcomes FY 2014.docx

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

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

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

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

All graduate programs include significant sustainability learning outcomes:

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

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

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

All undergraduates at GMC must complete at least 2 ELA core and multiple distribution courses. All ELA courses must make explicit connections between the course content and ELA sustainability learning outcomes, which are:

I. Systems Thinking

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

II. Critical Thinking and Communication

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

III. Environmental Awareness

Students will understand the factors contributing to our domestic and global ecological challenges and demonstrate the ability to evaluate proposals for creating a more sustainable future.
1. Students will understand contemporary environmental issues such as climate change, resource depletion and biodiversity loss as well as the complexity of proposed solutions.
2. Students will understand the history of land use and the changing relationship between humans and nature over time.
3. Students will be able to articulate a positive vision for a just and sustainable society.

IV. Reflective Self Awareness and Responsibility

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

V. Liberal Arts Understanding

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

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

http://masters.greenmtn.edu/

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

http://www.greenmtn.edu/academics/ela/learning-outcomes.aspx
Undergraduate Program

Responsible Party

Bill Throop
Provost
Provost's Office

Criteria

Institution offers at least one:

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

And/or

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

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

Submission Note:

Reporting year is academic year 2012-2013.

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

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

Yes

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

Sustainable Agriculture and Food Production

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

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

In the Sustainable Agriculture & Food Production program, agriculture and food systems are presented through the lenses of history, anthropology, the natural sciences, philosophy, business, economics, and art. The College's 22 acre Cerridwen Farm serves as an agricultural laboratory right on campus. And the new Solar Harvest Center, just a few steps away from the farm, provides office and classroom space for the Farm & Food Project and other regional organizations.
The website URL for the undergraduate degree program (1st program):
http://www.greenmtn.edu/sustainable_agriculture.aspx

The name of the sustainability-focused, undergraduate degree program (2nd program):
Renewable Energy and Ecological Design (REED)

A brief description of the undergraduate degree program (2nd program):
REED is an undergraduate program designed to help students explore the renewable energy and green building fields. This customizable major offers depth of study in renewable energy and ecological design, while allowing students to specialize in a specific area of interest including art, business, and sustainable agriculture.

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

The website URL for the undergraduate degree program (2nd program):
http://www.greenmtn.edu/reed.aspx

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

A brief description of the undergraduate degree program (3rd program):
The Environmental Studies program challenges students to examine their views on how humans interact with their natural and social environments. Students learn by doing; Vermont’s diverse ecosystems provide a living laboratory, while local issues engage students in ethics and policy classes. The GMC Block Course and the EcoLeague Consortium offer opportunities for interdisciplinary learning, and students graduate ready to address the complexities of environmental problems today.

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

The website URL for the undergraduate degree program (3rd program):
http://www.greenmtn.edu/environmental_studies.aspx

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

http://www.greenmtn.edu/natural_resources_management.aspx

Sustainable Business (BS):

http://www.greenmtn.edu/business_economics.aspx

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

The name of the sustainability-focused undergraduate minor, concentration or certificate (1st program):
Minor in Sustainable Business

A brief description of the undergraduate minor, concentration or certificate (1st program):
The Managing for Sustainability minor is designed to provide students who have majors outside the sustainable business program with a background in fundamentals of sustainable business and non-profit organization management. The minor is open to all Green Mountain College students other than those in the sustainable business degree program.

The website URL for the undergraduate minor, concentration or certificate (1st program):
http://www.greenmtn.edu/business_economics.aspx

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

A brief description of the undergraduate minor, concentration or certificate (2nd program):
GMC's program places special emphasis on green chemistry - a topic that fits well with Green Mountain’s environmental mission. Green chemistry focuses on the reduction or elimination of the generation of hazardous substances in the design, manufacture and application of chemical products. GMC Professor Sue Sutheimer is a leader in this field - she is a 2010 recipient of the American Chemical Society & Committee on Environmental Improvement Award for Incorporating Sustainability into Chemistry Education.

The website URL for the undergraduate minor, concentration or certificate (2nd program):
http://www.greenmtn.edu/chemistry.aspx

The name of the sustainability-focused undergraduate minor, concentration or certificate (3rd program):
Minor in Animal Studies
A brief description of the undergraduate minor, concentration or certificate (3rd program):

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

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

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

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

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

Minor in Environmental Education:

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

Minor in Environmental Studies:

http://www.greenmtn.edu/environmental_studies.aspx

Minor in Sustainable Business:

http://www.greenmtn.edu/business_economics/programs.aspx#m_bus

Certificate in Renewable Energy & Ecological Design:

http://www.greenmtn.edu/reed.aspx
Graduate Program

Responsible Party

Aaron Witham
Sustainability Coordinator
Sustainability Office

Criteria

Institution offers at least one:

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

And/or

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

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

Submission Note:

Reporting year is academic year 2012-2013. For more information about our graduate program visit the following link:
http://masters.greenmtn.edu/

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

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

Yes

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

Green MBA

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

Green Mountain College offers the premier, 100% Online Sustainable MBA. “Green” isn’t just a word we throw around. We truly practice what we teach. Green Mountain College has been teaching sustainability for more than fifteen years and we have been recognized many times for our mission. Our online Sustainable MBA program has been offered since 2006. Our faculty is very experienced, both in the corporate world, as well as in online instruction, which provides our students with a rich, meaningful learning experience.
Our online Sustainable MBA program is 37 credits. Each course lasts six weeks, with a one week break before the start of the next course. We cap each course at 20 students, but our typical class size is 10-18 students, the perfect size for individualized attention and quality group discussion. Our faculty members have highly regarded work backgrounds, and they are committed to helping students understand green business issues.

**The website URL for the graduate degree program (1st program):**
http://greenmba.greenmtn.edu/

**The name of the sustainability-focused, graduate-level degree program (2nd program):**
M.S. in Environmental Studies

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

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

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

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

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

**The website URL for the graduate degree program (2nd program):**
http://masters.greenmtn.edu/mseshome.aspx

**The name of the sustainability-focused, graduate-level degree program (3rd program):**
M.S. in Sustainable Food Systems

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

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

At Green Mountain College, we’ve been teaching about sustainability for over fifteen years. Our distance MSFS program -- built on the success of the College’s undergraduate major in sustainable agriculture and on the surging interest in food and agriculture in the U.S. and beyond is designed to provide students with the skills to conduct in-depth interdisciplinary investigations into the complex arena of their own bioregional food systems. Our MSFS students graduate with the knowledge and confidence to become leaders and join a cutting-edge community ready to make a difference.
The website URL for the graduate degree program (3rd program):
http://masters.greenmtn.edu/msfs.aspx

The name and website URLs of all other sustainability-focused, graduate-level degree program(s):
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Does the institution offer one or more graduate-level sustainability-focused minors, concentrations or certificates?:
No

The name of the graduate-level sustainability-focused minor, concentration or certificate (1st program):
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A brief description of the graduate minor, concentration or certificate (1st program):
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The website URL for the graduate minor, concentration or certificate (1st program):
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The name of the graduate-level sustainability-focused minor, concentration or certificate (2nd program):
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A brief description of the graduate minor, concentration or certificate (2nd program):
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The website URL for the graduate minor, concentration or certificate (2nd program):
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The name of the graduate-level sustainability-focused minor, concentration or certificate (3rd program):
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A brief description of the graduate minor, concentration or certificate (3rd program):
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The website URL for the graduate minor, concentration or certificate (3rd program):
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The name and website URLs of all other graduate-level, sustainability-focused minors, concentrations and
certificates:

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Immersive Experience

Responsible Party

Bill Throop
Provost
Provost's Office

Criteria

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

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

• It concentrates on sustainability, including its social, economic, and environmental dimensions
  
  And/or

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

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

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

Submission Note:

For more information about the "Local Resilience in a Changing Climate" block course, visit:
http://theropeswing.greenmnt.edu/blog/2013/10/24/climate-change-block-course.html

For more information about the solar garage block course, visit:
https://reedgmc.jux.com/

For more information about the summer farm intensive, visit:
http://www.greenmnt.edu/sustainable_agriculture/farm_intensive.aspx

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

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

Yes

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

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

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

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

http://www.greenmtn.edu/environmental_studies/block_course.aspx
Sustainability Literacy Assessment

Responsible Party

Bill Throop
Provost
Provost's Office

Criteria

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

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

This credit includes graduate as well as undergraduate students.

Submission Note:

The performance year is FY 2013.

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

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

0

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

100

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

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

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

Academic and Intellectual Experiences

1. In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very Often
   a. Completed an assignment that evaluates the sustainability of some activity.
b. Made significant contributions in a group project.
c. Integrated knowledge from multiple academic disciplines in working on a project.
d. Completed an assignment that evaluates our responsibilities to future generations.

Mental Activities

2. During the current school year, how much has your coursework emphasized the following mental activities? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much
a. Understanding the complex relationships between economic, social, and ecological systems.
b. Evaluating the moral dimensions of social and environmental problems.
c. Comprehending ways in which human activities may exceed the carrying capacity of systems that support us.

Additional Collegiate Experiences

3. During the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very Often
a. Participated in a campus or community sustainability project.
b. Altered your behavior to become more sustainable.
c. Went on a field trip in your bioregion.

Institutional Environment

4. To what extent does your institution emphasize each of the following? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much
a. Taking responsibility for the health of your communities.
b. Learning about sustainability.
c. Understanding local economies and/or ecosystems.

Educational and Personal Growth

5. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much
a. Articulating a vision of a just and sustainable society.
b. Acquiring skills to lead or facilitate group activities.
c. Understanding the consequences of your choices.
d. Understanding the economic dimensions of sustainability.
e. Acquiring the skills to help organizations become more sustainable.
f. Understanding issues of social justice.
g. Persevering in achieving long-term goals despite adversity.

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

Green Mountain College (GMC) and Luther College (LC) created a National Survey of Student Engagement (NSSE) sustainability education consortium in fall 2010. GMC Provost William Throop and LC faculty member Jon Jensen developed a draft set of 20 sustainability questions to be added to the standard NSSE survey which is administered at an average of 700 colleges annually. The survey instrument was circulated to the Association for Advancement of Sustainability in Higher Education (AASHE) board of directors for comments and to the NSSE survey team. After revisions, the survey questions were presented at the 2010 AASHE conference. The survey was administered to first year and senior students at eight colleges during spring 2011 and the data was presented at the annual AASHE conference in fall 2011. This survey provided a baseline evaluation of first year students’ sustainability understanding which was then compared to the same cohort in 2013.
Green Mountain also assesses sustainability competencies through assessments of the general education learning outcomes for our Environmental Liberal Arts Program (ELA). This assessment system was originally initiated in fall 2008 with the help of a grant from the Davis Educational Foundation and has since been revised by the faculty.

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

The NSSE survey is administered in the spring every other year, in both paper and web-based formats.

The assessment of the ELA learning outcomes is done by faculty in a four-year cycle. Any particular ELA class is meant to meet 4-5 of the overall ELA goals (which can be found here: http://www.greenmtn.edu/academics/ela/learning-outcomes.aspx).

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

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

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

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

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

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

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

The results of the ELA assessment are forthcoming as they have not yet completed the four-year cycle of evaluation. As of 2013, they are in the 3rd-year of the cycle.

The website URL where information about the literacy assessment(s) is available:
http://www.greenmtn.edu/academics/ela/learning-outcomes.aspx
Incentives for Developing Courses

Responsible Party

Bill Throop
Provost
Provost's Office

Criteria

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

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

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

Submission Note:

Performance years are FY 2012, FY 2013, and FY 2014

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

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

Yes

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

GMC pays faculty to create graduate courses in the three sustainability-focused graduate programs. The payment is $3,000 per course. A recent example is development of courses for the forthcoming sustainable community development program. Twelve courses are currently being developed for this program, as of 2013-2014. GMC carried out a similar program when creating the general education curriculum, even though this happened before the 3-year window for STARS credit. But, all faculty who currently teach in the Environmental Liberal Arts general education program have to develop and re-develop sustainability courses in order to remain actively employed in the program.

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

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

The website URL where information about the incentive program(s) is available:
Campus as a Living Laboratory

Responsible Party

Aaron Witham
Sustainability Coordinator
Sustainability Office

Criteria

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Yes or No</th>
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<tbody>
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<tr>
<td>Other</td>
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</table>

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

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

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

In 2012, the Renewable Energy and Ecological Design program held a block class of 15 credits that built a garage to model energy efficiency and renewable energy. The Olwen Solar Garage boasts a 3.8 kW array on the roof, a passive heat system through a ground slab, and a large south facing glass wall designed for germinating seeds for the campus farm.

In 2013, a weatherization class conducted a thermal audit of the College's Two Editor's Inn, which was paid for by the Student Campus Greening Fund, a group run by students. The audit discovered that $12,000 in renovations could save the college 40% on its energy bills. The Sustainability Office then proposed the project to the Campus Sustainability Council for consideration for green revolving loan funding. The CSC and Cabinet approved the project in 2014 and now it is slated for construction at the end of May. Students will be involved in documenting the renovation as part of the documentary studies minor and later classes will be involved in testing the energy efficiency performance of the building, with special attention to the cold climate heat pump.

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

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

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

As an outcome, the dining hall now has data they can use to make more informed decisions about food purchasing. They want to begin making greenhouse gas mitigation plans for their monthly purchases.

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

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

In 2013, a natural resources class did a comprehensive environmental, social, and economic analysis of the College's biomass fuel supply to understand the impacts it has. In 2014, another class examined the biomass plant itself and analyzed the various narratives surrounding its use to determine which were accurate and which were not.
All of the information gathered through these projects is useful to the Sustainability Office, the Campus Sustainability Council and the Sustainability 2020 Steering Committee in making decisions about energy sourcing.

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

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

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

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

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

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

In 2013, a student helped form a focus group on transportation as a class project. The focus group was tasked by the Sustainability Office with thinking about how to increase carpooling on campus. The focus group met four times for an hour each over the course of the spring semester. Participants included students, staff, and faculty members. The group developed a series of important recommendations including which online carpool program to use and how to promote it effectively.

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

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

In 2013-2014, the student Reuse Manager in the Sustainability Office began a cost-benefit analysis as part of a business class project to analyze the impact of shifting from solo waste bins to a more streamlined waste station model containing three waste streams in a each location (recycling, composting, and landfill). Meanwhile, the student Sustainability Office Manager and a member of the waste crew started researching various models for the three bin system. They begin plugging the numbers into the cost benefit analysis tool to run scenarios. In 2014, a group of students in an advocacy class built a prototype for the three bin station and displayed it during Earth Week. They received funding for the project from the Student Campus Greening Fund, and two staff in the facilities department helped mentor them through the construction process. The prototype was made from 90% recycled materials. The Sustainability Office then began an
experiment, testing the prototype in one of the residence halls to see if it would change behavior. They collected data on waste disposal amounts before the station was installed and then after it was installed. Results of this effort are forthcoming, but the sustainability office expects them to be positive.

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

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

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

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

In 2013, a student carried out a Delicate Balance Project to ban the sale of bottled water on campus. Steps included interviews with stakeholders who could potentially be affected by the ban, a water tasting event to see if students could tell the difference between bottled and tap water, production of a video documenting the campaign, and collection of a list of signatures calling for the ban. The campaign was successful and the College is now in the process of asking its vendors to stop the sale of bottled water. Two of the three vendors have agreed as of Spring 2014.

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

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

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

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

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

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

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

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

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

**COURSE DESCRIPTION:**

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

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

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

[http://sustainability.greenmtn.edu/living_learning.aspx](http://sustainability.greenmtn.edu/living_learning.aspx)
Research

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

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<th>Credit</th>
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<tbody>
<tr>
<td>Academic Research</td>
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<tr>
<td>Support for Research</td>
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<td>Access to Research</td>
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</tbody>
</table>
Academic Research

Responsible Party

Aaron Witham
Sustainability Coordinator
Sustainability Office

Criteria

Part 1

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

Part 2

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

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

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

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

Submission Note:

Performance Year for the number of people engaged in research is Fiscal Year 2013. The headcount for faculty and staff engaged in research includes all full-time faculty, both part-time faculty, and two staff members. The headcount does not include adjuncts and does not include most staff members.

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

Number of the institution’s faculty and/or staff engaged in sustainability research:
24

Total number of the institution’s faculty and/or staff engaged in research:
49
Number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts sustainability research:

3

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

3

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


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

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

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

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

The Provost and Sustainability Coordinator met and surveyed the original list from the last STARS report, highlighting anybody who they weren't sure was involved in sustainability research in FY 2013. Given our small campus, the research of most faculty is well known.
Then, the sustainability coordinator contacted the individuals in question, asking them if they had done sustainability research and requesting descriptions of papers, presentations, or projects to back up the claim. Additionally, the sustainability coordinator emailed a survey to all staff requesting copies of sustainability-related presentations or publications.

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

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

**Books & Book Chapters:**


**Articles & Reports:**


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

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

Presentations:


Witham, A. (2013). Reaching for the STARS and Beyond: Green Mountain College's Attempt to Measure Authentic Sustainability. AASHE Conference. Nashville, TN.


The website URL where information about sustainability research is available:
http://sustainability.greenmtn.edu/living_learning/research.aspx
Support for Research

Responsible Party

Bill Throop
Provost
Provost's Office

Criteria

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

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships. The program specifically aims to increase student sustainability research.

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

- Formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.

- Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and e-learning objects focused on sustainability.

Submission Note:

This is a link to our research database, Environment Complete:
http://web.b.ebscohost.com/ehost/search/advanced?sid=e91f4c1b-795d-437e-981c-30ec751f17d9%40sesionmgr111&vid=1&hid=126

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

This links to Agricola/Agriculture Journals:
http://search.proquest.com/advanced?accountid=26436&selectids=10000055,1007160

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

The following homepage links take the library researcher to specific subject guides that support the study of sustainability:
Research Guides by Subject
Agriculture--http://greenmtn.libguides.com/content.php?pid=208969
Biology--http://greenmtn.libguides.com/content.php?pid=220746
Business--http://greenmtn.libguides.com/content.php?pid=220823
Economics--http://greenmtn.libguides.com/content.php?pid=221057
Environmental Studies--http://greenmtn.libguides.com/content.php?pid=221100
Does the institution have a program to encourage student sustainability research that meets the criteria for this credit?:

Yes

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

The institution encourages student research in sustainability in three ways.

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

The “Delicate Balance Project” Assignment

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

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

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

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

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

Program: Sustainability 2020 Award
Eligibility: Awarded to students who have demonstrated excellence through past and current participation in community service, leadership roles in academic and extracurricular settings, and/or dedication to environmental practices.
Award Amount: Ranges in amount up to $7,000 per year.
How to Apply: Submit a detailed resume of community service, leadership and/or environmental advancement experience with the admissions application.
Deadline: A detailed resume or the Sustainability 2020 Award Worksheet must be submitted with the application for admission.
How to Maintain: Renewed annually as long as the student remains in good academic standing.

Program: Demonstrated Excellence in Environmental Practices Scholarship (DEEP)
Eligibility: Offered to students once they are a part of the Green Mountain College community. Students must demonstrate a passion for the environment through academic research, community service, poetry or art.
Award Amount: $1,000 awarded each year.

The website URL where information about the student research program is available:
http://www.greenmtn.edu/academics/ela/projects.aspx

Does the institution have a program to encourage faculty sustainability research that meets the criteria for this credit?:
No

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

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

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

A brief description or the text of the institution’s policy regarding interdisciplinary research:
Yes, we give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions because this kind of research is essential to the structure of our academic programs.

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

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

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

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

The website URL where information about the institution's library support for sustainability is available:
http://web.b.ebscohost.com/ehost/search/advanced?sid=e91f4c1b-795d-437e-981c-30ec751f17d9%40ses
sionmgr111&vid=1&hid=126
Access to Research

Criteria

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

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

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

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

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

A brief description of the open access policy, including the date adopted and repository(ies) used:
Data collection is currently in progress.

A copy of the open access policy:
---

The open access policy:
Data collection is currently in progress.

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

A brief description of how the institution’s library(ies) support open access to research:
Data collection is currently in progress.

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

Campus Engagement

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

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

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<thead>
<tr>
<th>Credit</th>
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<tr>
<td>Student Educators Program</td>
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<td>Student Orientation</td>
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<td>Student Life</td>
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<tr>
<td>Outreach Materials and Publications</td>
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<td>Outreach Campaign</td>
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<td>Employee Educators Program</td>
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<td>Employee Orientation</td>
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<tr>
<td>Staff Professional Development</td>
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Student Educators Program

Responsible Party

Aaron Witham
Sustainability Coordinator
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 (paid and/or volunteer),
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or other financial support to the program.

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

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

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

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

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

Number of degree-seeking students enrolled at the institution:
795

Name of the student educators program (1st program):
Green Job Corps Program and RA Sustainability Training

Number of students served (i.e. directly targeted) by the program (1st program):
540
A brief description of the program, including examples of peer-to-peer outreach activities (1st program):

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

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

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

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

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

Resident Assistants receive additional training before the fall training sessions in order to be prepared to educate new residents about sustainability. This preemptive training takes place in August before the new students arrive on campus. Training covers the existing sustainability systems and sustainability goals so that RAs can help new students participate in these systems and feel motivated to help the College reach its goals. The training also includes sustainability ideas that can be incorporated into their floor programs that they carry-out for residents. Examples of past sustainability-related floor programs have included sewing and patching, local food sampling, sustainable holiday planning, floor-wide clothing swapping, recycling, sustainable living, and paper-making. Finally the session also covers one topic in-depth. In 2013, the topic was knowing your bioregion. RAs were taught why it’s important to be able to name a handful of plant and animal species in your region. If you have a close relationship with a few species, then you can notice even the slightest changes to their population sizes and habitats. It's a way of keeping track locally of large abstract phenomena such as global climate change or loss of biodiversity. RAs are encouraged to find ways to communicate the main lesson of the training session to their residents.
A brief description of the financial or other support the institution provides to the program (1st program):

The Sustainability Coordinator, Sustainability Office Manager, and several key staff members in the Provost’s Office and Career Services work closely to develop the major Green Job Corp training sessions. The Sustainability Office provides free meals for all participants, as well as follow-up consultation and guidance throughout the year. This follow-up guidance includes copies of the presentation as well as copies of the goals the students created.

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

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

Number of students served (i.e. directly targeted) by the program (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 financial or other support the institution provides to the program (2nd program):
---

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

Number of students served (i.e. directly targeted) by the program (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 financial or other support the institution provides to the program (3rd program):

---

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

---

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

---

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

---

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

---

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

---
Student Orientation

Criteria

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

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

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

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

100

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

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

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

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

Most of GMC’s “green” orientation activities originated as a student project in 2008 and have since been built on by staff and student workers in the sustainability office and student involvement office. The current orientation incorporates practices and activities that instill the message of sustainability in new students and introduces them to the values and mission of the college.
First-Year Impressions Experience--
Before students arrive on campus for the traditional orientation, they are given the opportunity to participate in an FYI trip. Some of the trips take place in the back-country, where LNT (Leave-no-trace) principles are taught and the students engage in community service opportunities. Other trips take place within the surrounding towns as students build relationships with community groups and local businesses. For all of these experiences, community service work plays a central role as a way to emphasize social sustainability.

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

Green Guide--
A Green guide on living sustainability at Green Mountain College (written by a current student) is handed out at many of the following events, and to minimize printing, the guide is also offered online as a flipbook (http://greenmtn.edu/flipbooks/green_guide/index.html).

Compost & Recycling Available at All Events & Meals--
All events during orientation offer composting and recycling receptacles with examples of items taped to the side of the bins in order to teach students what goes into each bin.

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

Sustainability Table during Check-In--
The sustainability office (including the sustainability coordinator, outreach coordinator, and work study students) sits at a table exclusively dedicated to sustainability. They give out flyers on various sustainability practices on campus as well as copies of the green guide (to minimize paper, the url for the green guide is printed on small strips of paper to give to most students). A vermiculture bin is also set up at the table to teach students how to compost. Additionally, high-value items from the Freestore and Freepo are featured at the table to pique student interest in visiting these reuse stores. Finally, the local bike shop sets up a table across from the sustainability table offering bikes and bike accessories for sale to promote sustainable transportation on campus.

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

Commuter Meeting GMC Coffee House--
The sustainability coordinator attends the commuter meeting to discuss sustainability systems on campus. He also hands out a pamphlet on how to green your commute, whether you are driving in a car, thinking of taking the bus, or looking to carpool.

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

Coffee House Open Mic Night—
Student sustainability office workers ask trivia questions (provided) at intervals between open mic acts and buy food prizes for the winners. During this event, copies of the Green Guide for new students are also handed out.

Student Orientation Play--
The student play highlights the sustainability culture of Green Mountain College. Topics covered include how composting works on campus and the focus of our Environmental Liberal Arts Curriculum.

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

Natural Areas & Invasive Species Orientation--
Students are given a tour of the natural areas on campus with lessons on practicing leave-no trace principles so that we can protect our natural capital. They are also told about opportunities to help remove invasive species, especially glossy buckthorn and garlic mustard.

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

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

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

The website URL where information about sustainability in student orientation is available:
http://greenmtn.edu/flipbooks/green_guide/index.html
Criteria

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

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

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

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

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

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

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

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

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

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

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

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

REED Club: This club provides an organization for REED students to further their knowledge on Renewable Energy and Ecological Design and promote community interactions and progress. Club members meet regularly in a designated area to express their ideas and opinions on the progression of the group and REED program. It promotes additional activities for the students and the campus.

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

Club Activism: The mission of Club Activism is to promote awareness and education regarding local and global sustainability issues to both the Green Mountain College campus and local communities through educational documentaries, non-violent direct actions, and awareness-raising events. In FY 2013, they led a successful divestment campaign resulting in the board of trustees approving divestment from fossil fuels.

Herbal Tribe: Herbal Tribe promotes knowledge on herbal remedies for practical purposes and helps educate the community about the health benefits of herbs.
Agriculture Club: The agriculture club offers the opportunity for the campus community to become educated about where their food comes from and to gain experience in the operation of a farm. In turn, the club gives back to the community with the production and sale of farm produce to the community.

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

The website URL where information about student groups is available:
http://sustainability.greenmtn.edu/living_learning/beyond_classroom/outreach.aspx

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

The College's 22-acre Cerridwen Farm began as a half-acre garden in 1997. Since that time, it has become an integral part of the college curriculum, food system, and waste management system. Production systems are comprised of 3 acres of draft animal and human powered vegetable production, 15 acres of hay field and pasture managed with animal power, a raw milk micro-dairy, pastured pork production, and chickens for eggs and meat. Campus food waste is composted on-site, and renewable energy is integrated into various aspects of the farm including a solar-powered electric vehicle garage. Meat production, season extension structures, and a commercial food-processing facility enable food from the farm to be served in the dining hall all year. The farm hosts two on-going research trials and is part of the curriculum for well over a dozen classes.

The website URL where information about the organic agriculture and/or sustainable food systems projects and initiatives is available:
http://greenmtn.edu/farm_food.aspx

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

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

The website URL where information about the student-run enterprise(s) is available:
http://theropeswing.greenmtn.edu/blog/2012/2/19/coffee-houseby-forrest-teutsch.html

A brief description of the sustainable investment or finance initiatives:
The Student Campus Greening Fund (SCGF) is a student-run program designed to help put greening initiatives into action that increase awareness and decrease the school’s ecological impact. Every GMC student contributes to the fund through a $30 allocation from the college activities fee. Students design projects and submit proposals, and awards are based on a student vote.

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

The website URL where information about the sustainable investment or finance initiatives is available:
http://sustainability.greenmtn.edu/living_learning/beyond_classroom/scgf.aspx

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

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

SUSTAINABILITY SPEAKER SERIES

November 19th, 2013
Andrew Gunther
Gunther is Program Director for the Animal Welfare Approved (AWA) certification program. He spoke about the concepts of “humane treatment” versus “animal welfare.” He also delivered GMC’s new AWA certification for dairy cattle and poultry.

November 6th, 2013
Jan Spencer
Spencer is a well-known permaculture advocate from Eugene, Oregon. As a guest lecturer funded by the Student Campus Greening Fund, he spoke about transforming where we live, including our homes, culture, and economy.

October 10th, 2013
Janisse Ray
Ray is a writer, naturalist, and activist. She holds an MFA and has written five books and a collection of nature poetry. She spoke about seed-saving and GMOs. She has won several book awards including the American Horticulture Society Book Award and the Nautilus Gold Book Award for Better Books for a Better World in 2013.

September 5th, 2013
Robert Michael Pyle
Dr. Pyle is the renowned author of 12 books on the natural sciences. He gave the fall convocation address and spoke in several classes about sustainability, his personal pursuit of nature, and how to thrive in a world facing many ecological crises. First-year students as well as many staff and faculty members read his nonfiction book The Thunder Tree: Lessons from an Urban Wildland.
May 11th, 2013
Dianne Dillon-Ridgley
Dillon-Ridgley is the International Leader in Sustainability, Founding Chair-emeritus of Plains Justice, Chair of the Board of Trustees for the Center for International Environmental Law, National Chair of the Population Connection, Board Member of the Women’s Network for a Sustainable Future, and the only person to serve on all three American delegations to the 1992 Earth Summit in Rio de Janeiro, the 1997 Earth Summit+5, and the 2002 World Summit on Sustainable Development. She spoke at Commencement 2013.

April 24th, 2013
An all-day conference on sustainable development called “Poultney 2020” co-hosted by the College and the Town to build the natural, financial, and social/human capital of the town of Poultney.

April 23rd, 2013
Dr. William Edelglass
Dr. Edelglass, Professor of Philosophy at Marlboro College, spoke on “Green Mountains Walking: Reflections on Buddhism, Embodied Morality, and Places in an Age of Globalization”.

April 18th, 2013
Dr. Alan Goldberg
Dr. Goldberg, Founding Director, Center for Alternatives to Animal Testing at the Johns Hopkins Bloomberg School of Public Health, spoke on “Food, Animals, Food Animals: Large Scale Livestock Agriculture”.

April 15, 2013
Tom Burrell
Tom Burrell, Marketing & Communications Expert, Author of Brainwashed: Challenging the Myth of Black Inferiority, and Member of the Advertising Hall of Fame, spoke on social justice and race, issues that are central to social sustainability.

April 9, 2013
Peter Forbes
Peter Forbes, Co-Founder for Center for Whole Communities, spoke on whole communities and environmental conflict resolution over land use.

March 26, 2013
Dr. William H. Schlesinger
Dr. Schlesinger, Sophomore Plenary Speaker and President of Cary Institute of Ecosystem Studies spoke on “Climate Change: Causes, Impacts and What to Do.”

March 19, 2013
Lesely Nase
Lesely Nase, host of Radio Program Books, Yarns & Tales, spoke on Earth Tales for the Storytellers Series.

March 15, 2013
David Hinton
David Hinton, acclaimed Poet and Translator of Chinese Poetry, spoke on "Deep Ecology and Cosmology: Ancient China, Contemporary Vermont".

February 25, 2013
Pliny Fisk III
Pliny Fisk III, Co-director & Founder of Center for Maximum Potential Building Systems, spoke on green building design and sustainable systems.
February 19, 2013
Dr. Neil Conklin
Dr. Conklin, President of the Farm Foundation, spoke on “Developing a Workforce for 21st Century Agriculture”.

February 18, 2013
Helene York
Helene York, a MSFS Scholar in Residence and Director of Purchasing Strategy for Bon Appétit Management, spoke about sustainability food purchasing policy for major food organizations.

January 21, 2013
Migrant Justice Presentation - Migrant farm workers talked about social justice issues related to agriculture and migrant farm workers for Martin Luther King Day.

November 28, 2012
Reel Rock Paddling Film Festival highlighted outdoor water adventure, water and nature conservation.

November 14, 2012
Keith McHenry
Keith McHenry is a co-founder of Food Not Bombs. His student initiated talk was part of his Smashing Hunger Squashing Poverty tour describing the emergence the loose-knit group of independent collectives, serving free vegan and vegetarian food to others to help address the needs of the poor and hungry around the world.

November 14, 2012
Keith McHenry
Keith McHenry, an artist, author, and Co-founder of Food Not Bombs, spoke on the formation and history of Food, Not Bombs.

October, 18, 2012
Kiko Denzer Talk
Author and builder Kiko Denzer presented on sustainable building and design using natural materials and biomimicry.

September 21, 2012
Artisan Cheese and Craft Cider tasting event featuring local cider producer and regional cheese pairings.

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

April 18, 2013
Dr. Alan Goldberg
Talk Title: “Animals, Food; Food-Animals”
Goldberg is professor of toxicology and founding director at the Center for Alternatives to Animal Testing at the Johns Hopkins Bloomberg School of Public Health. He was a co-author of the important Pew Commission report on industrial farm animal production. The discussion illuminates human attitudes about animals and their roles in research and agriculture.

April 19, 2012
James Gustave "Gus" Speth
Talk Title: “America the Possible: Realizing a New American Dream”
Speth is a professor of law at the Vermont Law School in South Royalton, Vt., and distinguished senior fellow at Demos and the United Nations Foundation. He is the former Carl W. Knobloch, Jr. Dean of the School of Forestry and Environmental Studies at Yale. Speth
will also receive an honorary degree from the College.

The website URL where information about the event(s) is available:
http://sustainability.greenmtn.edu/leadership/partnerships/speaker_series.aspx

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

9/20/2012
Invisible Children Movie A student initiative to show the American documentary film which depicts the human rights abuses by the Lord's Resistance Army in Uganda and increase awareness of this issue among GMC students.

9/21/2012
Bread and Puppet Theater Performance
A student initiated performance, The Bread and Puppet Theater is a politically radical puppet theater, active since the 1960s, currently based in Glover, Vermont. Its founder and director is Peter Schumann. Their performance focused on militarization, fossil fuel use, climate change and participatory democracy.

11/2/2012, 2/9/13, 9/28/13
Collaborative Music Project
Student organized music performance where student musicians meet new students and create music productions together as a way of building social capital in the GMC Community.

3/20/2013
Film: Samsara
Showing of the film, Samsara. The film’s website offers this synopsis: “Samsara explores the wonders of our world from the mundane to the miraculous, looking into the unfathomable reaches of man’s spirituality and the human experience. Neither a traditional documentary nor a travelogue, Samsara takes the form of a nonverbal, guided meditation.”

The website URL where information about the cultural arts event(s) is available:
http://www.greenmtn.edu/news_events/events-calendar.aspx

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

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

For entering students, GreenMap offers The Wilderness Challenge. This activity provides an excellent way for incoming students to meet new friends and learn more about the Green Mountain Community. The trips are led by trained student and staff leaders from the GreenMap Program. The trips take place in the mountains and waters that surround the college and make New England famous. With programs like backpacking, rock climbing, canoeing, sea kayaking & yoga, there is a "challenge" for every level of experience and
The website URL where information about the wilderness or outdoors program(s) is available:

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

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

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

The summer reading for first year students introduces them to elements of the themes addressed in the first year, and all staff and faculty are also strongly encouraged to read the chosen book in order to participate in an on-going campus-wide conversation about the themes in the book throughout the semester. For example in fall 2012, students in the first-year core Images of Nature course discussed Thomas Thwaites’ The Toaster Project. Thwaites visited campus in the fall to discuss his work in multiple venues. In the fall of 2013, Michael Pyle's book The Thunder Tree: Lessons from an Urban Wildland was the required reading. Pyles visited campus in September to give the fall convocation address and speak in several classes about sustainability, his personal pursuit of nature, and how to thrive in a world facing many ecological crises.

The website URL where information about the theme is available:


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

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

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


A brief description of sustainability-focused student employment opportunities:

The Green Job Corps aims to improve the triple bottom line at GMC: to enhance the social, economic and environmental impact of sustainability initiatives on campus and beyond, while also helping students gain marketable skills for the green economy. The Corps consists of work-study jobs in a majority of campus departments and collaborates between departments on projects that enhance campus sustainability in a holistic manner.
Positions within the Green Job Corps include Farmhands, Tour Guides, Resident Assistants, GreenMAP employees, Coffee House workers, Natural Areas Crew, Tutors, Recyclers and Composters. Special management positions as part of the Green Job Corps are available in most departments to student workers who want to improve their leadership and management skills.

Past accomplishments include the following:

Designing and implementing vermiculture system in the residence halls to process food waste
Carrying-out floor activities for annual energy-reduction challenge, Do it in the Dark
Decreasing paperwork & utilizing electronic mailings
Hosting Wild & Scenic Film Festival
Improving Farm Chore system to increase productivity and improve efficiency
Raising awareness about waste reduction through outreach efforts

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

http://sustainability.greenmtn.edu/living_learning/beyond_classroom/job_corps.aspx

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

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

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

GMC fosters many co-curricular sustainability programs and initiatives. Two are highlighted here as a sample:

Sixth Annual Poultney Earth Fair (April 25, 2013)
The Poultney Earth Fair is a completely grassroots event organized by a committee of ten to thirteen people with the intention to educate children and their families about the environment. The theme of the event changes every year, and for the sixth annual Earth Fair, the committee decided on the theme “A Balanced Life, A Balanced Earth.” This year the GMC Sustainability Office supported the Earth Fair committee through coordination, planning, and execution of the event. The Fair brought over 200 members of the GMC and Poultney communities together to collaborate on projects and over 400 participants (including children, parents, family, friends, and college community members) attended the event. Many GMC students were involved with various booths and activities during the event.

Poultney 2020 Conference (April 24, 2013)
Poultney 2020 was a six-month process leading to a daylong conference, planned and organized as a revitalization effort between GMC and the town of Poultney. This effort was done with the hope of generating community involvement and discussions towards creating a vibrant future for all. The GMC Sustainability Office contributed to this effort through promotion, logistics, and the coordination of five focus groups, which included the categories of the Arts, Place, Sustainability, Food, and Goods and Service. Over 110 people were involved throughout the process and 185 people attended the conference. As with the earth fair, many GMC students were involved with planning and implementing.

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

Responsible Party

Aaron Witham
Sustainability Coordinator
Sustainability Office

Criteria

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

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

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

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

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

<table>
<thead>
<tr>
<th>Outreach Material</th>
<th>Yes or No</th>
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<tbody>
<tr>
<td>A central sustainability website that consolidates information about the institution’s sustainability efforts</td>
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<td>Feature</td>
<td>Answer</td>
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<td>Navigation and educational tools for bicyclists and pedestrians</td>
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<td>Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat</td>
<td>Yes</td>
</tr>
<tr>
<td>Other sustainability publications or outreach materials not covered above</td>
<td>Yes</td>
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**A brief description of the central sustainability website:**

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

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

The website URL for the sustainability newsletter:
http://greenmtn.edu/news_events/journal.aspx

A brief description of the social media platforms that focus specifically on campus sustainability:
The sustainability office actively maintains a Facebook account and Twitter account where it promotes sustainability initiatives, events, and awards. Additionally, students regularly cover the topic of sustainability in the student run blog: the Rope Swing.

Facebook page:
https://www.facebook.com/pages/Green-Mountain-College-Sustainability-Office/193935597346955

Twitter account:
https://twitter.com/sustyGMC

Rope Swing blog:
http://theropeswing.greenmtn.edu/

The website URL of the primary social media platform that focuses on sustainability:
https://www.facebook.com/pages/Green-Mountain-College-Sustainability-Office/193935597346955

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

The website URL for the vehicle to publish and disseminate student research on sustainability:
http://www.greenmtn.edu/academics/ela/projects.aspx

A brief description of building signage that highlights green building features:
A live energy dashboard in the student center displays electricity and heat use in residence halls, along with information about the sustainability aspects of our electricity and heat sources. The biomass co-generation facility also has an educational sign outside, purchased by students and faculty who came up with the initial idea for the project. The sign not only explains the technology in the facility, but also tells the story of student activism and cross-campus collaboration that made the conversion from a #6 fossil fuel oil heating facility to a renewable fuel facility a reality.

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

GMC Eco-Spots are located in Sage Hall (A LEED Gold building), highlighting green features such as recycling, vending misers, lighting projects, locally sourced furniture, water saving devices, and thermal envelope improvements.

The forthcoming renovation of the College's Two Editor's Inn will have signage, designed by students, that highlights the building's transformation from an energy hog to a model of energy efficiency for residential buildings.

The website URL for building signage that highlights green building features:
http://sustainability.greenmtn.edu/operations/buildings_energy.aspx

A brief description of food service area signage and/or brochures that include information about sustainable food systems:
A brochure from the on-campus farm describes the farm’s sustainable food system, including details of how it operates, as well as information about the CSA (community-supported agriculture) share that it offers. An online newsletter also shares the activities on the farm to the broader community.

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

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

Students in the Slow Foods and Center of the Plate Club are working on a project to install an electronic dashboard in the dining hall that would show the energy use and greenhouse gas emissions associated with the food being served.

The website URL for food service area signage and/or brochures that include information about sustainable food systems:
A brief description of signage on the grounds about sustainable groundskeeping and/or landscaping strategies:

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

With assistance from the National Park Service Rivers and Trails program and the support of the Town of Poultney, VT, a walking trail was developed by the Poultney Mettowee Natural Resources Conservation District that connects the various educational, recreational and environmentally important sites in the town. At various locations on the GMC campus along the Poultney River, permanent wooden signs have been placed to inform visitors and students about the characteristics of the location and the environmental management it receives. Additional signs for the trails system are being made in 2014 as part of the Poultney 2020 community building project.

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

The website URL for signage on the grounds about sustainable groundskeeping and/or landscaping strategies:
http://www.greenmtn.edu/campus_lands.aspx

A brief description of the sustainability walking map or tour:

The sustainability tour is available as a video on Youtube. We disseminate this widely through orientations for new students and through our website.

The website URL of the sustainability walking map or tour:
https://www.youtube.com/watch?v=aMDhOqFmNLc

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

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

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

The website URL for the guide for commuters about how to use alternative methods of transportation:
http://sustainability.greenmtn.edu/operations/transportation.aspx

A brief description of the navigation and educational tools for bicyclists and pedestrians:
The website URL for navigation and educational tools for bicyclists and pedestrians:

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

The Green Guide to GMC for students is published online here (http://greenmtn.edu/flipbooks/green_guide/index.html) and is also available in hard-copy during new student orientation. To minimize paper, the url for the website version is printed on a small strip of paper and handed out to the majority of students.

Since 2013, there is also a guide for new employees that has sections outlining the major sustainability systems on campus, such as zero-sort recycling, e-waste recycling, composting, the reuse stores (Freepo and Freestore), and the Green Job Corps (the sustainability oriented work study program).

The website URL for the guide for green living and incorporating sustainability into the residential experience:
http://greenmtn.edu/flipbooks/green_guide/index.html

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

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

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

The website URL for regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:
http://www.themountaineer.org/

A brief description of another sustainability publication or outreach material not covered above (1st material):
The sustainability office creates and disseminates a monthly newsletter called “College and Main” showcasing issues, projects, and events that are newsworthy to a general audience, including residents in the surrounding communities. In an effort to reach as many residents as possible, including low-income residents, the publication is disseminated mostly in hard-copy format to the local restaurants, laundromats, hardware stores, and grocery stores. The primary goal of the newsletter is to strengthen social sustainability between the College and the town and create a sense of shared community and shared pride in sustainability achievements.

The website URL for this material (1st material):
http://sustainability.greenmtn.edu/living_learning/beyond_classroom/outreach.aspx

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

A brief description of this material (2nd material):
The sustainability office collaborates with the Sustainability 2020 task force, the student campus greening fund, the communications office and other groups to create videos on sustainability topics. In 2013, a series of four videos were created to highlight the Sustainability 2020 metrics (http://www.greenmtn.edu/sustainability-2020/measuring-progress.aspx)

) and the another video was created to highlight the efforts of the student campus greening fund (https://www.youtube.com/watch?v=UI6Dpph0aQs

). In the summer of 2013, a sustainability orientation video was created offering a virtual tour of the sustainability systems on campus (https://www.youtube.com/watch?v=aMDhOqFmNLc

). In the 2013-2014 academic year, several other videos have been created, including one about the solar garage (https://www.youtube.com/watch?v=-wb40vADjGY

), one about the tiny house that the REED program built (https://www.youtube.com/watch?v=1fBm6yoDj8

), one about the Thanks and Giving service day (https://www.youtube.com/watch?v=nO9t2YpHiTU

), one about the Trek Your Trash Competition (https://www.youtube.com/watch?v=hSRz6mgeaiY

), and many others were created by various student groups.
Does the institution produce another sustainability publication or outreach material not covered above? (3rd material):
No

A brief description of this material (3rd material):
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The website URL for this material (3rd material):
---

Does the institution produce another sustainability publication or outreach material not covered above? (4th material):
No

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

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

Does the institution produce another sustainability publication or outreach material not covered above? (5th material):
No

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

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

Does the institution produce another sustainability publication or outreach material not covered above? (6th material):
No

A brief description of this material (6th material):
The website URL for this material (6th material):
---

Does the institution produce another sustainability publication or outreach material not covered above? (7th material):
No

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

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

Does the institution produce another sustainability publication or outreach material not covered above? (8th material):
No

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

The website URL for this material (8th material):
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Outreach Campaign

Responsible Party

Aaron Witham
Sustainability Coordinator
Sustainability Office

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

The name of the campaign (1st campaign):
Sustainability 2020 Outreach Campaign
A brief description of the campaign (1st campaign):

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

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

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

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


The name of the campaign (2nd campaign):

Do it in the Dark Energy Conservation Challenge

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

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

https://www.youtube.com/watch?v=CvOP2Q6_WuQ
The second is a brief video advertising the event:

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

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

Impact from the event is measured by total percentage electricity reduction during the competition week over the previous baseline week and by percentage reduction per residence hall. In 2013, the aggregate reduction of all residence halls totaled 9.79% over baseline. The percentage per residence hall ranged from 21.1% in the winning residence hall to 1.53% in the last place hall. For the full results, visit the url below.

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

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

The Student Campus Greening Fund also engages in a campaign every semester to increase awareness about funds available for sustainability projects and to inspire students to develop projects for funding from the Student Campus Greening Fund. This campaign includes speeches to all core curriculum classes, tabling in the student center, and blasts using online media platforms. Every year the fund pays for over $35,000 in projects. In FY 2014, projects included construction of a bike shelter, a three bin waste diversion station prototype, flameless candles for the energy conservation challenge, a student run wellness initiative, conference registration for students attending sustainability conferences, speaker fees for ecofeminist and permaculture speakers, and many other projects.
Employee Educators Program

**Responsible Party**

Aaron Witham  
Sustainability Coordinator  
Sustainability Office

---

**Criteria**

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

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

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

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

---

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

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

Yes

**Total number of employees:**

279

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

Green Job Corps Training for Supervisors

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

279

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

The employees selected for this program are the 12 supervisors of the Green Job Corps students. The sustainability coordinator reaches out to them annually to invite them to the fall training session with the students. Every other year, the sustainability office also hosts job training specifically designed for the supervisors.
A brief description of the formal training that the employee educators receive (1st program):

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

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

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

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

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

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

http://sustainability.greenmtn.edu/living_learning/beyond_classroom/job_corps.aspx

Name of the employee educators program (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):

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

Number of employees served by 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):
Employee Orientation

Responsible Party

Aaron Witham
Sustainability Coordinator
Sustainability Office

Criteria

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

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

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

100

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

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

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

---
Staff Professional Development

Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year. It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

This credit applies to staff members only; it does not include faculty members.

The following training opportunities are not sufficient for this credit:

- Specialized training for a small group of staff
- The opportunity to participate in an institutional sustainability committee or group

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

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

---

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

We are pursuing this credit to the full extent. Data collection is currently in progress.

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

---

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

---
Public Engagement

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

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Community Partnerships

Criteria

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

Each partnership conforms to one of the following types:

<table>
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<tr>
<th>Type of Partnership</th>
<th>Indicators</th>
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</table>
| A. Supportive       | - **Scope:** Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education)  
  - **Duration:** May be time-limited (short-term projects and events), multi-year, or ongoing  
  - **Commitment:** Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement  
  - **Governance:** Campus and community leaders or representatives are engaged in program/project development |
| B. Collaborative    | - **Scope:** Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood)  
  - **Duration:** May be time-limited, multi-year, or ongoing  
  - **Commitment:** Institution provides faculty/staff, financial, and/or material support  
  - **Governance:** Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review |
<table>
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<tr>
<th>C.Transformative</th>
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</table>
| **Scope:** Catalyzes community resiliency and local/regional sustainability by simultaneously supporting social equity and wellbeing, economic prosperity, and ecological health on a community or regional scale (e.g. “transition” projects and partnerships focused on community adaptation to climate change)  
| **Duration:** Is multi-year or ongoing and proposes or plans for institutionalized and systemic change  
| **Commitment:** Institution provides faculty/staff and financial or material support  
| **Governance:** Partnership has adopted a stakeholder engagement framework through which community members, vulnerable populations, faculty, staff, students and other stakeholders are engaged in program/project development, from agenda setting and planning to decision-making, implementation and review |
An institution may have multiple partnerships of each type, however no single partnership may be both supportive and collaborative, collaborative and transformative, or supportive and transformative.

Recognizing the diversity of forms that community partnerships may take, it is not required that a partnership meet all of the criteria listed to be considered supportive or collaborative. A partnership must meet all of the criteria listed to be considered transformative, however. For further guidance in identifying community partnerships that meet the criteria for each type, see the Credit Example in the STARS Technical Manual.

This credit recognizes campus-community partnerships that advance sustainability in an explicit and participatory way. Participatory, community-based research and engaged scholarship around issues of sustainability may be included if it involves formal partnership(s). Although community service activities (e.g. academic service learning, co-curricular service learning and volunteer activities, Work-Study community service and paid community service internships) may involve local partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by EN 12: Community Service.

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

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

Yes

A brief description of the institution’s supportive sustainability partnership(s) with the local community:

We are pursuing this credit to the full extent. Data collection is currently in progress.

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

Yes

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

We are pursuing this credit to the full extent. Data collection is currently in progress.

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

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

We are pursuing this credit to the full extent. Data collection is currently in progress.

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

We are pursuing this credit to the full extent. Data collection is currently in progress.

The website URL where information about sustainability partnerships is available:

---
Inter-Campus Collaboration

Responsible Party

Bill Throop
Provost
Provost's Office

Criteria

Institution collaborates with other colleges and universities to support and help build the campus sustainability community.

See the Credit Example in the STARS Technical Manual for guidance on identifying appropriate collaborations.

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

Does the institution collaborate with other colleges and universities to support and help build the campus sustainability community?:

Yes

A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions:

Over the last three years, the Sustainability Office, Provost’s Office, and other departments have participated in various informal conference calls, panels, and informational sessions to share best practices in sustainability with Dartmouth College, Dickinson College, Pace University, Franklin & Marshall, Colby College, Kansas State University, the State University of New York at Cortland, Middlebury College, Saint Michael's College, University of Vermont, Saint John's University, Bennington College, Alaska Pacific University, and others.

Additionally, the institution has shared their sustainability experience or research through professional publications and presentations. The following list provides a sample of this effort.

Books & Book Chapters:


Articles & Reports:


Presentations:


Witham, A. (2013). Reaching for the STARS and Beyond: Green Mountain College's Attempt to Measure Authentic Sustainability. AASHE Conference. Nashville, TN.
The names of local, state/provincial, regional, national, or international campus sustainability organizations or consortia in which the institution participates and/or is a member:

- Provost and Vice President of Academic Affairs Dr. William Throop served as chair of the board of directors of the Association for the Advancement of Sustainability in Higher Education (AASHE) through 2013. Green Mountain College has been a member of AASHE since 2007.

- President Dr. Paul Fonteyn serves as chair of the board of Vermont Campus Compact, an organization the College has partnered with for many years as GMC students have worked as Americorps volunteers and GMC has hosted several VISTA positions.

- President Dr. Paul Fonteyn serves on the ACUPCC steering committee.

- Past and present sustainability coordinators have played and continue to play a strong role in the Vermont Campus Sustainability Network, a coalition of Vermont’s higher education sustainability professionals. The current sustainability coordinator, Aaron Witham, attends every biannual meeting, in the winter and summer.

- The Eco League connects Green Mountain with a consortium of five environmentally themed colleges that are at the forefront of today's dialog about our natural and social communities. Stretching from Anchorage, Alaska, to Bar Harbor, Maine, Eco League colleges represent five distinct bio-regions across the U.S. Student and faculty exchanges enable sustainability skills and knowledge learned in one bio-region to be tested and shared in other bio-regions. Students can spend up to two nonconsecutive semesters of study at any of the five member colleges, or in any of the international exchange programs offered by an Eco League college without transferring schools. The program is set up to allow seamless exchange of students, with students continuing to pay tuition to their home college.

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

---

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

Continuing Education

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

Courses that address sustainability include continuing education sustainability courses and continuing education courses that include sustainability. Courses that can be taken for academic credit are not included in this credit. They are covered by the Curriculum subcategory.

Part 2

Institution has at least one sustainability-themed certificate program through its continuing education or extension department.

Degree-granting programs (e.g. programs that confer Baccalaureate, Masters, and Associates degrees) and certificates that are part of academic degree programs are not included in this credit. They are covered in the Curriculum subcategory.

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

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

---

Number of continuing education courses offered that address sustainability:

---

Total number of continuing education courses offered:

---

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

---

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

Data collection is currently in progress.

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

---

A brief description of the certificate program:
Data collection is currently in progress.

**Year the certificate program was created:**
---

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

Responsible Party

Jacob Park
Associate Professor of Business Strategy and Sustainability
Environment Studies and Management Division

Criteria

Part 1
Institution engages its student body in community service, as measured by the percentage of students who participate in community service.

Part 2
Institution engages students in community service, as measured by the average hours contributed per full-time student per year.

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

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

Number of students engaged in community service:
---

Total number of students:
---

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

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

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

A brief description of the practice of including community service on transcripts, if applicable:
---
Does the institution provide incentives for employees to participate in community service (on- or off-campus)?:
---

A brief description of the institution’s employee community service initiatives:
---

The website URL where information about the institution’s community service initiatives is available:
---
Community Stakeholder Engagement

Criteria

Institution has adopted a framework for community stakeholder engagement in governance, strategy and operations. The framework includes:

1) Policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution’s activities (e.g. planning and development efforts, capital investment projects, and/or other activities and decisions that affect the broader community)

And

2) Established practices to identify and engage relevant community stakeholders, including any vulnerable or underrepresented groups.

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

This credit does not include the engagement of internal campus stakeholders (e.g. students, faculty and staff); internal stakeholder engagement is covered in PA 3: Governance.

---

Has the institution adopted a framework for community stakeholder engagement in governance, strategy and operations?:

---

A brief description of the policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution’s activities:

We are pursuing this credit to the full extent. Data collection is currently in progress.

A brief description of how the institution identifies and engages community stakeholders, including any vulnerable or underrepresented groups:

We are pursuing this credit to the full extent. Data collection is currently in progress.

List of identified community stakeholders:

We are pursuing this credit to the full extent. Data collection is currently in progress.

A brief description of successful community stakeholder engagement outcomes from the previous three years:
We are pursuing this credit to the full extent. Data collection is currently in progress.

The website URL where information about the institution’s community stakeholder engagement framework and activities is available:

---
Participation in Public Policy

Criteria

Institution advocates for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability.

The policy advocacy must be done by the institution, not by students or a student group. This credit acknowledges institutions that advocate for policy changes and legislation to advance sustainability broadly. Advocacy efforts that are made exclusively to advance the institution's interests or projects may not be counted. For example, advocating for government funding for campus sustainability may be counted, whereas lobbying for the institution to receive funds that have already been appropriated may not.

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

Does the institution advocate for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability?:

---

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

We are pursuing this credit to the full extent. Data collection is currently in progress.

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

We are pursuing this credit to the full extent. Data collection is currently in progress.

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

We are pursuing this credit to the full extent. Data collection is currently in progress.

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

---
**Trademark Licensing**

**Criteria**

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

---

**Submission Note:**

Data collection is currently in progress.

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

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

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

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

The website URL where information about the institution’s participation in the WRC, FLA, and/or DSP is available:
---
Hospital Network

Criteria

Institution’s affiliated hospital or health system is a member of the Global Green and Healthy Hospitals Network, the Healthier Hospitals Initiative and/or Practice Greenhealth.

This credit includes hospitals and health systems that are formally affiliated with a higher education institution (sometimes called “university hospitals”). Other types of health care providers (e.g. insurers through which an institution obtains health care for its employees) are not included.

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

The institution does not have an affiliated hospital or health system.
Air & Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas and air pollutant emissions. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are particularly pronounced for low-income communities and countries. In addition, institutions that inventory and take steps to reduce their air pollutant emissions can positively impact the health of the campus community, as well as the health of their local communities and regions.

Credit

<table>
<thead>
<tr>
<th>Greenhouse Gas Emissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outdoor Air Quality</td>
</tr>
</tbody>
</table>
Greenhouse Gas Emissions

Responsible Party

Aaron Witham
Sustainability Coordinator
Sustainability Office

Criteria

Part 1

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions. The inventory may be validated internally by campus personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party.

Part 2

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

Part 3

Institution’s annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO2e) per gross square foot (0.002 MtCO2e per gross square metre) of floor area.

Performance for Part 3 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

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

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

Purchased Renewable Energy Certificates (RECs) that are either Green-e Energy certified or meet Green-e Energy’s technical requirements and are verified as such by a third party may be counted as zero emissions energy for purposes of Scope 2 GHG accounting.

Purchased carbon offsets and RECs that have not been third-party verified do not count.

Institutions that have sold or transferred emissions reductions, e.g. in the form of verified emissions reductions (VERs), may not count those reductions toward this credit.

Submission Note:

The performance year is FY 2013.
Does the institution's GHG emissions inventory include all Scope 1 and Scope 2 GHG emissions?:
Yes

Does the institution's GHG emissions inventory include all Scope 3 GHG emissions from any of the following categories?:

<table>
<thead>
<tr>
<th>Category</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business travel</td>
<td>Yes</td>
</tr>
<tr>
<td>Commuting</td>
<td>Yes</td>
</tr>
<tr>
<td>Purchased goods and services</td>
<td>No</td>
</tr>
<tr>
<td>Capital goods</td>
<td>No</td>
</tr>
<tr>
<td>Fuel- and energy-related activities not included in Scope 1 or Scope 2</td>
<td>Yes</td>
</tr>
<tr>
<td>Waste generated in operations</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

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

Clean Air Cool Planet Calculator.

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

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

Green Mountain College Professor of Economics and Environmental Studies and Renewable Energy & Ecological Design Program Director, Steve Letendre, reviewed the report and results. He was a primary author on a previous inventory, so he understands the methodology, but was independent of this particular project.

Scope 1 and Scope 2 GHG emissions::
<table>
<thead>
<tr>
<th>Scope 1 GHG emissions from stationary combustion</th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1,608 Metric Tons of CO2 Equivalent</td>
<td>3,229 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Scope 1 GHG emissions from other sources</td>
<td>99 Metric Tons of CO2 Equivalent</td>
<td>77 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Scope 2 GHG emissions from purchased electricity</td>
<td>775 Metric Tons of CO2 Equivalent</td>
<td>869 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Scope 2 GHG emissions from other sources</td>
<td>0 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
</tbody>
</table>

Figures needed to determine total carbon offsets:

<table>
<thead>
<tr>
<th>Institution-catalyzed carbon offsets generated</th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Carbon sequestration due to land that the institution manages specifically for sequestration</td>
<td>0 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Carbon storage from on-site composting</td>
<td>5 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Third-party verified carbon offsets purchased</td>
<td>4,200 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
</tbody>
</table>

A brief description of the institution-catalyzed carbon offsets program:
---

A brief description of the carbon sequestration program and reporting protocol used:
---

A brief description of the composting and carbon storage program:
In FY 2013, 13.1 short tons of compostable food scraps were processed on campus. Approximately 5.3 short tons were fed to the pigs and 7.8 were processed in the compost pile on the campus farm. The composting system is run through a collaboration between the sustainability office and the college-run farm.

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

Green Mountain College achieved climate neutrality in FY 2011 under the ACUPCC framework and has maintained it through the last greenhouse gas inventory in FY 2013. In addition to a reduction of over 30% in actual emissions, the College purchased carbon offsets from Green Mountain Power's (Formerly Central Vermont Public Service) Cow Power Program. Cow Power is a Vermont-based program that provides revenue to local dairy farmers who generate electricity using methane capture projects on their farms. Green Mountain Power uses anaerobic digesters on dairy farms to capture methane from cow manure and then burns this gas to produce electricity. To quantify and verify the emissions reductions from this process, the methane capture project on Blue Spruce Farm, just 37 miles from the GMC campus, was verified with AgRefresh, an offset verifier based in Burlington, VT. The offsets were then certified and retired on the Chicago Climate Exchange in 2011.

The offset provider was chosen through a campus-wide participatory process where three offset vendors gave public presentations, and students recorded their thoughts on the merits of each vendor and each project being proposed. After reviewing the responses, the Campus Sustainability Council then concluded that the Cow Power Program would be the best source of offsets because of its positive impact on the local economy and its close proximity to the College.

Figures needed to determine “Weighted Campus Users”:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of residential students</td>
<td>540</td>
<td>577</td>
</tr>
<tr>
<td>Number of residential employees</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Number of in-patient hospital beds</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalent enrollment</td>
<td>799</td>
<td>749</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>198.60</td>
<td>188.75</td>
</tr>
<tr>
<td>Full-time equivalent of distance education students</td>
<td>173</td>
<td>30</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Year</td>
<td>July 1, 2012</td>
<td>June 30, 2013</td>
</tr>
</tbody>
</table>
## Baseline Year

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>July 1, 2006</td>
<td>June 30, 2007</td>
</tr>
</tbody>
</table>

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

The FY 2007 baseline was adopted because it is the first year that the College did a ghg inventory, and it is the year that President Brennan signed the ACUPCC.

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

493,396 *Square Feet*

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

<table>
<thead>
<tr>
<th>Floor Area</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory space</td>
<td>4,735 <em>Square Feet</em></td>
</tr>
<tr>
<td>Healthcare space</td>
<td>0 <em>Square Feet</em></td>
</tr>
<tr>
<td>Other energy intensive space</td>
<td>14,568 <em>Square Feet</em></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Emissions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Business travel</td>
<td>226 <em>Metric Tons of CO2 Equivalent</em></td>
</tr>
<tr>
<td>Commuting</td>
<td>352 <em>Metric Tons of CO2 Equivalent</em></td>
</tr>
<tr>
<td>Purchased goods and services</td>
<td>---</td>
</tr>
<tr>
<td>Capital goods</td>
<td>---</td>
</tr>
<tr>
<td>Fuel- and energy-related activities not included in Scope 1 or Scope 2</td>
<td>77 <em>Metric Tons of CO2 Equivalent</em></td>
</tr>
<tr>
<td>Waste generated in operations</td>
<td>431 <em>Metric Tons of CO2 Equivalent</em></td>
</tr>
<tr>
<td>Other categories (please specify below)</td>
<td>114 <em>Metric Tons of CO2 Equivalent</em></td>
</tr>
</tbody>
</table>

**A brief description of the sources included in Scope 3 GHG emissions from "other categories":**
Other categories include study abroad air travel.

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

Carbon.Inventory.Report.FY.2013.FINAL.pdf

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

http://rs.acupcc.org/ghg/2856/

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

**Scope 1**
Every year the College increases the efficiency of the central heat and power biomass plant. Improvements include upgrades to steam pipe components and more efficient operation methods. These actions have a noticeable impact on the total scope one emissions over time.

**Scope 2**
In 2012, the College started a $30,000 green revolving loan fund, which has already completed its first two projects: replacement of all 80 outdoor lamp post lights with LEDs and construction of a 5.8 kW solar charging station for electric vehicles. Over the last three years, a suite of small electric efficiency projects have added to a projected 7.5% reduction in electricity use, for which the College has met Efficiency Vermont’s Energy Leadership Challenge in 2013. Gains in efficiency have been made despite an overall growth in the square footage of campus buildings.

**Scope 3**
Solid waste emissions have gone down as tonnage of landfilled material has decreased from 187 in 2007 to 123 in 2013 due to aggressive recycling, composting, and reuse programs on campus. From FY 2009 onward, total electricity use has decreased.


Outdoor Air Quality

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**Responsible Party**

Aaron Witham  
Sustainability Coordinator  
Sustainability Office

---

**Criteria**

*Part 1*

Institution has adopted policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources. Policies and/or guidelines may include, but are not limited to, prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and other strategies for minimizing mobile emissions.

Policies adopted by entities of which the institution is part (e.g. government or university system) may count for Part 1 of this credit as long as the policies apply to and are followed by the institution.

*Part 2*

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO\textsubscript{x}), sulfur oxides (SO\textsubscript{x}), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

---

**Submission Note:**

Please note that the results of our emissions testing for the biomass plant cannot easily be converted to total tons over the course of that year because test results show lbs per hour, parts per million, and grains per dry standard cubic foot and data are unavailable on how many hours the biomass plant ran for that year or how many dry standard cubic feet we used. Thus, we have to report 0 for each of the above fields due to the fact that the credit cannot be submitted unless those fields are populated. Regardless, we believe the emissions test shows that the biomass plant is not a significant source of emissions and thus, we are exempt from having to submit a full inventory to pursue this credit.

Both particulate matter and carbon monoxide were both well below the permit limits at the time of testing. Total particulates (without condensables) were .06 lbs/hr and the permit limits were .98. Emissions in lbs/MMBTU were .009 and permit limits were .057. Total particulates (with condensables) were .007 gr/dscf at 12% CO2, well under the limit of .2. For carbon monoxide, results were 8 ppm at 12% CO2, significantly under the permit limit of 150. The carbon monoxide results cannot be scaled up to a year because of how they were tested.

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

---

Does the institution have policies and/or guidelines in place to improve outdoor air quality and minimize air pollutant emissions from mobile sources?:

Yes
A brief description of the policies and/or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources:

**Green Mountain College No-Idling Policy**

**Applicability**
This policy applies to the operation of any vehicle on Green Mountain College property.

**Rationale**
Exhaust from idling vehicles can accumulate and pose a health risk to employees, drivers, and the community at large. Exposure to exhaust can cause lung damage and respiratory problems. Exhaust also exacerbates asthma and existing allergies, and long-term exposure is thought to increase the risk of lung cancer. Idling vehicles also waste fuel and financial resources and contribute to global warming. Idling is bad for the environment and bad for the bottom line.

**Purpose**
To minimize idling time in all aspects of facility vehicle operation.

**Guidance**
- When drivers arrive at loading or unloading areas to drop off or pick up passengers, they should turn off their vehicles as soon as possible to eliminate idling time and reduce harmful emissions. Vehicles should not be restarted until passengers are ready to depart and there is a clear path by which to exit the pickup area. Exceptions include conditions that would compromise passenger safety, such as:
  - extreme weather
  - idling in traffic
- At bus and facility vehicle depots, limit idling time during early-morning warm-up to what is recommended by the vehicle manufacturer (generally 3 to 5 minutes) in all but the coldest weather.
- All service delivery vehicles should turn off their engines while making deliveries to the facility.
- All drivers of any vendor or GMC vehicle should receive a copy of this bulletin and be encouraged to discuss it at the beginning of every year.

Approved by Cabinet Spring 2011

---

Has the institution completed an inventory of significant air emissions from stationary sources on campus?:

Yes

A brief description of the methodology(ies) the institution used to complete its air emissions inventory:

On March 31st and April 29th, 2011, emissions testing was performed on our wood-fired boiler by Gammie Air Monitoring (GAM) to assess levels of carbon monoxide and total particulates. The wood-fired boiler is our only potentially significant stationary source of air pollutants on campus. The methodology and results were reviewed by the Vermont Department of Environmental Conservation: Air Pollution Control Division. Based on the findings, the Division concluded that the particulate and carbon monoxide emissions from the boiler were well below the Permit's emission limits under the conditions existing at the time (see the paragraph below for greater detail on the results). Since we have not significantly changed operations of the boiler since then, we think this testing is a good representation of the rate of emissions coming from the plant. Therefore, we conclude that we do not have "significant air emissions" from stationary sources, and thus do not have to submit a full inventory to pursue this credit.

**Detailed results of the test:**
Both particulate matter and carbon monoxide were both well below the permit limits at the time of testing. Total particulates (without condensables) were .06 lbs/hr and the permit limits were .98. Emissions in lbs/MMBTU were .009 and permit limits were .057. Total particulates (with condensables) were .007 gr/dscf at 12% CO2, well under the limit of .2. For carbon monoxide, results were 8 ppm at 12% CO2, significantly under the permit limit of 150.
Weight of the following categories of air emissions from stationary sources:

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight of Emissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nitrogen oxides (NOx)</td>
<td>0 Tons</td>
</tr>
<tr>
<td>Sulfur oxides (SOx)</td>
<td>0 Tons</td>
</tr>
<tr>
<td>Carbon monoxide (CO)</td>
<td>0 Tons</td>
</tr>
<tr>
<td>Particulate matter (PM)</td>
<td>0 Tons</td>
</tr>
<tr>
<td>Ozone (O3)</td>
<td>0 Tons</td>
</tr>
<tr>
<td>Lead (Pb)</td>
<td>0 Tons</td>
</tr>
<tr>
<td>Hazardous air pollutants (HAPs)</td>
<td>0 Tons</td>
</tr>
<tr>
<td>Ozone-depleting compounds (ODCs)</td>
<td>0 Tons</td>
</tr>
<tr>
<td>Other standard categories of air emissions</td>
<td>0 Tons</td>
</tr>
</tbody>
</table>

A brief description of the institution’s initiatives to minimize air pollutant emissions from stationary sources, including efforts made during the previous three years:

The main strategy has been to avoid adding any new sources of significant air emissions.

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

http://sustainability.greenmtn.edu/operations.aspx
Buildings

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

Credit

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

Responsible Party

Glenn LaPlante
Director of facilities
   Maintenance

Criteria

Institution owns and operates buildings that are:

1) Certified under a green building rating system for existing buildings, e.g. LEED® for Existing Buildings: Operations & Maintenance (O&M)

And/or

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

• Impacts on the surrounding site
• Energy consumption
• Building-level energy metering
• Usage of environmentally preferable materials
• Indoor environmental quality
• Water consumption
• Building-level water metering

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

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

Does the institution have any building space certified under the following green building rating systems for existing buildings?:

<table>
<thead>
<tr>
<th>System</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)</td>
<td>No</td>
</tr>
<tr>
<td>The DGNB system, Green Star Performance, or another 3-tier GBC rating system</td>
<td>No</td>
</tr>
<tr>
<td>BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system</td>
<td>No</td>
</tr>
<tr>
<td>Other non-GBC rating systems (e.g. BOMA BES, Green Globes)</td>
<td>No</td>
</tr>
</tbody>
</table>

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

Total floor area of eligible building space (operations and maintenance):
493,396 Square Feet

Floor area of building space that is certified at each level under a 4-tier rating system for existing buildings used by an Established Green Building Council:

<table>
<thead>
<tr>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level (e.g. LEED Certified)</td>
</tr>
<tr>
<td>3rd Highest Level (e.g. LEED Silver)</td>
</tr>
<tr>
<td>2nd Highest Level (e.g. LEED Gold)</td>
</tr>
<tr>
<td>Highest Achievable Level (e.g. LEED Platinum)</td>
</tr>
</tbody>
</table>

Floor area of building space that is certified at each level under a 3-tier rating system for existing buildings used by an Established Green Building Council:

<table>
<thead>
<tr>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level</td>
</tr>
<tr>
<td>Mid-Level</td>
</tr>
<tr>
<td>Highest Achievable Level</td>
</tr>
</tbody>
</table>

Floor area of building space that is certified at each level under a 5-tier rating system for existing buildings used by an Established Green Building Council:
<table>
<thead>
<tr>
<th>Minimum Level</th>
<th>---</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th Highest Level</td>
<td>---</td>
</tr>
<tr>
<td>Mid-Level</td>
<td>---</td>
</tr>
<tr>
<td>2nd Highest Level</td>
<td>---</td>
</tr>
<tr>
<td>Highest Achievable Level</td>
<td>---</td>
</tr>
</tbody>
</table>

Floor area of building space that is certified at any level under other green building rating systems for existing buildings:
---

Floor area of building space that is maintained in accordance with formally adopted sustainable building operations and maintenance guidelines or policies, but not certified:
482,896 Square Feet

A copy of the sustainable building operations and maintenance guidelines or policies:
Green.Cleaning.Program.at.GMC.pdf

The date the guidelines or policies were formally adopted:
June 13, 2011

A brief description of the sustainable building operations and maintenance program and/or a list or sample of buildings covered:
The GreenClean program was adopted when UGL (now DTZ) became the facilities contractor for Green Mountain College on June 13th, 2011. The program includes cleaning procedures for dusting and dust mopping, floor and carpet care, restroom cleaning, and procurement standards for chemicals, equipment, and supplies. It also includes special training and waste stream management.

UNICCO's GreenClean program (Guaranteed Clean. Certifiably Clean) is used on all main campus buildings. The Killington Lodge is managed by a different group, so it is not included in this program. In addition, DTZ follows best practices for other areas of building operations and maintenance. DTZ is also a leadership circle partner with BOMA, but is not certified under the BOMA BESt program, as this is primarily a Canadian certification program.

A brief description of how the institution ensures compliance with sustainable building operation and maintenance guidelines and policies:
Most of the time, compliance is ensured by DTZ, the company that provides buildings operations and maintenance services to the College. Occasionally, the College vets this program as the sustainability coordinator did in 2014. The sustainability coordinator read the SOPs for the GreenClean Program in February, 2014, and consulted with the facilities director and lead custodian about operations and maintenance practices. The sustainability coordinator also inspected the cleaning supplies closet.

The website URL where information about the institution’s certified buildings and/or sustainable operations and maintenance guidelines or policies is available:

Building Design and Construction

Responsible Party

Lucas Brown
Assistant Professor of Environmental Studies
Environmental Studies

Criteria

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

1) Certified under a green building rating system for new construction and major renovations (e.g. the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, LEED for Healthcare, and/or LEED for Core and Shell Green Building Rating Systems)

2) Certified Living under the Living Building Challenge (LBC)

And/or

3) Designed and built in accordance with formally adopted green building guidelines and policies that cover all of the following topics:

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

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

Submission Note:

More information about the OVaL shed can be found here:

http://inhabitat.com/occupy-vacant-lots-project-constructs-a-pre-fab-shed-for-urban-gardeners/oval-shed-project-6/

More information about the Olwen Solar Garage can be found here:

https://reedgmc.jux.com/

More information on LEED-Gold Sage Hall can be found here:

http://www.greenmtn.edu/news_events/new_releases/sage-hall-.aspx or
Total eligible square footage includes Sage, OVaL, Olwen, and Bentley (eligible referring to undergoing a major renovation within the last five years).

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

Does the institution have any building space certified under the following green building rating systems for new construction and major renovations?:

<table>
<thead>
<tr>
<th>Rating System</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEED or another 4-tier rating system used by an Established Green Building Council (GBC)</td>
<td>Yes</td>
</tr>
<tr>
<td>The DGNB system, Green Star, or another 3-tier GBC rating system</td>
<td>No</td>
</tr>
<tr>
<td>BREEAM, CASBEE, or another 5-tier GBC rating system</td>
<td>No</td>
</tr>
<tr>
<td>The Living Building Challenge</td>
<td>No</td>
</tr>
<tr>
<td>Other non-GBC rating systems (e.g. BOMA BESt, Green Globes)</td>
<td>No</td>
</tr>
</tbody>
</table>

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

Sage Hall--LEED Gold (2010), Olwen Solar Garage-- built in accordance with REED's green building guidelines (2012), and OVaL shed-- built in accordance with REED's green building guidelines (2011).

Total floor area of eligible building space (design and construction):

16,476 Square Feet

Floor area of building space that is certified at each level under a 4-tier rating system for new construction and major renovations used by an Established Green Building Council:

<table>
<thead>
<tr>
<th>Level (e.g. LEED Certified)</th>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level</td>
<td>0 Square Feet</td>
</tr>
<tr>
<td>Level Description</td>
<td>Certified Floor Area</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>3rd Highest Level (e.g. LEED Silver)</td>
<td>0 Square Feet</td>
</tr>
<tr>
<td>2nd Highest Level (e.g. LEED Gold)</td>
<td>12,200 Square Feet</td>
</tr>
<tr>
<td>Highest Achievable Level (e.g. LEED Platinum)</td>
<td>0 Square Feet</td>
</tr>
</tbody>
</table>

Floor area of building space that is certified at each level under a 3-tier rating system for new construction and major renovations used by an Established Green Building Council:

<table>
<thead>
<tr>
<th>Level Description</th>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level</td>
<td>---</td>
</tr>
<tr>
<td>Mid-Level</td>
<td>---</td>
</tr>
<tr>
<td>Highest Achievable Level</td>
<td>---</td>
</tr>
</tbody>
</table>

Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major renovations used by an Established Green Building Council:

<table>
<thead>
<tr>
<th>Level Description</th>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level</td>
<td>---</td>
</tr>
<tr>
<td>4th Highest Level</td>
<td>---</td>
</tr>
<tr>
<td>Mid-Level</td>
<td>---</td>
</tr>
<tr>
<td>2nd Highest Level</td>
<td>---</td>
</tr>
<tr>
<td>Highest Achievable Level</td>
<td>---</td>
</tr>
</tbody>
</table>

Floor area of building space certified Living under the Living Building Challenge:
---

Floor area of building space that is certified at any level under other green building rating systems for new construction and major renovations:
---

Floor area of building space that was designed and constructed in accordance with green building policies or
guidelines but NOT certified:

676 Square Feet

A copy of the guidelines or policies:

Green Building Guidelines for REED Projects.docx

The date the guidelines or policies were adopted:

Sept. 1, 2011

A brief description of the green building guidelines or policies and/or a list or sample of buildings covered:

Olwen Solar Garage (2012)
- Use the sun for all heating and electricity needs
- Create a building that supports the use of electric vehicles in cold climates
- In order of importance, use materials that are: reclaimed, recycled, locally sourced (local wood, slate, etc.), support local businesses
- Apply integrated design practices
- Greenhouse that heats the building while also growing food for the farm
- Roof that provide shelter, produces electricity, and has the capacity to collect water
- Use of low embodied energy and non-toxic materials
- Dense pack cellulose insulation
- Wood siding
- Wood interior sheathing
- No-VOC paints
- Sustainability education
- Use of the building as an educational tool through: a student led design and construction process, a learning tool in GMC courses (QEA), and through field trips from local schools

OVaL shed (2011)
- Integrated Design
- Roof that collects water and provides shelter
- Walls that provide shelter, daylight, and the ability to germinate seeds
- Open building system that allows for long term flexibility based on user needs
- Design for disassembly allows the building to be broken down into small parts and moved with a small vehicle
- In order of importance, use materials that are: reclaimed, recycled, locally sourced (local wood, slate, etc.), support local businesses
- The building is intended to support small-scale urban growers. It is currently being used to support the native plant nursery.

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

For the LEED building, the College worked closely with LEED professionals to ensure compliance and the facilities director worked closely with all sub-contractors. For the non-LEED buildings, the College built the buildings themselves with the leadership of Renewable Energy and Ecological Design Professor, Lucas Brown, and other professionals, such as professional solar installer Khanti Munro of Positive Energy, master electrician Glenn LaPlante, and many others so that they could ensure high quality and compliance with the guidelines.
The website URL where information about the institution’s certified buildings and/or green building design and construction guidelines or policies is available:

https://reedgmc.jux.com/
Indoor Air Quality

Responsible Party

Aaron Witham
Sustainability Coordinator
Sustainability Office

Criteria

Institution has an indoor air quality (IAQ) management program that includes regular auditing or monitoring, a mechanism for occupants to register complaints, and action plans to implement any corrective measures required in response to audits, monitoring or complaints.

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

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

Floor area of building space covered by an indoor air quality (IAQ) management program that meets the criteria for this credit:

482,896 Square Feet

Gross floor area of building space:

493,396 Square Feet

A brief description of the institution’s indoor air quality program(s):

Indoor Air Quality Program

Approved by Cabinet on 4/24/2014

This program outlines the standards and procedure for regular monitoring and mitigation of indoor air quality issues on the Green Mountain College campus.

I. Regular Monitoring

Regular monitoring of air quality will occur annually in each of the major student residential, office, and classroom buildings on the main campus in Poultney, Vermont, with monitoring available upon request for outlying buildings. Regular monitoring includes both professional testing, as well as collection of occupant complaints.

Professional testing will be carried out once a year by a qualified vendor, who will inventory levels of VOCs and moisture in each building, at a minimum. In areas where other IAQ issues are suspected, monitoring may include radon, CO2, CO, nitrogen oxides, sulfur oxides, and other items.
Occasional complaints or questions about IAQ will be collected directly by the sustainability office through e-mail. Information for how occupants can submit complaints is available online under the IAQ section of the sustainability website (http://sustainability.greenmtn.edu/operations/buildings_energy/indoor_air_quality.aspx).

Questions and complaints will be addressed first by the sustainability office, which will then pass on that information to the facilities department, facilitation committee, or Cabinet, depending on the severity of the issue.

II. Mitigation of IAQ Issues

Green Mountain College’s primary strategy for dealing with IAQ issues is to try to prevent them in the first place. For example, the College made indoor air quality a key consideration in the renovation of the campus infirmary into Sage Hall, a LEED-Gold residential building. Low VOC paints, adhesives, sealants and other building components were chosen in order to maximize IAQ. Moreover, a ventilation system was coupled with operable windows to allow a mix of natural occupant-controlled ventilation and continuous ventilation. Other major renovations will undergo the same consideration, with priority going to buildings that have the lowest IAQ as identified in the regular monitoring program.

As a secondary strategy, the College will consider renovations for the sole purpose of IAQ issues if regular monitoring identifies particularly problematic systems.

III. Implementation

The Sustainability Office will work with Facilities and the Business Office to ensure that the program is carried out and adheres to the outline above. The sustainability office and the facilitation committee will report findings to Cabinet. Remedial actions to address IAQ will be the responsibility of Cabinet.

The website URL where information about the institution’s indoor air quality program(s) is available:

http://sustainability.greenmtn.edu/operations/buildings_energy/indoor_air_quality.aspx
Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food and Beverage Purchasing</td>
</tr>
<tr>
<td>Low Impact Dining</td>
</tr>
</tbody>
</table>
Food and Beverage Purchasing

Responsible Party

Sam Dixon
Local Food Specialist
Cerridwen Farm

Criteria

Part 1

Institution’s dining services purchase food and beverages that meet at least one of the following criteria:

- Local and community-based

And/or

- Third party verified to be ecologically sound, fair and/or humane

Food and beverage purchases that meet both criteria listed above (e.g. local community-based products that are Certified Organic) should not be double-counted.

Local community-based products:

- Are sourced from local community-based producers (directly or through distributors)
- Contain raw ingredients (excluding water) that are third party verified and/or locally harvested and produced (e.g. bread made with Organic flour or local honey) and
- Exclude products from Concentrated Animal Feeding Operations (CAFOs), products that have minimal nutritional value (e.g. soda, chewing gum, candies made predominantly from sweeteners), and products from producers that have been convicted of one or more labor law violations within the previous three years

Products that are not local and community-based must be third party verified to count. Recognized third party standards and certifications for food and beverages are outlined in the STARS Technical Manual. Institutions located outside the U.S. and Canada may use additional third party certifications to identify ecologically sound, fair and humane products, provided the certifications are reported in “Notes about this submission”.

Part 1 of this credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution’s primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending services, and concessions are excluded from Part 1.

Part 2

Institution’s on-site franchises, convenience stores, vending services, and/or concessions purchase food and beverages that are third party verified and/or locally sourced (i.e. meet the criteria outlined in Part 1).

Submission Note:
Performance year is FY 2013 for the percentage of local and community-based and/or third-party certified food. Because of limited data availability and staff time, the estimated percentage expenditures are based on a sample of four months, one of which is outside the fiscal year (April, 2012). However, food expenditures did not change considerably between April, 2012 and April, 2013, so we feel it is a reasonable proxy. It is important to have the spring season represented in the sample to provide a more complete picture of annual expenditures, given that the spring season typically has less food purchases that meet the criteria. For a more complete explanation of the methodology, see the methodology section above.

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

Percentage of dining services food and beverage expenditures that are local and community-based and/or third party verified:
36.90

A copy of an inventory, list or sample of sustainable food and beverage purchases:
LOCAL.and.ORGANIC.FOOD.FY.2013.FINAL.xls

An inventory, list or sample of sustainable food and beverage purchases:
---

Does the institution wish to pursue Part 2 of this credit (food and beverage expenditures for on-site franchises, convenience stores, vending services, or concessions)?:
Yes

Percentage of on-site franchise, convenience store, vending services, and concessions food and beverage purchases that are local and community-based and/or third party verified:
0.01

A copy of an inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:
---

An inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

We have a very small amount of vending machines on campus (less than 10). None of these machines (owned by Pepsi) provide food or beverages that are sustainably produced. The company Chartwells runs our dining services and snack bar (called the Buttery) and all of their purchases are counted in the dining services calculation. There are no other permanent sources of food sales on campus.

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

Green Mountain College’s Sustainable Food Purchasing Initiative (in conjunction with Chartwells Dining Services):
In addition to offering a new masters program in Sustainable Food Systems, the College is nationally known for its major in Sustainable Agriculture & Food Production, an academic program that offers students the opportunity to work on the college’s on-campus farm. Through a combination of coursework and experience working on the farm, students are able to explore vegetable production, livestock management, development of farm infrastructure, and marketing techniques as they take part in producing some of the vegetables, eggs, and meats featured in the dining hall. Along with Chartwells dining services, students and faculty have long been exploring new ways to offer local, organic, and other sustainable food options.

In 2012, GMC’s Chartwells dining services purchased $14,488.00 dollars worth of produce and meat from the college farm to be served in the GMC dining hall. The purchase of 600lbs of pork raised by students on the college farm prompted a celebratory localvore feast which featured the pork and an array of seasonal vegetables and other Vermont products. Not only did the feast use local food, but the students also invited farmers and food vendors from all over the county for the free dinner.

In addition to sourcing ingredients from the college farm, Chartwells spends an average of $30,000 per month in support of Vermont farms and dairies. These sources included Vermont-based producers such as Thomas Dairy, Champlain Orchards, and Cerridwen Farm. The dining hall also supports local businesses in purchases of non-food items such as linens and kitchenware. Green Mountain College strives to increase sustainable purchasing and uses small-scale New England based distributors when logistically and financially feasible. Such distributors include companies such as Sid Wainer, Black River, Green Mountain Coffee Company, Purdy and Son’s, Vermont Roots, and Foley Services. Most of these companies are small and local, and as such can more readily be held accountable for environmental and social responsibility than some of the larger and more inaccessible corporations.

The latest goal of the Sustainable Purchasing Initiative is to help the dining hall to more easily make educated purchases, by giving them the proper metrics in a user friendly format. The College aims to allow consumers of food to have quick “at-a-glance” knowledge about the food they are eating. These metrics will eventually be displayed on a “Diet Dashboard” (a flat screen TV in the dining hall or just outside it in the lobby where the energy dashboard is located). In the interim, paper signs will be used to show the equivalent mileage of driving for every basic type of food eaten. The paper signs were made by a quantitative environmental literacy class in 2013.

The larger effort to track the impact of food purchases was originally being implemented by the Center of the Plate Club, a student group which actively partakes in the preparing of local foods for the dining hall as well as other food education activities. Since its inception the local food specialist and a student in the MSFS program worked with Chartwells staff to develop a system of tracking food impacts. After a funding source is secured, staff aim to continue developing a food tracking methodology and implementation of a food dashboard to display data in a real-time format.

A brief description of the methodology used to track/inventory sustainable food and beverage purchases:

General methodology:

Invoices from Chartwell’s (GMC’s dining services company) were examined for local and/or organic purchases by GMC’s sustainable food specialist with oversight from GMC’s sustainability coordinator. The total local and community based and/or third-party certified percentage was derived from dividing credit-worthy purchases by the total food expenditures for each of the sample months, and then averaging the percentages across the sample months to estimate average purchasing behavior across the year.

Time Boundaries: The reporting year is meant to approximate Fiscal Year 2013, with the caveat that one of the four sample months is April 2012. Because of limited data availability and staff time, the researchers thought it would be more accurate to include the outlying month than to not include it. Including it allows for a closer approximation of average purchasing behavior because the sample includes two months that are generally heavier on farm purchases and two months that are generally lighter on farm purchases (Lighter: April 2012 & January 2013; Heavier: September 2012 & October 2012).

Physical Boundaries: Local was defined as grown within 250 miles to be consistent with STARS. Some of the months include only purchases that are within 100 miles, but to ensure that we don’t over-count local, we are using the 250 mile designation because one of the months is not screened for 100 miles.
Third-party Certification: The list of STARS-appropriate certifications were used as a screen for this designation.

Special adjustments for error: In the past, we used a less precise screen for local and/or third-party certified, so we subtracted a certain percentage from the total numbers to account for possible error. Now that the analysis is more thorough we feel confident enough to remove this error adjustment. The food specialist examined every receipt in the monthly samples and researched all of the vendors that we are counting toward the local and/or certified percentage.

Total annual food and beverage expenditures:

542,712 US/Canadian $

Which of the following food service providers are present on campus and included in the total food and beverage expenditure figures?:

<table>
<thead>
<tr>
<th></th>
<th>Present?</th>
<th>Included?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dining operations and catering services operated by the institution</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Dining operations and catering services operated by a contractor</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Franchises</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Convenience stores</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Vending services</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Concessions</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Has the institution achieved the following?:

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fair Trade Campus, College or University status</td>
<td>No</td>
</tr>
<tr>
<td>Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)</td>
<td>No</td>
</tr>
<tr>
<td>Marine Stewardship Council (MSC) certification</td>
<td>No</td>
</tr>
<tr>
<td>Signatory of the Real Food Campus Commitment (U.S.)</td>
<td>No</td>
</tr>
</tbody>
</table>
A brief description of other sustainable restaurant and food service standards that the institution’s dining services operations are certified under:

Green Restaurant Certified:

In 2012, Chartwells Dining Service at GMC was awarded Green Restaurant Certification through the Green Restaurant Association. Chartwells achieved 142.58 points on the assessment, well above the required 100 points.

Certification was based on the implementation of environmental steps in a variety of categories which included disposables, energy, food, furnishing and building materials, pollution and chemical reduction, waste, and water.

Chartwells will continue to implement the programs leading to this achievement as well as introduce new measures to ensure ongoing certification. To learn more about the Green Restaurant Association and the certification program, visit dinegreen.com

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

http://www.dineoncampus.com/greenmtn
Low Impact Dining

Responsible Party

Aaron Witham
Sustainability Coordinator
Sustainability Office

Criteria

Part 1

Conventionally produced animal products comprise less than 30 percent of the institution’s total dining services food purchases.

Conventionally produced animal products include all food products that contain animal derived (i.e. meat, fish, egg, dairy) ingredients that have not been verified to be sustainably produced. Sustainably produced animal products have been either:

- Third party verified to be ecologically sound and/or humane (see OP 6: Food and Beverage Purchasing)

  Or

- Verified by the institution to be both ecologically sound and humane (e.g. “Pasture Raised”, “Grass Fed” or “Humanely Raised”) through a relationship with a local producer

Part 2

Institution:

- Offers diverse, complete-protein vegan options at all meals in at least one dining facility on campus

  And

- Provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items

This credit includes on-campus dining operations and catering services operated by the institution or the institution’s primary dining services contractor. On-site franchises, convenience stores, vending machines, and concessions should be excluded to the extent feasible.

Submission Note:

The performance year for expenses on animal products and total expenses on food is calendar year 2012. This year was chosen because it is the most recent year for which we have applicable data. The % of animal products were estimated based on a sample of October 2012 for all outside vendors and all annual expenditures from the campus farm, which together represent over 15% of the total annual expenditures. The % of animal products were adjusted to account for the fact that purchases from outside vendors exceed those from the campus farm.

In 2013, we earned Animal Welfare Approved certification for dairy cattle and poultry products produced on our campus farm. Additionally, the farm operates under standards that exceed conventional organic.
Information for this credit came from Aaron Witham, Kenneth Mulder, Cindy Ondria, and Dave Ondria.

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

**Percentage of total dining services food purchases comprised of conventionally produced animal products:**
23.80

**A brief description of the methodology used to track/inventory expenditures on animal products:**

The performance year for expenses on animal products and total expenses on food is calendar year 2012. This year was chosen because it is the most recent year for which we have available data. The % of animal products were estimated based on a sample of October 2012 for all outside vendors and all annual expenditures from the campus farm, which together represent over 15% of the total annual expenditures that year. The % of animal products were adjusted to account for the fact that purchases from outside vendors exceed those from the campus farm. Every receipt from October, 2012 was examined in detail and each animal product expenditure was tallied into a conventional or non-conventional category after research was conducted to determine the sustainability of each product. The percentages were then multiplied by the total annual expenditures on all food products. Expenditures from the farm were then added. All animal products purchased from the campus farm were considered non-conventional because our farm is Certified as Animal Welfare Approved and all meat products are produced with standards that exceed conventional organic in most categories.

**Does the institution offer diverse, complete-protein vegan dining options at all meals in at least one dining facility on campus?:**
Yes

**Does the institution provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items?:**
Yes

**Are the vegan options accessible to all members of the campus community?:**
Yes

**A brief description of the vegan dining program, including availability, sample menus, signage and any promotional activities (e.g. “Meatless Mondays”):**

Green Mountain College offers vegetarian and vegan food choices at every meal. At breakfast, lunch, and dinner Chartwells offers protein rich vegetarian and vegan options as well as non-vegetarian options. Sample Menus are available on the Dine On Campus website:

http://www.dineoncampus.com/greenmtn/

**A brief description of other efforts the institution has made to reduce the impact of its animal-derived food purchases:**
Chartwells partners with the Green Mountain College Farm to feature animal derived products that are raised by the students at the farm. In the past year we have featured beef, pork and poultry(eggs). Additionally, we utilize humanely raised poultry from Murray's Chicken distributed locally by Purdy & Sons, Sherburne, NY. We also procure grass fed beef from Purdy who sources it from regionally local farms.

The website URL where information about the vegan dining program is available:
http://www.chartwellshighereducation.com/Nutrition_Philosophy_CHE.cfm

Annual dining services expenditures on food:
542,712 US/Canadian $

Annual dining services expenditures on conventionally produced animal products:
129,095 US/Canadian $

Annual dining services expenditures on sustainably produced animal products:
34,217 US/Canadian $
This subcategory seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global climate change. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, ocean acidification, and spread of diseases. The impacts are particularly pronounced for vulnerable and poor communities and countries. In addition to causing global climate change, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil and gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower projects flood habitats and disrupt fish migration and can involve the relocation of entire communities.

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

Credit

Building Energy Consumption

Clean and Renewable Energy
Building Energy Consumption

Responsible Party

Aaron Witham
Sustainability Coordinator
Sustainability Office

Criteria

Part 1

Institution has reduced its total building energy consumption per gross square foot/metre of floor area compared to a baseline.

Part 2

Institution’s annual building energy consumption is less than the minimum performance threshold of 28 Btu per gross square foot (2.6 Btu per gross square metre) of floor area per degree day.

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

Submission Note:

Performance year is FY 2013.

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

Building energy consumption::

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total building energy consumption, all sources</strong></td>
<td>53,325.47 MMBtu</td>
<td>51,599.20 MMBtu</td>
</tr>
<tr>
<td><strong>- Grid-purchased electricity for buildings</strong></td>
<td>7,902.12 MMBtu</td>
<td>7,806.06 MMBtu</td>
</tr>
<tr>
<td><strong>- District steam/hot water for buildings</strong></td>
<td>0 MMBtu</td>
<td>0 MMBtu</td>
</tr>
</tbody>
</table>

Gross floor area of building space::
<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross floor area</td>
<td>493,396 <em>Gross Square Feet</em></td>
<td>478,745 <em>Gross Square Feet</em></td>
</tr>
</tbody>
</table>

Floor area of energy intensive space, performance year:

<table>
<thead>
<tr>
<th>Floor Area</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory space</td>
<td>4,735 <em>Square Feet</em></td>
</tr>
<tr>
<td>Healthcare space</td>
<td>0 <em>Square Feet</em></td>
</tr>
<tr>
<td>Other energy intensive space</td>
<td></td>
</tr>
</tbody>
</table>

Degree days, performance year:

<table>
<thead>
<tr>
<th>Degree Days</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Heating degree days</td>
<td>7,103</td>
</tr>
<tr>
<td>Cooling degree days</td>
<td>430</td>
</tr>
</tbody>
</table>

Source-site ratios:

<table>
<thead>
<tr>
<th>Source-Site Ratio</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grid-purchased electricity</td>
<td>3.14</td>
</tr>
<tr>
<td>District steam/hot water</td>
<td>1</td>
</tr>
</tbody>
</table>

Start and end dates of the performance year and baseline year (or 3-year periods):

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Year</td>
<td>July 1, 2012</td>
<td>June 30, 2013</td>
</tr>
<tr>
<td>Baseline Year</td>
<td>July 1, 2006</td>
<td>June 30, 2007</td>
</tr>
</tbody>
</table>

A brief description of when and why the building energy consumption baseline was adopted:
FY 2007 was chosen because it is the earliest date for which we have energy consumption data and it is the baseline year we are using for all applicable credits provided data are available.

A brief description of any building temperature standards employed by the institution:

The program is set to 65-70 degrees F.

A brief description of any light emitting diode (LED) lighting employed by the institution:

In the fall of 2012, all 80 outdoor lampposts around campus were replaced with LEDs using funding from the green revolving loan fund. This project added to the existing LED installments in the main campus parking lot and the 16 LED wall pack units on building exteriors that were completed in the 2011-2012 academic year.

A brief description of any occupancy and/or vacancy sensors employed by the institution:

In most public rooms such as bathrooms, vending machine rooms, laundry room, and common rooms, light sensors were installed in FY 2012. In total, two hundred dual technology occupancy sensors which are triggered by motion or body temperature have been installed in classrooms and bathrooms across campus.

Motion detecting light fixtures were also installed in the renovated residence hall, SAGE, in the Waldron Gymnasium, and in several offices across campus in FY 2011.

A brief description of any passive solar heating employed by the institution:

In the fall of 2012, the REED (Renewable Energy and Ecological Design) block course built the Olwen Solar Garage on the campus farm. This garage uses passive solar heating as its only heat source. It has a large south-facing wall of glass, which lets in sun to heat a concreted heat slab that comprises the floor. This heat slab re-radiates heat throughout the day and night.

A brief description of any ground-source heat pumps employed by the institution:

---

A brief description of any cogeneration technologies employed by the institution:

In FY 2013, the biomass plant operated as a co-generation central heat plant run by woodchips. When heat demand was high, the high steam pressure of 275 psi was run through a turbine to create electricity before being piped through campus to be used for heat. In FY 2013, this plant produced 95,383 kWhs of electricity in addition to 28,904 MMBTUs of heat.

A brief description of any building recommissioning or retrofit program employed by the institution:

The burner in Boiler #2 in the back-up oil-run heating plant was replaced with a new high-efficiency burner. Also, the Bentley House, a historic building on campus, was completely retrofitted with new high value insulation, high efficiency lighting, and a new Buderus Boiler. Both of these projects were done in 2012-2013.
A brief description of any energy metering and management systems employed by the institution:

GMC uses an Automated Logic WebCTRL system that feeds data into a central location monitored by the Facilities Director and analyzed by the Sustainability Coordinator. This system enables GMC to track and trend energy usage in most buildings. Real-time data are also fed into a building dashboard that can be viewed on the GMC website and on a touchscreen in the student center, Withey Hall.

In 2012-2013, we installed five new steam pressure reducing stations across campus with steam condensate flow meters that help us accurately measure steam flows in buildings. They also help us reduce troubleshooting time and thus allow us to operate as efficiently as possible.

A brief description of the institution's program to replace energy-consuming appliances, equipment and systems with high efficiency alternatives:

---

A brief description of any energy-efficient landscape design initiatives employed by the institution:

We minimize leaf-blowing on campus by using rakes more often than gasoline-driven leaf blowers and by moving leaves just a short distance to the base of the tree where we create natural tree rings around trees to help nourish the root system. These leaves decompose throughout the year and become a natural mulch.

A brief description of any vending machine sensors, lightless machines, or LED-lit machines employed by the institution:

---

A brief description of other energy conservation and efficiency initiatives employed by the institution:

We work with Efficiency Vermont on a yearly basis to identify energy hogs, such as motors, lighting, and control set point opportunities. In FY 2013, we won the Energy Leadership Award from Efficiency Vermont, which challenged the business community in the state to achieve 7.5% energy savings between July, 2011 and June, 2013. Sixty-nine large businesses took up the Energy Leadership Challenge. Efficiency Vermont helped participating businesses create a comprehensive, long-term energy savings plan and provided technical and financial resources to help participants meet their goals. Only 31 of the participants, and just two colleges including GMC, achieved the 7.5% goal.

The website URL where information about the institution’s energy conservation and efficiency initiatives is available:

http://sustainability.greenmtn.edu/operations/buildings_energy.aspx
Clean and Renewable Energy

Responsible Party

Aaron Witham
Sustainability Coordinator
Sustainability Office

Criteria

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

Option 1:

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

Option 2:

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

Option 3:

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

Option 4:

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

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

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power
• Wind

Biofuels from the following sources are eligible:

• Agricultural crops
• Agricultural waste
• Animal waste
• Landfill gas
• Untreated wood waste
• Other organic waste

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies, as well as improved efficiencies achieved through using cogeneration technologies, are captured by OP 1: Greenhouse Gas Emissions and OP 8: Building Energy Consumption.

Transportation fuels, which are covered by OP 1: Greenhouse Gas Emissions and OP 18: Campus Fleet, are not included in this credit.

---

Submission Note:

Performance year is FY 2013. Please note that Green Mountain College is not currently participating in the Cow Power program on the main campus meter, but is still participating in eight other smaller accounts.

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

Clean and renewable energy from the following sources:

<table>
<thead>
<tr>
<th>Option</th>
<th>Performance Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes</td>
<td>333.87 MMBtu</td>
</tr>
<tr>
<td>Option 2: Non-electric renewable energy generated on-site</td>
<td>28,904.37 MMBtu</td>
</tr>
<tr>
<td>Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes</td>
<td>0 MMBtu</td>
</tr>
<tr>
<td>Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)</td>
<td>1,070 MMBtu</td>
</tr>
</tbody>
</table>

**Total energy consumption, performance year:**

53,325 MMBtu

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

A 150 kW steam turbine produces electricity using high pressure steam created by the combined heat and power biomass plant. On cold days when demand for steam to heat buildings is high, high-pressure steam first runs through the turbine to create electricity with a generator.

Additionally, in 2013, a 156 kW solar array was installed on the south side of campus to help build the solar capacity of the region and to serve as an educational facility for students entering the renewable energy field. The College does not yet retain the RECs for this project, so it is not counted under option one above.

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

Steam production for campus heat and hot water is produced by a combined heat and power (CHP) biomass plant, powered by locally-sourced woodchips, two thirds of which are harvested within 50 miles of the College. The chips are baked to release pyrolysis gas, which is burned to create steam. The plant produces the majority of the heat and hot water consumed on campus.

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

---

**A brief description of the RECs and/or similar renewable energy products:**

In the fall of 2012, Green Mountain College paid a four cent premium on 25% of its main campus electricity purchased from Green Mountain Power to support the Cow Power Program. Since then, the College has stopped purchasing cow power for the main campus meter, but continues to pay the Cow Power premium on 50% of the electricity consumed by eight other accounts, including the President's House, the Dean's House, Griswold, Williams, the Barn, Feick, Richardson, and the Two Editor's Inn. Cow Power uses the premium to support methane digesters on dairy farms in Vermont for the production of electricity using cow manure. The RECs for this project were retained by Green Mountain College.

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

http://sustainability.greenmtn.edu/operations/buildings_energy/renewable_energy.aspx
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landscape Management</td>
</tr>
<tr>
<td>Biodiversity</td>
</tr>
</tbody>
</table>
### Landscape Management

#### Responsible Party

**Jim Graves**  
Professor of Biology and Environmental Sciences  
Humanities, Arts, and Natural Sciences

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### Criteria

Institution’s grounds include areas that are managed at one or more of the following levels:

1. Managed in accordance with an Integrated Pest Management (IPM) Plan
2. Managed in accordance with a sustainable landscape management program

And/or

3. Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table below:

<table>
<thead>
<tr>
<th>Management Level</th>
<th>Standards and/or Certifications Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) IPM Plan</td>
<td>IPM plan calls for:</td>
</tr>
<tr>
<td></td>
<td>• Using least-toxic chemical pesticides,</td>
</tr>
<tr>
<td></td>
<td>• Minimum use of chemicals, and</td>
</tr>
<tr>
<td></td>
<td>• Use of chemicals only in targeted locations and only for targeted species</td>
</tr>
</tbody>
</table>

---
## 2) Sustainable Landscape Management Program

The program includes formally adopted guidelines, policies and/or practices that cover all of the following:

- Integrated pest management (see above)
- Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species
- Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals
- Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials
- Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams
- Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings
- Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal

## 3) Organic, Certified and/or Protected

Protected areas and land that is:

- Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials
- Certified Organic
- Certified under the Forest Stewardship Council (FSC) Forest Management standard
- Certified under the Sustainable Sites Initiative™ (SITES™) and/or
- Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

Land that meets multiple criteria should not be double-counted. An area of grounds that does not meet the standards specified for a particular management level should be reported at the next appropriate level for which it does meet the standards. For example, a landscape management program that includes an IPM plan and meets some, but not all, of the other standards listed for a sustainable landscape management plan should be reported at level 1 (IPM Plan).
Professor Jim Graves provided information about the general land management practices, especially regarding the invasive species and native species policies. Professor Kenneth Mulder provided information about the organic soils management. Director of Facilities Glenn LaPlante provided information about the activities of the grounds crew.

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

**Figures required to calculate the total area of managed grounds:**

<table>
<thead>
<tr>
<th>Area</th>
<th>Acres</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total campus area</td>
<td>125</td>
</tr>
<tr>
<td>Footprint of the institution's buildings</td>
<td>11.30</td>
</tr>
<tr>
<td>Area of undeveloped land, excluding any protected areas</td>
<td>59</td>
</tr>
</tbody>
</table>

**Area of managed grounds that is:**

<table>
<thead>
<tr>
<th>Area in accordance with an Integrated Pest Management (IPM) Plan</th>
<th>Acres</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined</td>
<td>52.70</td>
</tr>
<tr>
<td>Managed organically, third party certified and/or protected</td>
<td>0</td>
</tr>
</tbody>
</table>

**A copy of the IPM plan:**

---

**The IPM plan:**

No pesticides or herbicides are used on campus. GMC’s land management procedures emphasize the early detection and control of invasive plant species following guidelines in our Invasive Species Policy (established 2006), and prevention of pests on managed lands through the use of native species, which provide food and habitat for bird populations that control insects. Our Native Species Landscaping Policy (2010) makes species native to the region the general rule and requires justification of non-native species plantings based in part on assurance that these species are not invasive. Plants for landscaping are purchased from growers in the region to help reduce the transmission of animal pests. Grounds crews look to identify problems early and use have-a-heart traps and environmentally sound pest treatments minimally when necessary.
Cerridwen Farm practices organic control methods that rely primarily on crop rotations and diversity for pest control and only use organically approved pest control methods when thresholds of economic damage have been passed. This management applies to 3 acres of crops land, 9.5 acres of pasture and 5 acres of hayfield.

A brief summary of the institution’s approach to sustainable landscape management:

Green Mountain College aims to make land management as integral to its sustainability programs as its progressive efforts to reduce its carbon footprint, or to promote sustainable food systems. To guide the development of sustainable landscape management, The Global Strategy for Plant Conservation (CBD 2002), the International Agenda for Botanic Gardens in Conservation (Wyse Jackson and Sutherland 2000), and the North American Botanic Garden Strategy for Plant Conservation (BGCI 2006) have been useful models. Land management is evaluated by a Land Use Committee, consisting of faculty, facilities staff, and students. We focus on two aspects of land management – natural areas, and the designed-built landscape.

In college Natural Areas, the general approach is to allow natural processes to occur. However, since riparian forests on campus have been in almost continuous agriculture for over 200 years, and since invasive species displace native species, we also practice restoration that includes invasive species management and plantings of native species. A summer Natural Areas Crew managed by a faculty member with expertise in plant ecology implements invasive species management plans. This year (FY 2014) the invasive species management is largely delegated to a half-time AmeriCorps member, our Native Species Land Manager. The 14.2 acre Buffer Zone along the Poultney River is an area that receives extra protection and care. It was designated in 1997 to restore and protect the health of the river and act as an educational resource for the GMC community. Since 2001, the Buffer Zone has been part of 39 acres of Natural Areas on the main campus. In Natural Areas, vegetation is allowed to grow up naturally in some areas and has been planted with native species in other areas, establishing floodplain forest with both educational and ecosystem values.

On the designed campus, the college follows the IPM and organic soils management strategies outlined above in the IPM plan section. Additionally, the College aims to reduce the ecological footprint of planted landscapes by increasing its use of native species, and reducing the extent of lawns and other non-native vegetation. In 2010 the College adopted its Native Species Landscaping Policy, and it has approved a proposal to replace existing invasive ornamentals (such as Burning Bush) with native species. Additionally, in order to protect the health of our native Maple trees that dominate central campus, the grounds crew rakes most of the leaves into tree rings under the trees so that the nutrients can return to the root systems. This aids the native trees, and also minimizes the use of fossil fuels for more traditional methods of leaf removal.

References--


A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:

Plant communities in college natural areas are managed to promote native wildflowers, trees, and other plants through control of non-native species under the College’s Invasive Species Management Policy (2006). Garlic mustard, Morrow’s honeysuckle, glossy
buckthorn, and Japanese knotweed are actively removed by a summer Natural Areas Crew of students, a special Earth Week event, and several classes throughout the school year, under the supervision of a faculty member. In 2013-2014, the work is being led primarily by a half-time AmeriCorps member whose work focuses on land management on campus. GMC’s native species landscaping policy approved in 2010 aims to make landscaping with native species the norm. Plantings of non-native species require a special exception with justification.

Several completely native gardens are maintained by faculty and students, and a plan is approved to replace invasive ornamental plants on campus with native species. For example, Norway maples will be replaced with sugar maples over the next two years.

A brief description of the institution’s landscape materials management and waste minimization policies and practices:

No landscaping material that is removed is shipped off campus. This includes leaves, grass clippings, and brush. Most of this material is either incorporated into tree rings around the native maple trees on central campus or used as a source of carbon for compost piles on the farm. Occasionally, the facilities department has a small burn pile for the most woody material.

A brief description of the institution’s organic soils management practices:

Cerridwen Farm at Green Mountain College manages three acres of vegetable production, seventeen acres of mixed hay and pasture land, and approximately 0.25 acres of production under cover. All lands are managed organically from a soil fertility perspective through the use of animal manures from the farm’s livestock, mulches consisting of waste hay and leaves from campus, and compost purchased from Vermont Compost Company. Organic waste matter from the campus dining services is composted with animal manure and also used.

Soil tests are performed periodically to assess for nutrient shortages as well as to guard against overuse of manures. Pasture fertility is primarily maintained through management intensive grazing techniques although some manure is spread on these lands. Purchased compost is only applied to vegetable areas. A small quantity of purchased organic fertilizer is used in indoor growing spaces. In half of the vegetable areas, tillage is minimal.

A brief description of the institution’s use of environmentally preferable materials in landscaping and grounds management:

The College does not use herbicides or pesticides in order to protect environmental and human health on campus. The grounds crew uses rakes the majority of the time for leaf removal, cutting down the use of leaf blowers considerably, especially since 2013. Invasive species removal is almost exclusively done by hand tools because they are a more environmentally-preferable option and they are more precise than more advanced machinery or herbicides.

A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus:

The built portions of Green Mountain College campus sit on alluvial terraces not high above the low floodplains of the Poultney River, on deep unconsolidated mixed glacial sediments. Loamy soils range from sandy to high in clay. The coarse-textured soils drain readily, but clay loams on the floodplain drain and dry out slowly. When corn was grown here, clay-rich portions of the field were sometimes not planted after wet springs. The Poultney River is relatively clean because there are few active farms upstream that might be non-point sources of nutrient runoff. Hydrology has been changed in the past. (1) Land clearing on broad floodplains sped runoff and reduced
coarse woody debris and its associated habitats in the river. (2) The river channel was straightened and banks hardened with large pieces of slate. (3) A drainage ditch was constructed to keep the soccer field and adjacent agricultural fields dry. (4) Campus buildings, roads, parking, sidewalks, and lawns increased compaction and runoff. Several actions by the college have partially restored the natural hydrology since 1997. The college (1) established the Buffer Zone to increase infiltration of water, slow runoff, filter nutrients from water before it enters the river, reduce water temperature, and slow water flow in the river, (2) ended the practice of hardening river bank with large rocks to allow the river to meander, (3) let large hay and corn fields go fallow and go through natural succession in Natural Areas, (4) planted trees and shrubs to restore forest to portions of the Natural Areas, (5) planted native species gardens in place of lawn, (6) planted a rain garden and released lawn on the steep slopes between main campus and the floodplain, and (6) increased the use of leaves from campus trees as mulch.

A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):

Potassium chloride is used in place of rock salt (sodium chloride), and facilities workers try to be proactive about shoveling to minimize the need for potassium chloride.

A brief description of any certified and/or protected areas:

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Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?: No

The website URL where information about the institution’s sustainable landscape management programs and practices is available:

http://sustainability.greenmtn.edu/operations/grounds_water/land_use.aspx
Biodiversity

Responsible Party
Meriel Brooks
Associate Professor of Biology; Director, Environmental Liberal Arts Program; Biology Program Director
Biology

Criteria
The institution conducts one or both of the following:

• An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

And/or

• An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

Submission Note:
Information in this section was provided by Professors Meriel Brooks and Jim Graves.

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

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:
Yes

A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:

The Poultnney River has been designated an “Outstanding Resource Water” by the state of Vermont, and the Lower Poultnney River is bordered by TNC’s Buckner Preserve. The college campus is upstream of the TNC segment, but the conservation activities of the college have an impact on the downstream quality of the river.

Most of the 39 acre Natural Areas on the 123 acre main campus lies on the Poultnney River floodplain. A portion of this land is classified as Class 2 Wetland, and wetlands along part of the northern edge of campus are part of extensive wetlands (shrub swamps and cattail marsh) to the north. Class 2 wetlands are on national wetland inventory maps, and are legally protected from development. Rare plants
and animals have been documented on campus by the Vermont State Agency of Natural Resources. Protected wetlands on campus and to the north include a variety of plant community types associated with the Poultney River floodplain. Along the river shore there are erosional river bluffs, and river-sand-gravel shores. Silver Maple-Ostrich Fern Riverine Floodplain Forest grows in the frequently-flooded flats near the river. Further from the river, wetlands occupy depressions left by past flooding events, and old river channels. Here, we find cattail marsh, alluvial shrub swamp, and alder swamp.

The college’s 85-acre Lewis Deane Nature Preserve, off campus, is protected by a conservation easement owned by the Vermont Land Trust. The Preserve rises steeply to the west from a small headwater stream, Endless Brook, on sand and gravel of glacial origin, to the top of St. Catherine Mountain with thin soils over slate. In addition to a small old field near the brook and very small pockets of wetland conditions along the brook and in seeps and vernal pools, there are about twelve upland plant communities, dominated by Northern Hardwood Forest, White Pine-Northern Hardwood Forest on a sandy glacial deposit, and Hemlock-Northern Hardwood Forest and Hemlock Forest on steep northeast-facing slopes in thin soil. Rich Northern Hardwood Forest occurs at the foot of steep slopes, along with Mesic Red Oak-Northern Hardwood Forest and Mesic Maple-Ash-Hicklry-Oak Forest. The ridge-top has Dry Oak-Hickory-Hophornbeam Forest and Dry Oak Forest. On the upper southwest-facing bluffs there are small but significant stands of Red Pine Woodland, Temperate Acidic Outcrops, and Temperate Acidic Cliffs. As in much of this region of Vermont, land was probably cleared to the ridgetop during the 1845-1855 boom years for sheep grazing, but the presence of some trees pre-dating this time period on steep bluffs may indicate that difficult-to-reach patches of forest were never cut. Most of the preserve is fairly mature second-growth forest today.

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with habitats on institution-owned or –managed land?:

Yes

Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:

Yes

The methodology(-ies) used to identify endangered and vulnerable species and/or environmentally sensitive areas and any ongoing assessment and monitoring mechanisms:

The most recent activity was a biotic assessment of the Poultney River segments that run through campus in fall 2013 for fish and invertebrate communities. The aquatic assessment uses EPA’s Rapid Bioassessment Protocols for use in wadeable streams (fish, invertebrate, periphyton, habitat). The assessment will continue on a two-year cycle. This was only the latest of many previous assessments of various forms.

For example, since 1996, botany students have searched main campus for plants. Their collections are in the Green Mountain College Herbarium. Similarly, collections document the flora for Deane Nature Preserve. The college held its first BioBlitz over a 24-hour period on April 30-May1, 2012. Attracting several good botanists, a lichen expert, a bryologist, and a mycologist, we were able to document a number of species not previously observed on campus.

Similarly, birds and mammals have been documented, both by students in the Ornithology class and other biology courses, and by the independent work of faculty and students.

In all cases, communities are mapped, showing which ones are rare on campus. In the region, the plant communities found at the top of the preserve are most rare, being limited in Vermont to warm, well-drained southern exposures.
Long-term studies by students in Ecology, Botany, Aquatic Ecology, and others provide good data on some natural areas. However, the best methods for identifying rare species or sensitive areas have been larger independent studies by students and by faculty. For example, an independent study on the seedless vascular plants of Deane Preserve revealed the presence of several uncommon fern species for the first time.

A brief description of identified species, habitats and/or environmentally sensitive areas:

No endangered species are identified within the river on campus, though the lower Poultney does contain several rare mussel species as well as some Vermont threatened minnow species. The degree to which these remain viable depends upon conservation activities of all the upstream landowners. Primary consideration within the river is sediment and bank stability.

Among the plant communities listed for Deane Nature Preserve, Dry Oak-Hickory-Hophornbeam Forest, Dry Oak Forest, Red Pine Woodland, Temperate Acidic Outcrops, and Temperate Acidic Cliffs are the most rare in the region. Their rarity is related to their association with dry, warm, well-drained conditions, more common in the central and southern Appalachians, or in prairie regions in the upper Midwest where some of the species here become more common. Fire is not the major ecological factor in most Vermont plant communities that it is in many other regions, but in these dry oak and Red Pine communities, we find species with adaptations to surface fire, including thick bark.

Information on rare species at the Dean Nature Preserve originates from Ruth Larkin's study:


A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:

The Poultney River Buffer Zone is a natural area preserve on the Green Mountain College campus alongside the Poultney River, generally occupying land within 35 meters of the annual high-water line. The buffer zone was approved by the College in 1997 to improve stream habitat, reduce bank erosion, restore floodplain forest, provide a corridor for movements of animals and plants, reduce overland flow of non-point source pollution from agricultural fields and other land uses, protect scenic and recreation values, and provide field sites for courses and research at the College.

The College expanded protection of habitat with its Natural Areas Policy (2006) that set guidelines for Leave-No-Trace use of the Buffer Zone and all other campus lands outside designed-built areas and the college farm, about one third (39 acres) of the main campus. At the same time, the college adopted its Invasive Species Control Policy (2006) to establish methods for monitor and reduce the impact of introduced species on native species.

GMC maintains natural ecosystem values at its 85-acre Deane Nature Preserve located off-campus. The preserve is protected by a conservation easement owned by the Vermont Land Trust, and by a board of the preserve that includes college and town representatives. The board conducted a multi-year planning process for the preserve that led to adoption of the Deane Nature Preserve Plan in April 2012. Management under the plan aims to preserve natural values, including native species and plant communities. The plan allows for land management practices in the future that serve species or other resource management objectives consistent with maintaining native species and communities and education goals. Non-native plant species at the preserve are managed under the Invasive Species Control Policy for the main campus.

The website URL where information about the institution’s biodiversity policies and programs(s) is available:

STARS Reporting Tool | AASHE
Purchasing

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronics Purchasing</td>
</tr>
<tr>
<td>Cleaning Products Purchasing</td>
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<td>Office Paper Purchasing</td>
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<tr>
<td>Inclusive and Local Purchasing</td>
</tr>
<tr>
<td>Life Cycle Cost Analysis</td>
</tr>
<tr>
<td>Guidelines for Business Partners</td>
</tr>
</tbody>
</table>
Electronics Purchasing

Responsible Party

Paul Millette
Director
Library, IT Services & Learning Support Services

Criteria

Part 1

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

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

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:

Yes

A copy of the electronics purchasing policy, directive, or guidelines:

---

The electronics purchasing policy, directive, or guidelines:

Green Mountain College's CTS-IT department uses EPEAT gold rating for the purchase of computers and monitors. We moved away from ordering printers due to the goal of a full migration to the scanner/copiers supplied by VT digital. The only exceptions we make are for offices that have to print confidential documents.

For offices that currently have inkjet printers, when they break down, we do not replace them. If a department wants an inkjet, that department is responsible for the purchase of the printer and ink. Often this purchase does not come through CTS-IT.
Generally we do not purchase TVs. If we were to purchase TVs, then the same guidelines would be used for those as we use for monitors and that would E-PEAT gold rating.

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

The college purchases only EPEAT Gold-rated computers and monitors.

Does the institution wish to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:

Yes

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

<table>
<thead>
<tr>
<th></th>
<th>Expenditure Per Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPEAT Bronze</td>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>EPEAT Silver</td>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>EPEAT Gold</td>
<td>63,633.78 US/Canadian $</td>
</tr>
</tbody>
</table>

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

63,633.78 US/Canadian $

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:

http://sustainability.greenmtn.edu/leadership/social_responsibility/purchasing.aspx
Cleaning Products Purchasing

Responsible Party

Glenn LaPlante
Director of facilities
Maintenance

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution’s main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
- General-purpose, bathroom, glass, and carpet cleaners
- Biologically-active cleaning products (enzymatic and microbial products)
- Floor-care products, e.g. floor finish and floor finish strippers
- Hand cleaners
- Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
- Plastic film products (e.g. garbage bags/liners)
- Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
- Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses

Submission Note:

Performance year is calendar year 2013 because the data on purchases was easier to procure for that time period than the FY 2013.

"---" indicates that no data was submitted for this field
Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:

Yes

A copy of the green cleaning product purchasing policy, directive, or guidelines:

---

The green cleaning product purchasing policy, directive, or guidelines:

DTZ/UGL Green Clean Policy:

1. Scope
   This policy applies to the general cleaning activities at Green Mountain College.

2. Performance Metrics
   Staff training records and equipment maintenance logs must be maintained by the Janitorial vendor. APPA audit and/or customer satisfaction survey results will measure the effectiveness of this program. Purchasing records will serve as documentation for compliance to the chemical and equipment portions of this policy. See section four below for goals and performance measures for each component of the policy.

3. Goals
   The goal of this policy is to have a high performance cleaning program in place that reduces the exposure of building occupants and maintenance personnel to potentially hazardous chemical, biological, and particulate contaminants, which adversely affect the air quality, human health, building finishes, building systems, and the environment.

4. Procedures and Strategies
   4.1 Sustainable Cleaning Products and Materials
   - The use of sustainable cleaning products and materials carries a goal of 100% compliance to sustainable purchasing policy, practices, and spend. This will be measured through a cost analysis and product use verification on a quarterly basis and reviewed regularly for compliance. Ongoing analysis for improvements to products and spend of 3% year over year until the overall goal is met.
   - The cleaning products meet one or more of the following standards for the appropriate category:
     - Green Seal GS-37, for general purpose, bathroom, glass, and carpet cleaners used for industrial and institutional purposes.
     - Environmental Choice CCD-110, for cleaning and degreasing compounds.
     - Environmental Choice CCD-146, for hard surface cleaners.
     - Environmental Choice CCD-148, for carpet and upholstery care.
   - Disinfectants, metal polish, floor finishes, strippers, or other products not addressed by the above standards meet one or more of the following standards for the appropriate category:
     - Green Seal GS-40, for industrial and institutional floor care products.
     - Environmental Choice CCD-112, for digestive additives for cleaning and odor control.
     - Environmental Choice CCD-113, for drain or grease traps additives.
     - Environmental Choice CCD-115, for odor control additives.
     - Environmental Choice CCD-147, for hard floor care.
     - California Code of Regulations maximum allowable VOC levels for the specific product category.
   - Disposable janitorial paper products and trash bags meet the minimum requirements of one or more of the following programs for the applicable product category:
     - Green Seal GS-09, for paper towels and napkins.
     - Green Seal GS-01, for tissue paper.
     - Environmental Choice CCD-082, for toilet tissue.
     - Environmental Choice CCD-086, for hand towels.
o Janitorial paper products derived from rapidly renewable resources made from tree-free fibers.
• Hand soaps meet one or more of the following standards:
  o No antimicrobial agents (other than as a preservative) except where required by health codes and other regulations (i.e., food service and health care requirements).
  o Green Seal GS-41, for industrial and institutional hand cleaners.
  o Environmental Choice CCD-104, for hand cleaners and hand soaps.

4.2 Sustainable Cleaning Equipment – Equipment will be selected based on its ability to protect and enhance: air quality, occupant health, building finishes, and operating systems. Equipment must be maintained and operated in a manner that will reduce exposure of building occupants and cleaning personnel to potentially hazardous conditions, and reduce the disposition of contaminants in the building. The equipment used on site has a goal of 100% to carry the appropriate sustainable seal of green standards. Equipment will be tracked through the equipment inventory list which notes the compliance of green requirements. The measurement will be documented through spend analysis for compliant replacement equipment and ongoing measurements will be repair cost of compliant equipment in relation to non compliant equipment repair costs.

The following standards will apply:
• Vacuum cleaners meet the requirements of the Carpet & Rug Institute “Green Label Program”, and are capable of capturing 96% of particulates 0.3 microns in size and operate with a sound level less than 70dBA
• Hot water extraction equipment for deep cleaning carpets is capable of removing sufficient moisture such that carpets can dry in less than 24 hours, and is certified by the Carpet and Rug Institute Seal of Approval.
• Powered maintenance equipment including floor buffers, burnishers, and automatic scrubbers is equipped with vacuums, guards and/or other devices for capturing fine particulates, and shall operate with a sound level less than 70dBA.
• Propane-powered floor equipment has high-efficiency, low-emissions engines with catalytic converters meeting the CARB or EPA standards and operate with a sound level less than 90dBA.
• Automated scrubbing machines are equipped with variable-speed feed pumps and on board chemical metering to optimize the use of cleaning fluids. Alternatively, the scrubbing machines use only tap water with no added cleaning products.
• Battery-powered equipment is equipped with environmentally preferable gel batteries.
• Where appropriate, active microfiber technology is used to reduce cleaning chemical consumption and prolong life of disposable scrubbing pads.
• Powered equipment is ergonomically designed to minimize vibration, noise, and user fatigue.
• Equipment has rollers or rubber bumpers to deduce potential damage to building surfaces.
• A log will be kept for all powered housekeeping equipment to document the date of equipment purchase and all repair and maintenance activities, and include vendor cut sheets for each type of equipment in use in the logbook.

4.3 Floor Care – The site will establish standard operating procedures (SOPs) that address effective cleaning of hard floor and carpeted surfaces. These SOPs may be part of the Janitorial vendor’s SOPs. Compliance to the SOP is 100% and measured through regular inspection of staff performance.

4.4 Hand Hygiene – The staff will be trained in the importance and methods of hand hygiene. The preferred method of cleaning hands is to lather and scrub your hands using simple soap and warm water for 20 seconds. An alternate method, when soap and warm water are not available, is the use of alcohol-based hand sanitizer. The use of antibacterial soaps is not recommended because they are no more effective in killing germs than regular soap and may lead to the development of bacteria that are resistant to the products’ antimicrobial agents, making it even harder to kill these germs in the future. As a component of training and vital to the health and safety of the employee and the building occupants a 100% compliance goal is required. Those not compliant will be retrained on the proper procedures and training time documented.

4.5 Chemical Handling & Storage (& spill response) – Bulk storage of cleaning chemicals should be in a centralized secure area with containment that will protect against an inadvertent release to the environment (i.e. no floor drains in the vicinity). Cleaning chemicals shall be stored neatly using a shelving system that will allow for safe handling of the material. If necessary, appropriately designed step-stools or step-ladders shall be provided to access the upper shelves. Point-of-use storage, such as in janitorial closets, shall maintain the minimum quantity of chemicals as practical. Where appropriate, cleaning chemical dispensing systems shall be used to minimize the handling exposure to the employees and to measure the proper amount of cleaning solution for dilution. Proper Personnel Protective Equipment (PPE) shall be provided to employees handling the cleaning chemicals. All personnel that use the cleaning chemicals shall be
properly trained in their handling, use, and spill cleanup. Hazardous spills or mishandling incidents shall be managed to minimize personnel exposure, damage to the environment, and damage to the building. All spills shall be reported immediately to building management and emergency response in accordance with the appropriate emergency response procedure. Critical to the health and safety of the employee and the building occupants a 100% compliance goal is required. Monthly inspections by the onsite Safety Manager will be conducted and documented. Those not compliant will be retrained on the proper procedures and training time documented.

4.6 Training – The building’s janitorial staff shall be trained in elements of the Green Clean Policy and in the associated Green Clean SOPs. This training will ensure that the staff is fully educated on the products, equipment, and procedures, as well as the goals and priorities that are critical to the success of the green cleaning program. All Manulife buildings will follow the established Green Clean Programs 100% of the time. Additional trainings will be provided for safety, skills training, and any other requirements or needs as identified on the site. All training will be documented and tracked for each employee by training type documenting the hours monthly, and reported to the Property Manager.

4.7 Continuous Improvement – The effectiveness of the Green Cleaning Program shall be evaluated periodically through either customer satisfaction surveys to the tenants or through an APPA (Association of Physical Plant Administrators) audit that determines the appearance level of the facility, or both. A quarterly goal of four (4) improvements is required. These improvements are evaluated, vetted, and approved by the client prior to implementation. The improvements are then tracked by the appropriate metric to determine if the delivery matches the expected return.

4.8 Customer Feedback is encouraged throughout the building tenants. The building occupants can comment on service through multiple tools: 1) enter a complaint work order through the CMMS, 2) an on-line survey request is sent to the service requester upon completion of a work order, and 3) a “man on the street” survey is conducted throughout each month. With this, the Facilities Manager will stop people in the hall and ask them a series of questions regarding their satisfaction with the work environment. This is rated on a scale of 1-5 and data compiled and reported on monthly to the Property Director.

5. Responsible Party
The site Property Director is responsible for ensuring compliance with this policy.

6. Time Period
This policy is effective immediately upon issue

Policy Approved April 1, 2010

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

Compliance is first ensured by DTZ, the company that provides facilities services for the College. The administrative assistant that orders janitorial supplies can only order from a specific list. Occasionally, the College checks in on this program as the sustainability coordinator did in 2014. The sustainability coordinator read the latest SOPs for the GreenClean Program in February, 2014, and consulted with the facilities director and lead custodian about operations and maintenance practices. The sustainability coordinator also inspected the main cleaning supplies storage closet and found that the vast majority of the supplies being used were in compliance.

Does the institution wish to pursue Part 2 of this credit (expenditures on cleaning and janitorial products)?: Yes

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:
6,249.92 US/Canadian $

Total expenditures on cleaning and janitorial products:

Has the institution’s main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological (“green”) cleaning program?:
Yes

A brief description of the institution’s low-impact, ecological cleaning program:
The GreenClean program (Guaranteed Clean. Certifiably Green) is used by all custodial staff on the main campus in Poultney. It covers cleaning procedures for dusting and dust mopping, floor and carpet care, restroom cleaning, and procurement standards for chemicals, equipment, and supplies. It also includes special training for these procedures and waste stream management protocols.

A copy of the sections of the cleaning contract(s) that reference certified green products:
Green.Cleaning.Program.at.GMC.pdf

The sections of the cleaning contract(s) that reference certified green products:
GreenClean Chemicals, Equipment and Supplies:
All items used at GMC will be certified by the appropriate green certification agency, such as Green Seal, USGBC LEED brands, "green" label by Carpet and Rug Institute and the Environmental Protection Agency's (EPA) Comprehensive Procurement Guidelines for post-consumer recycled content.

Chemicals-- Use of Green Seal products, specifically designed to be sustainable. Use of concentrated solutions.

Equipment-- All equipment will conform to High Efficiency Particulate Air (HEPA) filter standards and vacuums will have the "green" label seal of approval by the Carpet and Rug Institute to certify the performance of the vacuums.

Housekeeping Paper Products-- Paper products supplied to GMC, at a minimum, will meet the EPA’s Comprehensive Procurement Guidelines for post-consumer recycled content.

Trashcan Liners-- Liners supplied to GMC, at a minimum, will meet the U.S. EPA's Comprehensive Procurement Guidelines for post-consumer recycled content.

Other Tools and Equipment-- Use of micro-fiber mops, dusting cloths, etc.

The website URL where information about the institution’s green cleaning initiatives is available:
Office Paper Purchasing

Responsible Party

Gerry Fitzgerald
Executive Assistant to the Provost
Provost's Office

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

Submission Note:

The performance year is FY 2013. Tracy Harding in the Library orders paper for computer services, which is used throughout the library, in the learning center, in the Withey computer lab, and for the Ames printer; Gerry Fitzgerald in the Provost's Office orders paper on behalf of Joanne Williams for the academic departments; and Kevin Coburn in the Communications Office orders stationary for all departments. Expenditures on paper reported here include the two largest purchasers, computer services and academic departments.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:
Yes

A copy of the paper purchasing policy, directive or guidelines:

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The paper purchasing policy, directive or guidelines:

Departments should purchase a minimum of 30% post-consumer recycled content office paper. Preference is given to FSC-certified paper. College publications, including annual reports, periodicals, and admissions materials should also be printed on FSC-certified paper. Departments are encouraged to use digital communication whenever possible to reduce paper consumption on campus.
A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:

The College adopted the sustainable paper purchasing policy in the spring of 2007 based on a project researched by a Public Policy and Environment course. The policy aims to significantly increase the purchase of recycled paper and to reduce paper consumption at the College. The College has taken this policy seriously and purchased a significant amount of recycled paper since then, while trying to reduce overall paper use as well.

The College's communications office prints college materials using post-consumer, FSC-certified paper for all of its pieces including annual reports, periodicals, and admission materials. Since 2011, the communications office stopped printing the academic catalog with the exception of 100 copies for faculty; catalog distribution is now entirely online. In 2014, the College plans to distribute the bi-annual institutional report (IR) electronically instead of printing it. The communications office also uses electronic “flipbook” software to share periodicals like the Bulletin and the AR online, without having to print as many copies; in fact, this effort has reduced printing from approximately 7,000 to 4,000 copies per year.

All offices on campus use recycled paper. The largest purchasers include Computer Services, which use a minimum of 50% post-consumer recycled content paper and the academic departments which use a minimum of 30% post-consumer recycled content paper. Computer Services has also switched to using soy based toner in its printers, and all printers are programmed to print double-sided in the library.

To further reduce use, GOOS paper (Good-on-one-side) boxes have been installed by many of the major printers on campus serving as a first resort for mis-printings. The sustainability office waste diversion crew brings this GOOS paper to the Freepo where members of the community can pick up the paper for note-taking. Outdated stationary from Admissions is donated to the Office Freepo and used as invitations for sustainability events, for holiday letter-writing events, for letter-writing campaigns, and for thank you cards.

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

Yes

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content:

<table>
<thead>
<tr>
<th>Level</th>
<th>Expenditure Per Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-29 percent</td>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>30-49 percent</td>
<td>7,123.98 US/Canadian $</td>
</tr>
<tr>
<td>50-69 percent</td>
<td>1,316.70 US/Canadian $</td>
</tr>
<tr>
<td>70-89 percent (or FSC Mix label)</td>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>90-100 percent (or FSC Recycled label)</td>
<td>0 US/Canadian $</td>
</tr>
</tbody>
</table>

Total expenditures on office paper:
The website URL where information about the paper purchasing policy, directive, or guidelines is available:

http://sustainability.greenmtn.edu/leadership/social_responsibility/purchasing.aspx
Inclusive and Local Purchasing

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by OP 6: Food and Beverage Purchasing and OP 7: Low Impact Dining, are not included in this credit.

Submission Note:

We are pursuing this credit to the full extent. Data collection is currently in progress.

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

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

Yes

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

---

The policy, guidelines or directive governing inclusive and local purchasing:

We are pursuing this credit to the full extent. Data collection is currently in progress.

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:

---

The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:

---
The website URL where information about the institution’s inclusive and local purchasing policies and/or program is available:

---
Life Cycle Cost Analysis

Responsible Party

Kenneth Mulder
Cerridwen Farm Manager
Sustainable Agriculture

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

Does the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:
Yes

Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:
Yes

A brief description of the LCCA policy(ies) and practice(s):

In accordance with the college’s Sustainability 2020 strategic plan, life cycle assessment is used in two areas to determine the full costs of the college’s operations. An Environmental Input-Output Life Cycle Analysis tool developed at Carnegie Mellon is used to estimate the ecological costs of college purchases. Greenhouse gas emissions are specifically assessed (so-called Scope III emissions) to be incorporated into the college’s carbon accounting. Other ecological impacts such as water withdrawals, toxic emissions, and land use are also assessed within a multicriteria framework. The initial stages of this work were done in an Economics of the Environment class.

Similarly, the college is working with its dining services contractor, Chartwells, to determine the water and carbon impacts of the dining hall. Chartwells has developed a tool that accounts for 80% of the carbon and water impacts of the life cycle of their inputs and operation. This information is being supplemented by LCA analyses regarding the energy costs of food to determine the impacts of the dining services. This is a collaboration between Chartwells and the college’s Farm and Food Project as well as the college’s Center for Quantitative Literacy. Work on this began in the Fall of 2013.

The website URL where information about the institution’s LCCA policies and practices is available:
Guidelines for Business Partners

Responsible Party
Aaron Witham
Sustainability Coordinator
Sustainability Office

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution’s sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution’s trademarked logo (“licensees”) are not included. They are covered in EN 15: Trademark Licensing.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

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

How many of the institution’s business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:

Some

How many of the institution’s business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:

STARS Reporting Tool | AASHE
A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

---

A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:

The business office is responsible for ensuring that the policy is adhered to, while the sustainability office is charged with management of the policy. Specifically, the sustainability office works with the businesses that meet the threshold criteria to make sure that they understand how to comply with the guidelines and that their practices do, in fact, comply. Compliance is ensured through having conversations with the businesses and reviewing documentation they produce related to their environmental actions and disclosure practices.

The website URL where information about the institution’s guidelines for its business partners is available:

---
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.

<table>
<thead>
<tr>
<th>Credit</th>
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<tbody>
<tr>
<td>Campus Fleet</td>
</tr>
<tr>
<td>Student Commute Modal Split</td>
</tr>
<tr>
<td>Employee Commute Modal Split</td>
</tr>
<tr>
<td>Support for Sustainable Transportation</td>
</tr>
</tbody>
</table>
Campus Fleet

Responsible Party

Aaron Witham
Sustainability Coordinator
Sustainability Office

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

A. Gasoline-electric hybrid
B. Diesel-electric hybrid
C. Plug-in hybrid
D. 100 percent electric
E. Fueled with Compressed Natural Gas (CNG)
F. Hydrogen fueled
G. Fueled with B20 or higher biofuel for more than 4 months of the year
And/or
H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution’s motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

Submission Note:

Performance year is FY 2013

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

Total number of vehicles in the institution’s fleet :

9
Number of vehicles in the institution's fleet that are:

<table>
<thead>
<tr>
<th>Description</th>
<th>Number of Vehicles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gasoline-electric, non-plug-in hybrid</td>
<td>0</td>
</tr>
<tr>
<td>Diesel-electric, non-plug-in hybrid</td>
<td>0</td>
</tr>
<tr>
<td>Plug-in hybrid</td>
<td>0</td>
</tr>
<tr>
<td>100 percent electric</td>
<td>0</td>
</tr>
<tr>
<td>Fueled with compressed natural gas (CNG)</td>
<td>0</td>
</tr>
<tr>
<td>Hydrogen fueled</td>
<td>0</td>
</tr>
<tr>
<td>Fueled with B20 or higher biofuel for more than 4 months of the year</td>
<td>0</td>
</tr>
<tr>
<td>Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year</td>
<td>0</td>
</tr>
</tbody>
</table>

A brief description of the institution’s efforts to support alternative fuel and power technology in its motorized fleet:

In 2013, we installed a level 2 charging station next to Dunton Hall, so that any electric vehicles we procure may be charged. The sustainability office will be exploring options for switching some vehicles in the fleet to fully electric, hybrid, CNG, or biodiesel.

The website URL where information about the institution's support for alternative fuel and power technology is available:

http://sustainability.greenmtn.edu/operations/transportation.aspx
Student Commute Modal Split

Responsible Party

Aaron Witham
Sustainability Coordinator
Sustainability Office

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

Submission Note:

Performance year is FY 2013.

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

Total percentage of students that use more sustainable commuting options:

96.10

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus:

<table>
<thead>
<tr>
<th>Percentage (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commute with only the driver in the vehicle (excluding motorcycles and scooters)</td>
</tr>
<tr>
<td>Walk, bicycle, or use other non-motorized means</td>
</tr>
<tr>
<td>Vanpool or carpool</td>
</tr>
<tr>
<td>Take a campus shuttle or public transportation</td>
</tr>
<tr>
<td>Use a motorcycle, scooter or moped</td>
</tr>
</tbody>
</table>

A brief description of the method(s) used to gather data about student commuting:
The sustainability office conducted a transportation survey in the spring of 2013 that asked a number of questions, including primary mode of transportation for commuting to campus. The survey was designed by the sustainability coordinator, a former transportation scholar from University of Vermont's Transportation Center, with input from the director of student involvement and a special focus group dedicated to carpooling. The response rate was 45%. Surveys were emailed three times to the population and surveys were also collected in person aided by work study students with laptops sitting in the high traffic area of the student center for five days during lunch time. Additionally, a class helped to administer the in-person surveys. Participation was incentivized by participants being entered into a raffle to win a $20 gift certificate to a local business. Distance education students who do not travel to campus were excluded from the survey.

The website URL where information about sustainable transportation for students is available:

http://www.sustainability.greenmtn.edu/operations/transportation.aspx
Employee Commute Modal Split

Responsible Party

Aaron Witham
Sustainability Coordinator
Sustainability Office

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

Submission Note:

Performance year is FY 2013.

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

Total percentage of the institution’s employees that use more sustainable commuting options: 38.55

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus:

<table>
<thead>
<tr>
<th>Mode</th>
<th>Percentage (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commute with only the driver in the vehicle (excluding motorcycles and scooters)</td>
<td>61.45</td>
</tr>
<tr>
<td>Walk, bicycle, or use other non-motorized means</td>
<td>22.89</td>
</tr>
<tr>
<td>Vanpool or carpool</td>
<td>14.46</td>
</tr>
<tr>
<td>Take a campus shuttle or public transportation</td>
<td>1.20</td>
</tr>
<tr>
<td>Use a motorcycle, scooter or moped</td>
<td>0</td>
</tr>
</tbody>
</table>
A brief description of the method(s) used to gather data about employee commuting:

The sustainability office conducted a transportation survey in the spring of 2013 that asked a number of questions, including primary mode of transportation for commuting to campus. The survey was designed by the sustainability coordinator, a former transportation scholar from University of Vermont's Transportation Center, with input from the director of student involvement and a special focus group dedicated to carpooling. The response rate was 45%. Surveys were emailed three times to the population and surveys were also collected in person aided by work study students with laptops sitting in the high traffic area of the student center for five days during lunch time. Additionally, a class helped to administer the in-person surveys. Participation was incentivized by participants being entered into a raffle to win a $20 gift certificate to a local business. Distance education students who do not travel to campus were excluded from the survey.

The website URL where information about sustainable transportation for employees is available:

http://www.sustainability.greenmtn.edu/operations/transportation.aspx
Support for Sustainable Transportation

Responsible Party

Aaron Witham
Sustainability Coordinator
Sustainability Office

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus
Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:
Yes

A brief description of the facilities for bicycle commuters:

The GMC athletic department allows all bicycle commuters to use shower and locker facilities. Bicycle commuters may also use the shower in our newly renovated Bentley community center. Bike parking is abundant on central campus with dozens of racks. Additionally, a class is completing construction of a bike shelter outside of the student center that is funded by the Student Campus Greening Fund. The shelter will be complete by the summer of 2014.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:
No

A brief description of the bicycle parking and storage facilities:

Short-term bicycle racks are strategically located outside and close to every residence hall on campus and most of the major buildings. Moreover, the most central residence hall, Moses, has covered bike racks located under the front steps of the building. A dedicated bike shelter is also being built next to our student center this spring (2014) as a student project.

Long-term bicycle storage is available within every residence hall in storage rooms. Students have to write their names on a green tag so that storage items can be recovered. Many students store bikes in these rooms.

Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:
Yes

A brief description of the bicycle/pedestrian policy and/or network:

The College is committed to keeping central campus free of motorized vehicles. The campus consists of a network of paved walkways that are meant for bicycles, skateboards, pedestrians, and other non-motorized forms of transportation. These are safe walkways for bicycles and pedestrians to travel on and they are used for the vast majority of transportation on campus. Vehicles are not even useful for getting around on central campus because they can only drive on the periphery. This networks connects to a bus stop by Bogue Hall, where students, staff, or faculty can ride the Marble Valley Regional Transit bus for free with their College ID. It stops at the bus stop five times a day, seven days a week. This bus service can transport people throughout the region on multiple different routes. GMC also offers a free shuttle to students that runs every day of the week.

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

**A brief description of the bicycle sharing program:**

The campus bike-sharing program, known as “Green Bikes” was created in 2009 through funding from the Student Campus Greening Fund, a student run grant program that funds GMC campus greening initiatives. A large grant purchased 9 bicycles to be used for this program. An additional grant funded a paid student manager to facilitate this project, under the supervision of a staff adviser. Now the program is run by the Bike Shop on campus, which is a student club. Any GMC community member may check out a bike free of charge, for 24-48 hours. The letters “SCGF” are painted in bright colors on the sides of the bikes so that participants know they are part of the program. The Bike Shop provides routine maintenance for the bikes. In 2013, four new mountain bikes were purchased and added to the fleet to provide for diversity in bicycle activities. The Green bikes and the Bike Shop are located in the center of campus in Moses Hall.

**Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?**:

No

**A brief description of the certification, including date certified and level:**

---

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

Yes

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

GMC operates a free campus shuttle to provide service to health care providers during the week and retail/entertainment hubs on the weekends. Shuttles also run to regional bus hubs, train stations, and airports before and after breaks. In addition, GMC has a contract with the Marble Valley Transit District (the regional bus service) to provide unlimited free trips to any staff, faculty, or student with a valid College ID. The bus service stops five times per day at the College (seven days per week) and offers several area routes, including multiple trips to the region’s largest city, Rutland. The Bus had 1,055 riders from GMC in FY 2013 (an average of almost two trips per residential student). The Shuttle had slightly higher ridership than the Bus in FY 2013.

**Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?**:

Yes

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

GMC is official partners with Go Vermont, the state’s carpooling database that uses Zimride for its matching tool. Every student, staff, or faculty member who registers with Go Vermont is automatically eligible for up to seven guaranteed rides per year. The user calls Go Vermont’s hotline to find an alternative ride if their carpooling partner doesn’t show up. They can then submit a reimbursement form to Go Vermont for the cost of the ride.
Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:
Yes

A brief description of the carpool/vanpool program:

GMC is official partners with Go Vermont, the free carpool matching program offered by the Vermont Agency of Transportation. The Go Vermont website is linked from the GMC Sustainable Transportation page, and information about it is available through Auxiliary Services and Student Life. People who carpool can take advantage of priority parking spaces reserved for carpoolers in the Brennan Circle in the front of campus.

The decision to partner with Go Vermont came from a focus group run by the Sustainability Office and Student Involvement Office in the spring of 2013. The goals of the focus group (consisting of staff, students, and faculty) were to 1) conduct a survey to answer key questions about improving carpooling on campus, 2) choose an online platform that will serve the community better, and 3) brainstorm incentives for increasing use of the online tool. The focus group, comprised of students, staff, and faculty members met four times, successfully conducted a survey with a 45% response rate, and decided that Zimride would be the best online platform to use through a partnership with Go Vermont and their database. A full campaign, complete with incentives, new student orientation activities, and a sustainable transportation fair launched in the fall of 2013.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:
Yes

A brief description of the car sharing program:

GMC students, faculty, and staff can join ZIPCAR for only $25/year. Departments can join for free. All participants have access 24/7 to two Zipcars parked next to the student center in the center of campus. Cars may be reserved online or via text message. The benefits of carsharing are communicated frequently to students, staff, and faculty, through announcements to staff and faculty workshops, through articles written for the student newspaper, and through the sustainability office’s social network accounts such as Facebook and Twitter. This media outreach describes the cost savings of using Zipcar versus owning and maintaining a personal vehicle on campus.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:
Yes

A brief description of the electric vehicle recharging stations:

In 2013 we installed a level 2 solar charging station powered by two solar trackers behind Dunton Hall. The charging station sits adjacent to two parking spaces that must be left open for people who want to charge their vehicles. Charging is free for any member of the College or Town communities.

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:
No
A brief description of the telecommuting program:

Even though there is not an official telecommuting program on campus, many faculty members teach from home in online courses and take advantage of the college’s “flex time” schedule so that they do not have to be on campus every business day. Some departments also allow employees to do this on a limited basis.

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

Yes

A brief description of the condensed work week program:

The College allows faculty members to arrange their work week so that they do not have to be on campus for the full week as long as their Division Chair and Dean of Faculty approves. Many faculty members take advantage of this “flex time,” especially when they are involved in teaching one or more online classes and only come to the college twice per week. Many staff members are also on “flex time” schedules.

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

No

A brief description of the incentives or programs to encourage employees to live close to campus:

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Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

Yes

A brief description of other sustainable transportation initiatives and programs:

The College offers a bicycle cost reimbursement program for commuters who bike to work. The benefit covers routine maintenance, repairs and supplies associated with commuting up to $20 per month or $240 per year.

The website URL where information about the institution’s sustainable transportation program(s) is available:

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waste Minimization</td>
</tr>
<tr>
<td>Waste Diversion</td>
</tr>
<tr>
<td>Construction and Demolition Waste Diversion</td>
</tr>
<tr>
<td>Hazardous Waste Management</td>
</tr>
</tbody>
</table>
Waste Minimization

Responsible Party

Aaron Witham
Sustainability Coordinator
Sustainability Office

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution’s total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution’s primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in OP 24: Construction and Demolition Waste Diversion and OP 25: Hazardous Waste Management.

Submission Note:

Performance year is FY 2013. The number includes Poultney and Killington campuses. Compost numbers include compostable food scraps that are composted on the campus farm and uncontaminated ash from the biomass plant that has a similar fate in that it becomes part of the working landscape (The ash is donated to a local farmer who spreads it on his fields to "sweeten" the soil). We include it under waste diversion because we also count the portion of it that is landfilled when it is removed from the smoke stack and contaminated with oil residue. Reuse numbers include material diverted to our two free reuse stores on campus, as well as material donated to charities during Green Move Out. Recycling numbers include zero-sort recycling, cardboard recycling, e-waste recycling, and metal recycling. GMC also diverts plastic grocery bags and items that can be shipped to Terra Cycle, but those items are not weighed at this time because they are generally very light in comparison to other waste streams.

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

Waste generated:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials recycled</td>
<td>39 Tons</td>
<td>11.20 Tons</td>
</tr>
<tr>
<td>Description</td>
<td>Performance Year</td>
<td>Baseline Year</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Materials composted</td>
<td>43.30 Tons</td>
<td>3 Tons</td>
</tr>
<tr>
<td>Materials reused, donated or re-sold</td>
<td>3.10 Tons</td>
<td>0 Tons</td>
</tr>
<tr>
<td>Materials disposed in a solid waste landfill or incinerator</td>
<td>138.90 Tons</td>
<td>187 Tons</td>
</tr>
</tbody>
</table>

**Figures needed to determine "Weighted Campus Users":**

<table>
<thead>
<tr>
<th>Description</th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of residential students</td>
<td>540</td>
<td>449</td>
</tr>
<tr>
<td>Number of residential employees</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Number of in-patient hospital beds</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalent enrollment</td>
<td>799</td>
<td>617</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>198.60</td>
<td>160.20</td>
</tr>
<tr>
<td>Full-time equivalent of distance education students</td>
<td>173</td>
<td>0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Year</td>
<td>July 1, 2012</td>
<td>June 30, 2013</td>
</tr>
<tr>
<td>Baseline Year</td>
<td>July 1, 2004</td>
<td>June 30, 2005</td>
</tr>
</tbody>
</table>

**A brief description of when and why the waste generation baseline was adopted:**

FY 2005 is the earliest data set we have that includes compost and recycling numbers for comparison. We cannot use FY 2007 as the baseline like we are for the other credits because we don't have data from that year.

**A brief description of any (non-food) waste audits employed by the institution:**
Multiple waste audits are performed throughout the year by two particular groups. A professor in the biology department usually covers solid waste as a component of his class and has his students perform an audit of every bag coming out of the residence halls on particular days of the week. Each bag is weighed and the estimated percentage of garbage, paper, tissue paper, and bottles/cans is recorded. This was done in the fall and the spring of FY 2013. Additionally, the sustainability office does a smaller scale audit for the dual purpose of collecting data and making waste visible. The sort is done outside in front of the student center and passers-by are encouraged to participate. The most recent sustainability office audit was done in the fall of 2013. It examined a sample of one bag from every residence hall, as well as the student center. Results suggested that only 26.7% of the waste found in bags (by weight) should actually go to the landfill. The rest could be diverted with better education and collection systems.

A brief description of any institutional procurement policies designed to prevent waste:

The Office of Student Involvement and the Sustainability Office run a program called Event Certification, where student clubs can apply for a certification similar to LEED that applies to their event. A large portion of the points are allocated based on students designing their event to minimize the creation of waste. They can get points for minimizing what they purchase, only purchasing items that can be recycled, and providing well marked recycling/composting receptacles at their events. The applications are reviewed by members of the Student Involvement and Sustainability Office, recommendations are made to improve the environmental impact of the events, and then students are awarded certification which entails them to use of a logo on all marketing material with their level of rating.

Employees are strongly encouraged to obtain office supplies from the campus Freepo when they need anything rather than purchase new supplies. New hires receive information about the Freepo and other sustainability services in the online packet they are offered to help them navigate the campus.

Chartwells (dining services) purchases "compostable" dinnerware for all special events, for which reusable dinnerware is difficult to use. These are generally not composted on campus, but they will break down faster in the landfill stream than traditional disposable ware.

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

GMC offers a Freestore of reclaimed items in the basement of the Withey student center. Students, staff, and faculty can "shop" at the Freestore Monday through Friday. GMC also offers a Freepo full of used office supplies in the basement of the administrative building, Pollock. Both stores are free to members of the GMC community and accept donations of second-hand items. The stores are stocked regularly from free boxes that are located all around campus (one on each floor in the residence halls). Sustainability office workers collect these boxes when they get full and stock them in the store. They also keep the stores organized and market them using Facebook and Twitter. See the Free at GMC Facebook page for an example:

https://www.facebook.com/pages/Free-At-GMC/304499169664558

A brief description of the institution's efforts to make materials available online by default rather than printing them:

The course catalog is now provided online by default, with the exception of 100 copies printed for faculty. The new employee guide to the College is also available exclusively online. The bi-annual IR report is exclusively online. The green guide is also almost exclusively available online except for a handful of copies that are printed to display at orientation, so that students will be curious to check out the online version.
A brief description of any limits on paper and ink consumption employed by the institution:

Since 2011, the communications office stopped printing the academic catalog with the exception of 100 copies for faculty; catalog distribution is now entirely online. In 2014, the College plans to distribute the bi-annual institutional report (IR) electronically instead of printing it. The communications office also uses electronic "flipbook" software to share periodicals like the Bulletin and the AR online, without having to print as many copies; in fact, this effort has reduced printing from approximately 7,000 to 4,000 per year.

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

Each May, the Green Move Out program at GMC diverts reusable items from the landfill that students dispose of when moving out of the residence halls. A team of ten volunteers and sustainability office staff works during the last week of finals through the day after commencement on this project. Signs and emails advertise the event in the residence halls the week before students begin to vacate the campus for the summer break. Students are encouraged to bring unbroken, working and pre-owned items to designated areas in the lounges of their residence halls.

Many students also leave a number of items in the hubs of each floor (where recycling bins and compost bins are located). The Green Move Out Team moves usable items that could be donated/saved down to the lounges the week of move-out. "Lounge Shopping" is advertised among the campus community from 3pm-6pm daily during the week prior to graduation. Most undergraduates move out during this week. A number of faculty, staff and other students take advantage of this opportunity to take unwanted items. Thousands of pounds of clothing, furnishing, bedding, appliances, etc. are taken to new homes.

Before Commencement, the Green Move Out Team bags up unwanted clothes and bedding and donates them to local charities such as the Poultney thrift store, the Rutland Women’s Shelter and the Rutland Area Humane Society (all items go through quality control to ensure cleanliness and usability). Non-perishable food items are donated to the Poultney Food Shelf.

Reusable items are placed in storage closets and the Free Store to be given away to new students in the fall. Volunteers are allowed to move back into the residence halls a few days early to help facilitate this Green Move-In Sale during Orientation. E-waste is also collected, stored in IT offices and recycled.

This project is sponsored by the Sustainability Office in collaboration with the Office of Residence Life. Generally, over 5,000 lbs of material is diverted from the waste stream each year through this program.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

The sustainability office puts Terra-cycle and grocery bag collection boxes in all of the residence halls to supplement zero-sort recycling bins, compost bins, freestore boxes, freepo boxes, and e-waste bins. Both the Terra-cycle and grocery bag bins are collected by sustainability office staff and shipped to recycling facilities.

A brief description of any food waste audits employed by the institution:

The waste diversion crew that works for the sustainability office collects data daily on the weight of post-consumer food waste and notes particularly wasteful trends.

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of
kitchen food waste, prep waste and spoilage:

As a matter of practice the cooks try to minimize waste by buying appropriate amounts, making stock out of vegetable scraps, and donating perishable food to donation centers at the end of the semesters and before breaks.

A brief description of programs and/or practices to track and reduce post-consumer food waste:

The waste diversion crew that works for the sustainability office collects data daily on the weight of post-consumer food waste and notes particularly wasteful trends.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

Dining services used compostable Greenware to-go containers in 2013. The containers were manufactured by both Fabri-Kal & Pactiv and could be composted in the composting system on campus. In 2014, a student project helped launch a reusable to-go container program. Now students, staff, and faculty pay an up front cost of $6.50 in return for unlimited use of a reusable to-go container, which can be returned and washed by the dining hall. Participants have a plastic card that shows they are in the program.

A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

China serviceware is utilized for dine in use in the dining hall. Take-out containers are available as well for us in the dining hall and are made of reusable plastic as described above. Additionally, reusable plastic baskets are used in the retail location. These baskets are washed and sanitized in house for reuse.

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

Customers utilizing reusable mugs may purchase a refill of coffee at the 12oz price regardless of the size of their mug.

A brief description of other dining services waste minimization programs and initiatives:

Project Green Plate: students are encouraged to take only the food that they will eat and reduce the amount of waste.

Trayless Dining- students only take what they can carry and no longer fill their trays with items that will ultimately be wasted. We also save on water, labor and power by not having to clean the extensive amount of trays that would be needed for service if they were to be included in our program.

Project Green Thumb-encourages recycling and composting in kitchen and prep areas. Bins are provided in our kitchen for the recycling of all packaging as well as for compost.

The website URL where information about the institution’s waste minimization initiatives is available:
http://sustainability.greenmtn.edu/operations/sourcing_resourcing.aspx
Waste Diversion

Criteria

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

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in OP 24: Construction and Demolition Waste Diversion and OP 25: Hazardous Waste Management.

Submission Note:

Performance year for the waste diversion rate is FY 2013, the most recent waste data available.

All cooking oil from dining services is recycled by Buffalo Bio Diesel, Inc.

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

Materials diverted from the solid waste landfill or incinerator:

85.40 Tons

Materials disposed in a solid waste landfill or incinerator :

138.90 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

GMC Recycling Program:
The GMC Recycling Program is directed by the Sustainability Office. Five waste crew members are responsible for collection of all recyclable items from indoor and outdoor receptacles and then delivery of those items to the central recycling trailer, where it is later picked up by the waste company, Casella. The delivery mechanism is a human-powered bicycle trailer. The Recycling Crew schedule is coordinated by the Sustainability Office Manager. Volunteers often help collect recyclables to fulfill service hours that are required by their specialty floors or by disciplinary action. Recycling Bins and bicycle trailers are purchased with support from the Student Campus Greening Fund on an as-needed basis. The recycling crew also collects material from e-waste collection boxes, grocery bag collection boxes, and Terra Cycle collection boxes.

Green Move Out and Green Move In:
Each May, the Green Move Out program at GMC diverts reusable items from the landfill that students dispose of when moving out of the

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Snapshot | Page 191
A team of ten volunteers (including sustainability office work study students, eco-reps, and other students) works during the last week of finals through the day after commencement on this project. Signs and emails advertise the event in the residence halls the week before students begin to vacate the campus for the summer break. Students are encouraged to bring unbroken, working and pre-owned items to designated areas in the lounges of their residence halls.

Many students also leave a number of items in the hubs of each floor (where recycling bins and compost bins are located). The Green Move Out Team moves usable items that could be donated/saved down to the lounges during the week of move-out. “Lounge Shopping” is advertised among the campus community during the week prior to graduation. Most undergraduates move out during this week. A number of faculty, staff and other students take advantage of this opportunity to take unwanted items. Hundreds of pounds of clothing, furnishing, bedding, appliances, etc. are taken to new homes.

Before Commencement, the Green Move Out Team bags up unwanted clothes and bedding and donates them to local charities such as the Poultney thrift store, the Rutland Women’s Shelter and the Rutland Area Humane Society (all items go through quality control to ensure cleanliness and usability). Non-perishable food items are donated to the Poultney Food Shelf.

Reusable items are placed in storage closets and the Free Store to be given away/sold to new students in the fall. Volunteers are allowed to move back into the residence halls a few days early to help facilitate this Green Move-In Sale during orientation. E-waste is also collected, stored in IT offices and recycled. This project is sponsored by the Sustainability Office in collaboration with the Office of Residence Life.

Freestore and Freepo (Reuse stores):
A Reuse Manager working out of the sustainability office maintains the College’s Freestore and Freepo throughout the year. The Freestore, located in the student center, consists of appliances, clothes, books, and other items diverted from the waste stream via “free boxes” in the residence halls. Any student, staff or faculty member can take what they want from the store. The Freepo, located in the main administrative building, is a similar concept, with a focus on office supplies that are salvaged from campus offices.

The GMC Compost Program:
This program is directed by the Sustainability Office. The five-member waste crew is responsible for daily collection of compostable food scraps from the kitchen/dining hall and transportation of this material to Cerridwen Farm on campus. Food scraps are fed to pigs (when appropriate) and all other food waste is put into an innovative compost pile that is strategically situated below the main chicken coop so that the chickens can eat some of the scraps and so that their waste adds to the pile. Leaves from campus operations are also mixed in, as well as animal manures from pigs and cows. The compost crew works closely with the Farm Manager for direction on compost pile processing. Food scraps are weighed and reported to the Sustainability Office.

Compost collection also takes place in the residence halls on a volunteer basis with bins regulated by the sustainability office. Volunteers apply to have a bin each semester and sign a form. The locations of the bins are tracked and if sanitary issues arise, volunteers are given warnings and can ultimately lose the privilege of the bin if improvements are not made. In FY 2013 and FY 2014, a vermiculture pilot program was implemented, where half of the bins issued to students contained worms and bedding to process compost. This system also incorporates shredded office paper that would otherwise be recycled, thus reducing greenhouse gas emissions associated with the waste disposal process. It is meant to serve as a way to educate students how to compost in an urban environment after they graduate.

The sustainability office engages in educational outreach and volunteer recruitment to promote a culture of ownership over the program among residents.

A brief description of any food donation programs employed by the institution:

Typically, at the end of a semester or prior to breaks any perishable food items with a limited shelf life are donated to the Poultney Food Shelf.
A brief description of any pre-consumer food waste composting program employed by the institution:

The pre-consumer compost program is managed by the sustainability office. Pre-consumer food waste is deposited into compost buckets by Chartwell’s dining hall staff members. These food scraps, kept separate from all post-consumer compost, are collected every evening by members of the sustainability office’s work-study compost crew and fed to the pigs on the campus farm. In FY 2013, an estimated 10,602 lbs of pre-consumer food waste was diverted. This estimate is based on a statistical model, which was created from the data collected in fall of 2012 for pre-consumer and post-consumer compost scraps. The two streams were weighed all semester and then a linear model was developed illustrating the relationship between the two. They are significantly related, so the sustainability office decided to minimize labor by continuing to weigh post-consumer compost, but estimating pre-consumer weights based on the model. The pre-consumer waste collected significantly offsets the grain that needs to be purchased for the pigs, thus reducing the embodied energy from fossil fuels in the pigs’ food.

A brief description of any post-consumer food waste composting program employed by the institution:

The post-consumer compost program is also managed by the sustainability office. The waste diversion crew is responsible for daily collection of compostable post-consumer food scraps from the dining hall and transport of this material to Cerridwen Farm on campus. The material waste is deposited onto an innovative compost pile that is strategically situated below the main chicken coop so that the chickens can eat some of the scraps and so that their waste adds to the pile. Leaves from campus operations are added to the system, as well as animal manure from the farm’s pigs and cows. The compost crew works closely with the Farm Manager for direction on compost pile processing. All post-consumer food scraps are weighed and reported to the Sustainability Office.

Compost collection also takes places in the residence halls on a volunteer basis regulated by the sustainability office. Material has historically been located in compost bins that are emptied on the compost pile on the campus farm once per week. In the spring of 2013, the sustainability office began experimenting with converting half of the existing bins to vermiculture, where they stay in place and worms convert the food scraps to compost. This system also incorporates shredded office paper that would otherwise be recycled, thus reducing greenhouse gas emissions associated with the waste disposal process. The sustainability office provides educational outreach to residents about how to maintain their bins. Additionally, two volunteers are assigned to each bin and are tasked with emptying the material if it fills up and addressing sanitary issues. Proper signage on the bins and posters on the wall above the bins explain the value of composting and how to properly maintain bins. This new program aims to teach all residents enough about composting so that they can have outdoor compost bins or indoor vermiculture bins someday at their own residences.

Finished compost that has been processed on the farm is primarily used by the farm to fertilize vegetable plots and it helps produce beautiful vegetables for the campus dining hall, Poultney Farmers’ Market, and CSA shares that are sold to members of the College and surrounding community. Compost from vermiculture bins is used by residence hall volunteers for their personal plants or to take home and give to their families who have gardens. Some of the finished compost may also be given to community members during compost outreach events in the summer where farm workers teach local children how to set up their own vermiculture bins.

In FY 2013, 15,545 lbs of post-consumer compostable food scraps were diverted and processed on campus.

### Does the institution include the following materials in its waste diversion efforts?:

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper, plastics, glass, metals, and other recyclable containers</td>
<td>Yes</td>
</tr>
<tr>
<td>Material</td>
<td>Included</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Food donations</td>
<td>Yes</td>
</tr>
<tr>
<td>Food for animals</td>
<td>Yes</td>
</tr>
<tr>
<td>Food composting</td>
<td>Yes</td>
</tr>
<tr>
<td>Cooking oil</td>
<td>Yes</td>
</tr>
<tr>
<td>Plant materials composting</td>
<td>Yes</td>
</tr>
<tr>
<td>Animal bedding composting</td>
<td>Yes</td>
</tr>
<tr>
<td>Batteries</td>
<td>Yes</td>
</tr>
<tr>
<td>Light bulbs</td>
<td>Yes</td>
</tr>
<tr>
<td>Toner/ink-jet cartridges</td>
<td>Yes</td>
</tr>
<tr>
<td>White goods (i.e. appliances)</td>
<td>No</td>
</tr>
<tr>
<td>Laboratory equipment</td>
<td>Yes</td>
</tr>
<tr>
<td>Furniture</td>
<td>Yes</td>
</tr>
<tr>
<td>Residence hall move-in/move-out waste</td>
<td>Yes</td>
</tr>
<tr>
<td>Scrap metal</td>
<td>Yes</td>
</tr>
<tr>
<td>Pallets</td>
<td>No</td>
</tr>
<tr>
<td>Motor oil</td>
<td>Yes</td>
</tr>
<tr>
<td>Tires</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Other materials that the institution includes in its waste diversion efforts:**

E-waste is collected regularly through bins all over campus and through a special drop-off event during Earth Week (This is weighed and counted toward waste diversion percentage).

Metal is recycled by facilities (an estimated weight counts toward waste diversion), as well as a large portion of the wood (which is not weighed, estimated, nor counted toward diversion). Big items like furniture are donated to off-campus charity organizations through
special trips whenever possible (an estimated weight of this is counted toward diversion).

Uncontaminated ash from the biomass plant (an estimated 30.2 tons in FY 2013) is also diverted from the waste stream by being donated to a local farmer who spreads it on his fields to sweeten his soil. The decision to use the ash for this came from a research project in a chemistry class that weighed the costs and benefits of various options, including making soap, repairing forest soil, and using it for compost. The least energy intensive and most beneficial option was to use it as a soil sweetener. Ash is counted toward waste diversion because it is also counted against waste diversion when it is landfilled. Every year, the ash that is cleaned out of the smokestack is contaminated with oil residue so it is landfilled through the waste company. (weighed at 1.3 tons in FY 2013).

We also collect Terra-Cycle items and grocery bags in all residence halls for recycling, but do not weigh them or count them toward the waste diversion number.
Construction and Demolition Waste Diversion

Responsible Party

Aaron Witham
Sustainability Coordinator
Sustainability Office

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:
The percentage diverted is an approximation. The performance year is FY 2013.

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

Construction and demolition materials recycled, donated, or otherwise recovered:
2.50 Tons

Construction and demolition materials landfilled or incinerated:
2.50 Tons

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

Third party contractors that do most of the construction and demolition on campus are strongly encouraged to divert whatever material they can. In FY 2013, the contractors reported a diversion rate of approximately 50% for the renovation of our Bentley House (the only major renovation to take place this year). The sustainability office conservatively estimates that total waste was no more than 5 tons.
**Hazardous Waste Management**

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**Responsible Party**

Aaron Witham  
Sustainability Coordinator  
Sustainability Office

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**Criteria**

**Part 1**

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

**Part 2**

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

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

Yes

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

The facilities contractor, DTZ (UGL) has protocols in place and a MSDS for each chemical on campus. However, due to the fact that we do not use pesticides and we have a green chemistry program, there are very few sources of harmful chemicals. To deal with the potential for broken lightbulbs that are occasionally placed in e-waste containers, the sustainability office keeps a protocol document on hand for steps that one should take if a broken CFL bulb is found in one of the e-waste bins or anywhere on campus. Otherwise, broken lightbulbs are handled professionally by DTZ, the facilities contractor.

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

Broken lightbulbs are stored in the light bulb room in withey basement along with the burnt out bulbs until they are picked up and removed by a vendor for proper disposal. Broken bulbs are kept in a sealed container to ensure that they don't pose a hazard.

**A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:**
There have been no significant hazardous material releases during the last three years.

**A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:**

The chemicals are inventoried and used by multiple departments in order to facilitate use. Generally we do not reuse chemicals, but they are distributed throughout the College for common use.

**Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:**

Yes

**Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:**

Yes

**A brief description of the electronic waste recycling program(s):**

While many colleges have a 4-year computer replacement cycle, GMC has a 5-6 year computer replacement cycle. Sometimes we use desktops for 7 years. Part of the explanation is, of course, driven by finances. But, beyond budgetary considerations, we believe that it is good environmental practice to maximize the life-cycle of computers by deliberately keeping them in use for as long a time period as feasible.

To this end, IT staff and work-study employees are dedicated to keeping machines maintained and in good working order. When a machine is finally recycled, all reusable parts are culled at GMC when possible: we take out the memory, reuse the monitor, keyboard, mouse, and any other parts that can be salvaged. Good Point Recycling picks up any computers, computer parts or monitors once they have reached the end of their useful life. These items are stored in a large walk-in closet in the basement of the library. Once a year it is emptied and the material recycled through Good Point.

Additionally, E-waste collection boxes are situated in the library, all major office buildings, and all residence halls. They collect desktop computers, laptops, hard drives, radios, monitors, projectors, cell phones (minus batteries), DVD players, VHS players, CDs, DVDs, batteries and lightbulbs. In addition to routine collection, the IT department and sustainability office co-host a large-scale e-waste collection event during Earth Week every year, where Good Point Recycling comes to campus and accepts e-waste on the spot.

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

Collection bins have clear signage indicating that leaking or exposed hazardous material cannot be deposited in the bin—rather, students, staff, and faculty need to call DTZ for proper disposal. The custodial department of DTZ receives proper training on handling hazardous waste.

All collected e-waste is sent to Good Point Recycling, except for light bulbs which are processed through DTZ's vendor.
The website URL where information about the institution’s hazardous and electronic-waste recycling programs is available:

http://sustainability.greenmtn.edu/operations/sourcing_resourcing.aspx
Water

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water Use</td>
</tr>
<tr>
<td>Rainwater Management</td>
</tr>
<tr>
<td>Wastewater Management</td>
</tr>
</tbody>
</table>
Water Use

Responsible Party

Aaron Witham
Sustainability Coordinator
Sustainability Office

Criteria

Part 1
Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2
Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3
Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

Submission Note:
Performance year for gallons of water used is FY 2013. Baseline year is FY 2007. Numbers do not include Killington campus because we do not own the Killington lodge. We lease it and the owner pays the water bill. He does not give us a copy of the original bill, so it is difficult to tally water use for that building.

For our vegetated lands definition, we use total acreage minus buildings and impervious surfaces. We don't factor out farms and athletic fields because we can't factor out their water use and don't think that it would be appropriate to do so.

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

Level of water risk for the institution’s main campus:
Low

Total water use:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total water use</td>
<td>6,787,800 Gallons</td>
<td>7,455,540 Gallons</td>
</tr>
</tbody>
</table>

Potable water use:
<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potable water use</td>
<td>6,787,800 Gallons</td>
<td>7,455,540 Gallons</td>
</tr>
</tbody>
</table>

Figures needed to determine "Weighted Campus Users":

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of residential students</td>
<td>540</td>
<td>577</td>
</tr>
<tr>
<td>Number of residential employees</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Number of in-patient hospital beds</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalent enrollment</td>
<td>799</td>
<td>749</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>198.60</td>
<td>188.75</td>
</tr>
<tr>
<td>Full-time equivalent of distance education students</td>
<td>173</td>
<td>30</td>
</tr>
</tbody>
</table>

Gross floor area of building space:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross floor area</td>
<td>493,396 Square Feet</td>
<td>478,745 Square Feet</td>
</tr>
</tbody>
</table>

Area of vegetated grounds:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetated grounds</td>
<td>96.60 Acres</td>
<td>96.60 Acres</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Year</td>
<td>July 1, 2012</td>
<td>June 30, 2013</td>
</tr>
<tr>
<td>Baseline Year</td>
<td>July 1, 2006</td>
<td>June 30, 2007</td>
</tr>
</tbody>
</table>
A brief description of when and why the water use baseline was adopted:

The water use baseline of FY 2007 was chosen to be consistent with our other baselines.

Water recycled/reused on campus, performance year:

0 Gallons

Recycled/reused water withdrawn from off-campus sources, performance year:

0 Gallons

A brief description of any water recovery and reuse systems employed by the institution:

The OVaL (Occupy Vacant Lots) shed designed and built by professor Lucas Brown's design/build class is located on the west side of campus and serves as a greenhouse and storage shed for the Champlain Valley Native Plant Restoration Nursery. The nursery provides hands-on laboratory experience for GMC students and provides a reliable source of native plants for local landowners. Non-potable water is captured in a rain barrel at the site and reused for watering.

A brief description of any water metering and management systems employed by the institution:

All of the major buildings and houses on campus have separate water meters that track consumption. The sustainability office tallies water bills for all campus buildings each year and looks for trends.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

We put water saving flush kits on five toilets in recent years.

Renovations to SAGE Hall in 2009 prioritized responsible water usage. Low-flow showerheads, sink aerators and dual-flush toilets were installed.

In Spring 2009, students Ben Jankowski and Ronnie Black used a Student Campus Greening Fund grant to purchase and replace 2.5 gallon per minute showerheads in residence hall showers with high efficiency 1.5 gallon per minute maximum showerheads. These new showerheads use 40% less water per minute than the old system.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

---

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

The vast majority of cultivated vegetation on campus continues to be native species that are well-adapted to the climate and need no irrigation. The decision to keep native species the dominate landscaping feature is deliberate as it is outlined in the natural areas and
native species policies.

The exception to this is vegetable production on the campus farm, which requires some added water.

**A brief description of any weather-informed irrigation technologies employed by the institution:**

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**A brief description of other water conservation and efficiency strategies employed by the institution:**

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

http://sustainability.greenmtn.edu/operations/grounds_water/water.aspx
Rainwater Management

Responsible Party

Glenn LaPlante
Director of facilities Maintenance

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution’s Low Impact Development (LID) practices:

Current practices include a buffer zone around the Poultney River (which borders campus), vegetated swales, and some pervious parking lots.
Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure?

Yes

A brief description of the institution’s rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

GMC's landscaping plan approved in March, 2011 includes several initiatives to improve stormwater management on campus. The plan proposes rain gardens to accept roof spout gutter flow, consideration of pervious pavements as well as rainwater collection and re-use systems. Stone and vegetated swales will be used to prevent stormwater runoff. A buffer zone by the Poultney River also aids in these efforts.

A brief description of any rainwater harvesting employed by the institution:

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Rainwater harvested directly and stored/used by the institution, performance year:

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A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

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A brief description of any living or vegetated roofs on campus:

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A brief description of any porous (i.e. permeable) paving employed by the institution:

Gravel paving is used in the lower parking lot nearest the river. This is one of the largest parking lots on campus.

A brief description of any downspout disconnection employed by the institution:

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A brief description of any rain gardens on campus:

---

A brief description of any stormwater retention and/or detention ponds employed by the institution:

---
A brief description of any bioswales on campus (vegetated, compost or stone):

Athletic fields and main parking lot contains vegetated swales to manage stormwater.

A brief description of any other rainwater management technologies or strategies employed by the institution:

The Poultney River Buffer Zone, alongside the Poultney River, is a natural area preserve on the Green Mountain College campus. It occupies land within 35 meters of the annual high-water line.

The buffer zone was approved by the College in 1997 to improve stream habitat, reduce bank erosion, restore floodplain forest, provide a corridor for movements of animals and plants, reduce overland flow of non-point source pollution from agricultural fields and other land uses, protect scenic and recreation values, and provide field sites for courses at the college.

The website URL where information about the institution’s rainwater management initiatives, plan or policy is available:

http://sustainability.greenmtn.edu/operations/grounds_water.aspx
Wastewater Management

Responsible Party

Aaron Witham
Sustainability Coordinator
Sustainability Office

Criteria

Institution’s wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in OP 26: Water Use.

Submission Note:

Performance year is FY 2013.

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

Total wastewater discharged:
6,787,800 Gallons

Wastewater naturally handled:
0 Gallons

A brief description of the natural wastewater systems used to handle the institution’s wastewater:

---

The website URL where information about the institution’s wastewater management practices is available:

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Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainability Coordination</td>
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<tr>
<td>Sustainability Planning</td>
</tr>
<tr>
<td>Governance</td>
</tr>
</tbody>
</table>
Sustainability Coordination

Responsible Party

Aaron Witham
Sustainability Coordinator
Sustainability Office

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:
Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

Waste Diversion:
• Increased waste diversion rate by 9.8%, and reduced tonnage landfilled by 25.9 tons over FY 2012
• Expanded waste diversion program (including Terra Cycle, grocery bags, vermiculture bins) and expanded inventory in reuse stores (Freepo and Freestore)
• Diverted over 5,000 lbs during Green Move Out each year
• Diverted over 30 tons of recycling and over 10 tons of compost each year

Energy:
• Carried out three consecutive, annual Do it in the Dark competitions with average percentage reduction over 10% per residence hall in 2013
• Reached three-year goal of 7.5% projected electricity reduction for the Vermont Energy Leadership Challenge
• Oversaw the green revolving loan fund and tracked the first two investments

Transportation:
• Carried out focus group on sustainable transportation and implemented Go Vermont as first official online carpooling tool
• Had successful week-long sustainable transportation fair
Education & Outreach:
• Helped coordinate over 6,000 hours of community service each of the last two years
• Presented in 8-12 classes per year on campus sustainability topics
• Mentored over ten student projects per year
• Coordinated three earth weeks, with over 20 events each
• Coordinated two earth fairs in the Town, with over 60 booths in each
• Carried out six major waste diversion events on campus
• Gave over 16 tours on sustainability and biomass plant per year
• Helped carry-out the ongoing Poultney 2020 community-building program
• Carried out multiple Green Job Corps training sessions for over 50 students and 15 staff

Data Tracking:
• Completed three annual waste reports
• Conducted biennial carbon inventory
• Completed comprehensive cost benefit analysis of our biomass plant
• Carried out financial analysis for multiple solar projects
• Carried out robust transportation survey with a 45% response rate
• Helped develop metrics for measuring progress toward College’s strategic plan, Sustainability 2020

Expansion of programing:
• Spearheaded application process for full-time VISTA who was hired in 2013 to do financial literacy training on and off-campus

Does the institution have at least one sustainability committee?:
Yes

The charter or mission statement of the committee(s) or a brief description of each committee’s purview and activities:

The Green Mountain College Campus Sustainability Council was created in 2006 to address the requirements outlined by the Presidents Climate Commitment, and to serve as a facilitating body to move the campus toward climate neutrality. Since its inception, the Council has expanded to advise all major sustainability initiatives, including waste diversion, the green revolving loan fund, educational outreach, and volunteering/service learning opportunities. The Campus Sustainability Council is now playing an important role in helping the strategic plan steering committee take action to move the College closer to authentic sustainability. The CSC meets bi-weekly, reviews policies and makes recommendations for improving campus sustainability.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Chair: Aaron Witham, Sustainability Coordinator
William Throop, Provost
Keith Bosley, Athletic Director
Ryan Ihrke, Director of Student Involvement
Prof. Jacob Park, Business & Management
Prof. Bill Landesman, Biology
Kristen Friedel, student ('14)
Connor Magnuson, student ('14)
The website URL where information about the sustainability committee(s) is available:
http://sustainability.greenmtn.edu/leadership/sus_planning/advisory_council.aspx

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:
Yes

A brief description of each sustainability office:
The GMC Sustainability Office directs all major sustainability initiatives on campus and serves as a resource center for the campus community and beyond. The Office runs all waste diversion systems on campus, maintains the GMC sustainability website, is responsible for sustainability reporting and data collection, conducts energy and greenhouse gas analysis, plans strategically for major sustainability investments and programming, and works closely with students, staff, and faculty on dozens of individual projects. The Sustainability Office also manages the Green Job Corps, an offshoot of the campus work study program that emphasizes social, economic and environmental learning and provides staff training in these areas.

In the area of social sustainability, the sustainability office connects classes with service learning opportunities in the greater community, works closely with the Town on the Poultney 2020 community-building effort, and in general tries to build social capital in the Town.

Full-time equivalent (FTE) of people employed in the sustainability office(s):
3

The website URL where information about the sustainability office(s) is available:
http://sustainability.greenmtn.edu/default.aspx

Does the institution have at least one sustainability officer?:
Yes

Name and title of each sustainability officer:
Aaron Witham, Sustainability Coordinator; Jose Galvez, Sustainable Community Development Outreach Coordinator; Nicole Harman, Sustainability Office Manager; seven other work-study students

A brief description of each sustainability officer position:
The Sustainability Coordinator is responsible for coordinating all major sustainability initiatives on campus from faculty, staff, and students, and leading institutional sustainability efforts. The position reports on progress toward these goals and serves as a hub of information on related metrics, such as energy use, ghg emissions, and tons of waste. Through work in and out of the classroom, the coordinator assists students in outlining and implementing realistic and appropriate sustainability-related projects. This position also acts as adviser to the Student Campus Greening Fund, which allocates a pool of $30,000-$45,000 to student sustainability projects each year. The Sustainability Coordinator directs the Green Job Corps and directly supervisors a full-time sustainability outreach coordinator and eight work study students, including an office manager, events and communications assistant, a reuse manager, and a five-person waste diversion crew.
The Sustainable Community Development Outreach Coordinator works closely with faculty, staff, students, local citizens and organizations in the Town of Poultney. The outreach coordinator actively helps to build town-gown relations through increasing volunteer and service learning hours among college students and K-12 students in the town. The outreach coordinator also helps to plan and carry-out major town projects such as the annual Earth Fair, the Poultney 2020 Revitalization Effort, East Poultney Day, and First Year Impressions (FYI!). The outreach coordinator also assists the sustainability coordinator in building educational outreach opportunities on campus related to sustainability.

The Sustainability Office Manager is a student occupied, Green Job Corps supervisor position. The Office Manager serves as the direct supervisor for the seven person work-study crew that manages waste diversion, sustainability events, and sustainability communications. The Office Manager also assists the sustainability coordinator with data collection and analysis, strategic planning, and general office tasks.

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

http://sustainability.greenmtn.edu/living_learning/beyond_classroom/sus_office.aspx
Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.
Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

<table>
<thead>
<tr>
<th>Area</th>
<th>Current and Formal Plans (Yes or No)</th>
<th>Measurable Objectives (Yes or No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Research (or other scholarship)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Campus Engagement</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Public Engagement</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Air and Climate</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Buildings</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Dining Services/Food</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Energy</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Grounds</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Purchasing</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Transportation</td>
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<tr>
<td>Diversity and Affordability</td>
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<td>Yes</td>
</tr>
<tr>
<td>Health, Wellbeing and Work</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Investment</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
A brief description of the plan(s) to advance sustainability in Curriculum:

The College's strategic plan, Sustainability 2020, outlines the College's approach to achieving authentic sustainability in all areas of the College. A gantt chart for the plan indicates timelines and responsible parties. A Sustainability 2020 implementation task force developed a 30 page report that determined the main metrics used to measure authentic sustainability, and an institutional research report keyed to the plan provides 2013 data for the metrics. In the spaces below, relevant elements of the Sustainability 2020 plan are identified and in some cases additional planning documents are also identified.

Specific curricular goals include the following:
- Further develop environmental programs with a national reputation for producing graduates for jobs in a sustainable economy (Sustainability 2020 Strategic Plan).
- Develop undergraduate and graduate programs in the area of human health and quality of life and integrate this new emphasis into the general education curriculum (Sustainability 2020 Strategic Plan).
- Increase in the number and quality of sustainability skills intensive courses offered (Sustainability 2020 Strategic Plan).

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

- Alumni survey data indicating higher job placement numbers in green jobs
- Data from ELA, NSSE, and SSI surveys indicating student satisfaction with what they are learning in the classroom
- Increase in the number and quality of sustainability skills intensive courses offered
- Development of new undergraduate and graduate programs in human health by 2020 with appropriate facilities and faculty to carry-out those programs

Accountable parties, offices or departments for the Curriculum plan(s):

- Provost's Office
- Graduate Program
- Faculty Curriculum Committee

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

- Research and quantify environmental impacts from all College purchases through classes (Sustainability 2020 Strategic Plan).
- Research potential alumni impacts on natural, social, and financial capital and begin to estimate these impacts through the annual alumni survey through classes (Sustainability 2020 Strategic Plan).

The measurable objectives, strategies and timeframes included in the Research plan(s):

- Carry-out a successful inventory of environmental impacts from all College purchases through quantitative undergraduate classes every two years through the year 2020. The impact areas include the following:
  - Ozone Depletion
  - Global Warming
  - Acidification
The objective is to identify the highest impact areas across a range of metrics and try to adjust purchasing behavior to minimize impact in those areas.

- To measure alumni impact the College added 12 questions to the annual alumni survey asking graduates items like the square footage of their home, their mode choice for transportation, the number of hours they spend each week enhancing their community, etc. The survey went to all graduates one, three, and ten years out. Data will be collected every year and the objective is to see these numbers increase over time as the College advances its Sustainability 2020 plan.

**Accountable parties, offices or departments for the Research plan(s):**

- Quantitative Environmental Literacy Program
- Career Services
- Sustainability Office

**A brief description of the plan(s) to advance Campus Engagement around sustainability:**

- Increase participation in the student Green Job Corps to all campus departments in order to build ownership over campus-wide sustainability initiatives, while also increasing the value of participation for students as they build their professional skills (Sustainability 2020 Strategic Plan).
- Increase campus-wide engagement in helping to achieve these goals through more volunteering, service-learning course-work, and employee involvement (Sustainability 2020 Strategic Plan).

**The measurable objectives, strategies and timeframes included in the Campus Engagement plan:**

- Participation in GJC will be measured by number of departments that participate, with the goal of having all departments participate by the year 2020.
- The Sustainability Office has set a short-term goal of increasing total volunteering/service learning hours per student by 25% by the end of FY 2014. The long-term goal is to double the number of hours. Hours are estimated through a collaborative effort between the faculty service learning leader and the sustainable community development outreach coordinator. Some of the data originate from records the outreach coordinator keeps on major events and projects. The rest of the data come from a faculty survey.

**Accountable parties, offices or departments for the Campus Engagement plan(s):**

- Faculty Service Learning Leader
- Sustainable Community Development Outreach Coordinator

STARS Reporting Tool | AASHE
A brief description of the plan(s) to advance Public Engagement around sustainability:

- Work closely with the Town of Poultney on the Poultney 2020 program to build the sustainability and vibrancy of Poultney in the areas of natural, social, and financial capital (Sustainability 2020 Strategic Plan).

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

- For Poultney 2020, objectives include the number of people who attend community meetings for Poultney 2020 and the completion of projects started by sub-groups. For example, the Stone Valley Arts subgroup will achieve success by successful creation of their non-profit organization, and finding stable revenue streams to keep the enterprise going. The parks and trails sub-groups will achieve success by procuring space for a park, building a park, and revitalizing the Town's trails system.
- The frequency and attendance at major outreach events is another important objective. For example, the sustainability office aims to ensure that a Thanks & Giving day of service is carried out every fall and that a successful Earth Fair is carried out every spring. Attendance for each of these events is estimated and will continue to be estimated to measure progress.

Accountable parties, offices or departments for the Public Engagement plan(s):

- Brennan Chair in Sustainable Business
- Sustainability Office

A brief description of the plan(s) to advance sustainability in Air and Climate:

The College has already achieved climate neutrality under the ACUPCC, and is committed to maintaining neutrality in the future. The climate reduction plan is posted on the GMC sustainability webpage and the ACUPCC website.
- The overall goal is to limit sources of Greenhouse Gas Emissions from scopes one, two, and existing accounting for three in order to lower the cost of maintaining climate neutrality over the long-term (Climate Action Plan)

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

- Short-term objectives include completing all efficiency improvements outlined in the comprehensive thermal and electrical energy audit completed in the spring of 2012 (most notably, completing the PRV steam pipe project in the office buildings in order to increase efficiency of the biomass plant, so that it can further offset fossil fuel use on campus).
- The mid-term objective (by 2020) is to produce all of the College’s energy through renewable sources. As old infrastructure is upgraded, new technologies and systems will be considered to reach energy goals and provide opportunities for education on campus.
- The long-term objective by 2050, is to have a climate neutral campus fleet and to reduce emissions from air travel by 80 percent.

Accountable parties, offices or departments for the Air and Climate plan(s):

- Business Office
- Facilities Department run by DTZ
- Sustainability Office
A brief description of the plan(s) to advance sustainability in Buildings:

- Increase the efficiency and run-time of the biomass plant until it exceeds 85% of the heating load on campus (Climate Action Plan).
- Sustain the built environment on campus through new capital investment and proper maintenance at a level where future generations of students can enjoy an infrastructure stock with a net quality that is better than today’s infrastructure stock (Sustainability 2020 Strategic Plan).

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

- Measuring the heating load of the biomass plant takes place monthly through reports from facilities summarizing the amount of number six fuel oil purchased compared to the tons of woodchips purchased. At the end of the year, the sustainability office compares the total MMBTUs produced by both sources and estimates the amount of heating load covered. The College aims to achieve this goal as soon as possible, but at least by 2020.
- The value of capital building stock on campus will be monitored by tracking investments in maintenance projects versus the rate of depreciation.

Accountable parties, offices or departments for the Buildings plan(s):

- Facilities Department run by DTZ
- Sustainability Office

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

- Increase the percentage of food served in the dining hall from the college farm (Farm & Food Project Plan)
- Become the first college or university in the United States contracted with a major dining services provider to purchase all animal products provided through its dining services from humanely managed sources, as defined either through a reputable certification or our own research on farm operations (Farm & Food Project Plan)

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

- Every year, Cerridwen Farm tallies their sales to dining services. Comparing these sales to the dining hall's total budget will reveal the amount originating from the farm. Within ten years, the Farm aims to provide between 10-20% of the food consumed in the dining hall.
- The goal to purchase all animal products will be monitored by a collaborative effort between Cerridwen Farm's Farm & Food Project, Chartwells (dining services), and students groups such as Center of the Plate. Their objective is to phase in the purchase of humane animal products steadily over the next several years.

Accountable parties, offices or departments for the Dining Services/Food plan(s):

- Chartwells Dining Services
- Cerridwen Farm

A brief description of the plan(s) to advance sustainability in Energy:
Following Ecological Economist Herman Daly's (1991) framework, reduce fossil fuel use to a rate no greater than the rate at which renewable substitutes are being developed, while renewable resources should be used at a rate that is equal to or less than the rate at which renewable resources are regenerating (Sustainability 2020 Strategic Plan).

Produce all of the College’s energy through renewable means by 2020 (Sustainability 2020 Strategic Plan).

**The measurable objectives, strategies and timeframes included in the Energy plan(s):**

- Reducing fossil fuel use at a rate less than or equal to the global production curve for renewables requires on-going monitoring and data collection from the sustainability office. The sustainability office tallies use of fossil fuels every year. The sustainability office will work with faculty to involve classes to assess if the rate of use is higher or lower than global production of renewables. Classes and faculty will make recommendations to the sustainability office, sustainability council, and cabinet on strategies for reducing consumption.
- The sustainability office will also calculate the percentage of energy coming from renewables and engage classes and the facilities department in developing projects to increase renewables until the 100% renewable goal is reached.

**Accountable parties, offices or departments for the Energy plan(s):**

- Cabinet
- Environmental Studies and REED Faculty
- The Sustainability Office

**A brief description of the plan(s) to advance sustainability in Grounds:**

- Have a net positive impact on campus and regional biodiversity and ecosystem health, rather than minimizing negative impact, by carrying out restoration projects (Sustainability 2020 Strategic Plan).

**The measurable objectives, strategies and timeframes included in the Grounds plan(s):**

- Every two years, natural area assessments will be carried out by classes on campus as they were in the fall of 2013 to gauge the health of the ecosystem in terms of habitat, species richness, and species diversity.
- Additionally, the impact the College has on regional biodiversity and ecosystem health will be assessed by classes every two years. The first assessment was done in the spring of 2013 and was focused on the impact of the biomass plant's supply chain.

**Accountable parties, offices or departments for the Grounds plan(s):**

- Faculty with expertise in natural sciences

**A brief description of the plan(s) to advance sustainability in Purchasing:**

- Conduct a comprehensive account of scope 3 emissions from purchases in order to achieve substantial reductions of these emissions, while offsetting the remaining emissions through quantifiable emissions reductions either from an off-campus project verified by a third-party or through emissions reductions demonstrated by alumni through their impact on the outside world and attributable to a GMC education (Sustainability 2020 Strategic Plan).
- Limit embodied energy and environmental impacts in all food and material purchases on campus to a rate that would not deplete the
The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

- Assessments will take place every two years through quantitative classes such as quantitative environmental assessment.
- The measurable objective will be to make high impact decisions to purchase different products and limit product purchases enough so that the change can clearly be observed in the data.

Accountable parties, offices or departments for the Purchasing plan(s):

- Quantitative Environmental Literacy Faculty

A brief description of the plan(s) to advance sustainability in Transportation:

- Make sustainable transportation options the preferred method of travel among all students, staff, and faculty through increased marketing efforts to promote existing alternatives to single-occupancy vehicles, expanding offerings of alternatives and carrying out programming to make riders feel comfortable using alternatives (Sustainability Plan overseen by sustainability office and campus sustainability council).

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

- Increase ridership on the regional bus service to 1,200 by the end of 2014 (as measured by the Marble Valley Regional Transit Service).
- Increase registrations in Go Vermont’s online ridersharing program to 100 by the end of 2014 as measured by Go Vermont’s database and increase registrations to 25% of the population by 2020.
- Use Zipcar services for the majority of their available time as measured by Zipcar’s data tracking system that tracks the total hours the cars are being used. GMC aims to achieve this goal as soon as possible.

Accountable parties, offices or departments for the Transportation plan(s):

- Sustainability Office
- Student Life Department
- Campus Sustainability Council

A brief description of the plan(s) to advance sustainability in Waste:

- Increase total waste diversion to over 50% overall, and simultaneously limit the amount of divertable material found in the trash to less than 1%, including compost, e-waste and recyclable plastics, metals, papers and glass (Sustainability 2020 Strategic Plan).

The measurable objectives, strategies and timeframes included in the Waste plan(s):

- Increase total waste diversion to over 50% overall, and simultaneously limit the amount of divertable material found in the trash to less than 1%, including compost, e-waste and recyclable plastics, metals, papers and glass (Sustainability 2020 Strategic Plan).
The waste diversion rate is calculated annually by the sustainability office. The objective is to exceed 50% diversion by the year 2020. In the short-term, the goal is to achieve a 3% increase in the diversion rate per year (percentage referring to total waste generated).

The sustainability office and a biology professor experienced in waste management carry-out independent audits of the trash to estimate the percentage of divertable material found in it. Metrics include estimated tonnage and estimated volume. By 2020, GMC aims to find less than 1% divertable material in the trash by weight.

**Accountable parties, offices or departments for the Waste plan(s):**

- Sustainability Office
- Faculty with expertise in waste management
- Campus Sustainability Council

**A brief description of the plan(s) to advance sustainability in Water:**

- The sustainability office aims to ban bottled water on campus, following a student campaign in the fall of 2013 (Sustainability Plan)

**The measurable objectives, strategies and timeframes included in the Water plan(s):**

- The goal will be measured by the number of locations that sell bottled water on campus. When no locations sell bottled water, the goal will be achieved. The sustainability office aims to achieve this goal as soon as possible.

**Accountable parties, offices or departments for the Water plan(s):**

- Sustainability Office
- Business Office
- Chartwells Dining Services

**A brief description of the plan(s) to advance Diversity and Affordability:**

- Grow the social capital on campus and in the region to a level that can adequately sustain system shocks and quickly recover from such shocks, including financial (e.g. economic recessions), natural (e.g. hurricanes), and social (e.g. suicide in the community). In order to accomplish this, a high level of trust and associations within the community is essential, including a robust culture of support for diversity and inclusion (Sustainability 2020 Strategic Plan).
- A diversity and inclusion plan developed by the diversity committee and approved by Cabinet sets specific goals and outlines approaches (Diversity and Inclusion Plan)
- Decrease the gap between tuition costs and financial support enough so that outgoing students are not burdened by an unreasonable amount of debt and so that the College can continue attracting students from all socio-economic demographics regardless of need (Sustainability 2020 Strategic Plan).
- Decrease the gap between the highest paid and lowest paid employees to a level that is perceived by most to be equitable, while also allowing for competitive salaries to attract a highly talented workforce (Sustainability 2020 Strategic Plan).
- Grow total enrollment, the efficiency of revenues to expenses, total net assets, and the primary reserve ratio to a level that will sustain the institution indefinitely into the future and allow us to adequately prepare students to succeed in a world faced with multiple global crises (Sustainability 2020 Strategic Plan).
The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

- General progress toward the diversity and inclusion goals will be measured by a social and human capital survey every two years. The first of these surveys was administered in the spring of 2014.
- Because inclusion is an abstract goal, it is difficult to know when a sufficient amount has been achieved. Therefore, the College aims to increase the general level of inclusion, as estimated in the survey, over time and keep a watchful eye on areas that are not as strong as others, so that strategies can be employed to address weaknesses.
- Diversity goals are to significantly exceed the diversity of Rutland county.
- Each department at the college will be asked to develop a specific approach to increasing diversity and inclusion.
- A range of metrics on affordability are being collected on an annual basis by the Registrar's Office and summarized in the IR report. For a list of the metrics, see the financial capital section of the white paper, which can be found here:


Accountable parties, offices or departments for the Diversity and Affordability plan(s):

- Registrar's Office
- Provost's Office
- Diversity Committee
- Health and Wellness Center
- Sustainability Office

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

- Help every student, staff, and faculty member reach their full human potential on a personal and professional level in order to live a fulfilling life and assist the College in advancing institutional goals. This requires an adequate level of health and well-being, personal development (including skills and knowledge), and grit (persistence). (Sustainability 2020 Strategic Plan).

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

- Progress toward health, well being and personal development will primarily be measured by the social and human capital survey every two years. The first of these surveys was administered in the spring of 2014. Because these are abstract goals, it is difficult to know when a sufficient amount has been achieved. Therefore, the College aims to increase the levels of these items over time and keep a watchful eye on areas that are not as strong as others, so that strategies can be employed to address weaknesses.
- The NSSE and SSI surveys will also provide data indicating the general level of wellbeing and personal development among students.
- Survey questions that address these areas specifically include questions on physical health, mental health, grit, and personal development.

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):
A brief description of the plan(s) to advance sustainability in Investment:

- Divest the endowment from fossil fuels (Sustainability 2020 Strategic Plan).
- Increase investments in holdings with a positive screen, such as Portfolio 21 through a forthcoming ESG or Environmental, Social, and Corporate Governance framework (Sustainability 2020 Strategic Plan & CIR Plan).
- Continue to invest in energy efficiency projects through the green revolving loan fund until the full capacity of the fund is used (Sustainability Plan).

The measurable objectives, strategies and timeframes included in the Investment plan(s):

- Divestment in fossil fuels is measured by the number of holdings in the endowment matching 350.org's list of the 200 largest fossil fuel accounts. In May, 2013, the Board of Trustees voted to divest from these holdings and that process has begun. GMC aims to complete it as soon as possible.
- The metric for investments in positive screens is the % of total investments invested in Portfolio 21 and additionally, the total investments that meet the ESG's criteria. Currently, 15% has been approved for this purpose and over time, the College aims to increase it.
- By 2015, GMC aims to reinvest the remainder of the $30,000 revolving loan fund in additional energy efficiency projects. The long-term objective is to constantly maximize the capability of this fund to invest in renewable energy projects with high returns.

Accountable parties, offices or departments for the Investment plan(s):

- Sustainability Office
- Business Office
- Committee on Investment Responsibility

A brief description of the plan(s) to advance sustainability in other areas:

- Have a strong positive economic impact on the region through hiring, purchasing, job creation, and student-driven economic research and entrepreneurial projects (Sustainability 2020 Strategic Plan).

The measurable objectives, strategies and timeframes included in the other plan(s):

- Every two years, a class will estimate the regional impact the College has on hiring, purchasing, job creation, and entrepreneurialism. The objective is to increase these areas, but there are no specific targets yet.

Accountable parties, offices or departments for the other plan(s):

- Sustainable Business Faculty
The institution’s definition of sustainability:

Our institution-wide strategic plan, Sustainability 2020, calls for us to achieve authentic sustainability by the year 2020. The most basic way to define authentic sustainability is to say that we aim to have a net positive impact on the natural, financial, and social/human capital of our local and global communities. What follows is a narrative explaining the nuances of our definition and then the actual technical definition as it is articulated in our Sustainability 2020 Metrics white paper:

Our starting point in defining sustainability is the well-known definition of sustainability by the Brundtland Commission: “meeting the needs of the present without compromising the ability of future generations to meet their own needs: (WCED, 1987, p. 43). This definition requires us to leave the world better than we found it, or as we put it last year (GMC, 2012): “To achieve authentic sustainability, we must begin to give more than we take in three areas: Natural Capital, Social/Human Capital and Financial Capital.” These capital stocks represent the resources humans have available at any given point in time to support a high quality of life within a healthy biosphere. Sustainability thus requires maintaining or growing these resources over time so that future generations have at least the same capability to thrive that we do.

Narrative of the definition:

This starting definition of sustainability is closely connected with the concept of human well-being, a subject of much research and debate. We have taken a comprehensive approach, incorporating both objective and subjective measures of well-being into our framework.

Before proposing an initial set of six to eight metrics in each of the capital areas, we attempt to define more carefully the notion of authentic sustainability. The fact that our GMC community does not (and should not) exist in a vacuum complicates the task of assessing our progress. We are embedded in unsustainable systems, which are largely beyond our control. These economic, social, and ecological systems constrain our options and limit our ability to achieve some ideals of sustainability. Our aim is to create a practical model for authentic sustainability which can serve as a guide to other communities and organizations. We believe global, social, and economic systems must undergo a profound paradigm shift. Since we cannot predict the dynamics of this shift, our assessment of Green Mountain’s sustainability will inevitably involve multiple uncertainties. To address such uncertainties requires a pragmatic approach: We can only judge our progress based on those outcomes we can control and understand. In defining authentic sustainability in this way, we can still hold ourselves to an objective criterion — creating more good than harm — while allowing for the possibility that outside events and unknown factors may cause global resource stocks to decline.

These considerations have helped us arrive at a more formal definition of authentic sustainability, but they also suggest that assessing our progress will, in the end, require judgment. We propose six guiding principles for our assessment and communication:

- Transparency
- Resilience
- Narrative credibility
- Social justice
- Engaged community
- Ongoing reassessment and improvement

We see achieving such an authentic sustainability not as an endpoint, but rather as a significant milestone on a continuing journey. Ultimately, for us to claim that we have achieved authentic sustainability, we will need to tell a compelling story with integrity. That story is a critical part of the closed-loop process we propose to assess our progress and guide our actions going forward.

Technical definition:

A community C is authentically sustainable during a period t if and only if:

a. the stocks of natural, social, human, and financial capital within C’s control are increasing over t
b. continuing the activities of members of C for multiple generations beyond t will likely further maintain or increase each of these stocks, and
c. during t, C achieves a level of impact on each of these stocks such that if everyone had that impact during t, human society would have the capabilities to thrive for multiple human generations within the carrying capacity of the planet (all else being equal).

**Does the institution’s strategic plan or equivalent guiding document include sustainability at a high level?:**
Yes

**A brief description of how the institution’s strategic plan or equivalent guiding document addresses sustainability:**
Sustainability is the primary focus of the institution's strategic plan. The main objective of the strategic plan reads, "Through innovative education and research, Green Mountain College will achieve authentic sustainability by the end of this decade." All of the specific goals under the overarching goal are also sustainability-related. The plan is structured around five initiatives: building human and social capital, building natural capital, strengthening financial capital, creating adaptive systems and telling our sustainability story. Many of the goals described in this credit are from the strategic plan. Those that aren't directly from the plan are meant to support main objectives in the plan.

**The website URL where information about the institution’s sustainability planning is available:**
Governance

Criteria

Part 1

Institution’s students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution’s governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution’s staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution’s governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution’s faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution’s governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.
And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

Structures or mechanisms adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as they apply and are adhered to by the institution.

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

We are pursuing this credit to the full extent. Data collection is currently in progress.

Is there at least one student representative on the institution’s governing body who was elected by peers or appointed by a representative student body or organization?:

---

A brief description of student representation on the governing body, including how the representatives are selected:

We are pursuing this credit to the full extent. Data collection is currently in progress.

Do students have a formal role in decision-making in regard to the following?:

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing organizational mission, vision, and/or goals</td>
<td>Yes</td>
</tr>
<tr>
<td>Establishing new policies, programs, or initiatives</td>
<td>Yes</td>
</tr>
<tr>
<td>Strategic and long-term planning</td>
<td>Yes</td>
</tr>
<tr>
<td>Existing or prospective physical resources</td>
<td>Yes</td>
</tr>
<tr>
<td>Budgeting, staffing and financial planning</td>
<td>---</td>
</tr>
</tbody>
</table>
Communications processes and transparency practices | Yes
Prioritization of programs and projects | Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

We are pursuing this credit to the full extent. Data collection is currently in progress.

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

---

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

We are pursuing this credit to the full extent. Data collection is currently in progress.

Is there at least one non-supervisory staff representative on the institution’s governing body who was elected by peers or appointed by a representative staff body or organization?:

---

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

We are pursuing this credit to the full extent. Data collection is currently in progress.

Do non-supervisory staff have a formal role in decision-making in regard to the following?:

| Establishing organizational mission, vision, and/or goals | Yes |
| Establishing new policies, programs, or initiatives | Yes |
| Strategic and long-term planning | No |
| Existing or prospective physical resources | Yes |
| Budgeting, staffing and financial planning | --- |
A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

We are pursuing this credit to the full extent. Data collection is currently in progress.

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?

---

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

We are pursuing this credit to the full extent. Data collection is currently in progress.

Is there at least one teaching or research faculty representative on the institution’s governing body who was elected by peers or appointed by a representative faculty body or organization?

---

A brief description of faculty representation on the governing body, including how the representatives are selected:

We are pursuing this credit to the full extent. Data collection is currently in progress.

Do faculty have a formal role in decision-making in regard to the following?

<table>
<thead>
<tr>
<th>Area</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing organizational mission, vision, and/or goals</td>
<td>Yes</td>
</tr>
<tr>
<td>Establishing new policies, programs, or initiatives</td>
<td>Yes</td>
</tr>
<tr>
<td>Strategic and long-term planning</td>
<td>Yes</td>
</tr>
<tr>
<td>Existing or prospective physical resources</td>
<td>Yes</td>
</tr>
<tr>
<td>Budgeting, staffing and financial planning</td>
<td>---</td>
</tr>
</tbody>
</table>
Communications processes and transparency practices | ---

Prioritization of programs and projects | ---

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

We are pursuing this credit to the full extent. Data collection is currently in progress.

The website URL where information about the institution’s governance structure is available:

---
Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit

- Diversity and Equity Coordination
- Assessing Diversity and Equity
- Support for Underrepresented Groups
- Support for Future Faculty Diversity
- Affordability and Access
Diversity and Equity Coordination

Responsible Party

Aaron Witham
Sustainability Coordinator
Sustainability Office

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
- Staff
- Faculty
- Administrators

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student diversity and equity</td>
<td>Yes</td>
</tr>
<tr>
<td>Employee diversity and equity</td>
<td>Yes</td>
</tr>
</tbody>
</table>

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:
The Diversity Committee at Green Mountain College was established in January 2011 to “strengthen, coordinate, and promote programs and activities that support diversity across a range of characteristics.” Comprised of faculty, staff, and student members, the three key areas of the committee’s charge are:

- To assess campus attitudes, procedures, and programs with respect to their impact on diversity and to make recommendations to cabinet for changes that would enhance diversity and a culture of inclusion
- To create and promote campus events, workshops, and programs aimed at building intercultural competence among faculty, staff, and/or students
- To coordinate and document the college’s diversity programs

The full-time equivalent of people employed in the diversity and equity office:

0

The website URL where information about the diversity and equity committee, office and/or officer is available:

http://www.greenmtn.edu/diversity.aspx

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

<table>
<thead>
<tr>
<th>Group</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Yes</td>
</tr>
<tr>
<td>Staff</td>
<td>Yes</td>
</tr>
<tr>
<td>Faculty</td>
<td>Yes</td>
</tr>
<tr>
<td>Administrators</td>
<td>Yes</td>
</tr>
</tbody>
</table>

A brief description of the cultural competence trainings and activities:

Safe(r) Zone training is offered to all students, staff, and faculty at least once per year. Participants can become Safe(r) Zone certified and take home packets of information. Additionally, offices can become certified and place stickers prominently to display that the office is a safe(r) zone.

The website URL where information about the cultural competence trainings is available:

---
Assessing Diversity and Equity

Responsible Party

Aaron Witham
Sustainability Coordinator
Sustainability Office

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups

2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution

3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution

4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

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

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate assessment(s):

The biennial social and human capital survey given to students, staff, and faculty assesses campus climate around diversity and equity by asking participants to indicate the extent to which they agree with the following statements:

1) Green Mountain College demonstrates a strong commitment to incorporating diversity awareness into the curriculum.
2) Diverse perspectives are encouraged at GMC.
3) GMC’s goals of creating diverse learning and social communities are clear.
4) GMC demonstrates a commitment to social justice.

Participants are also asked to indicate how much respect they see for the following types of diversity within the GMC community:

1) Race
2) Gender
3) Sexual Identity
4) Religious Beliefs
5) Socioeconomic Status
6) Ethnicity
7) Physical or Developmental Ability
8) Political Views

Has the institution assessed student diversity and educational equity?:
Yes

A brief description of the student diversity and educational equity assessment(s):

In addition to the questions above, the social and human capital survey also asks participants to indicate the extent to which they agree with the following statements:

1) The strategies used by GMC to create a diverse living and learning environment are effective.
2) My experiences at GMC have helped me develop an appreciation for multicultural perspectives.
3) There is a strong sense of respect for diversity across the GMC community.
4) I think that people at GMC with perspectives, religious traditions, and cultural activities different than my own are able to express themselves freely and feel included.
5) My experiences at GMC have allowed me to feel comfortable expressing my creativity.
6) I feel comfortable participating in my cultural/religious traditions at GMC.
7) I think that the diversity I bring to the College is appreciated.

Participants are also asked to indicate how much diversity they see within the GMC community across the following areas, as well as the extent that the GMC community is inclusive of the following types of diversity:

1) Race
2) Gender
3) Sexual Identity
4) Religious Beliefs
5) Socioeconomic Status
6) Ethnicity
7) Physical or Developmental Ability
8) Political Views

Finally, participants are asked, in an open-ended question, if they are aware of any particular groups that struggle to be included at GMC.

Has the institution assessed employee diversity and employment equity?:
Yes

A brief description of the employee diversity and employment equity assessment(s):

The social and human capital survey is also given to employees and asks participants to indicate the extent to which they agree with the following statements:

1) The strategies used by GMC to create a diverse living and learning environment are effective.
2) My experiences at GMC have helped me develop an appreciation for multicultural perspectives.
3) There is a strong sense of respect for diversity across the GMC community.
4) I think that people at GMC with perspectives, religious traditions, and cultural activities different than my own are able to express themselves freely and feel included.
5) My experiences at GMC have allowed me to feel comfortable expressing my creativity.
6) I feel comfortable participating in my cultural/religious traditions at GMC.
7) I think that the diversity I bring to the College is appreciated.
themselves freely and feel included.
5) My experiences at GMC have allowed me to feel comfortable expressing my creativity.
6) I feel comfortable participating in my cultural/religious traditions at GMC.
7) I think that the diversity I bring to the College is appreciated.

Participants are also asked to indicate how much diversity they see within the GMC community across the following areas, as well as the extent that the GMC community is inclusive of the following types of diversity:
1) Race
2) Gender
3) Sexual Identity
4) Religious Beliefs
5) Socioeconomic Status
6) Ethnicity
7) Physical or Developmental Ability
8) Political Views

Finally, participants are asked, in an open-ended question, if they are aware of any particular groups that struggle to be included at GMC.

**Has the institution assessed diversity and equity in terms of governance and public engagement?:**

Yes

**A brief description of the governance and public engagement assessment(s):**

The social and human capital survey also covers governance and public engagement. Respondents are asked to indicate the extent to which they agree with the following statements:

1) GMC is committed to a collaborative conflict resolution process that includes diverse perspectives.
2) I have felt that my perspectives have been included in the decision making processes at GMC when I wanted them to be.
3) I have been actively trying to participate in the decision making processes at GMC.

Respondents are also asked how much they think each of the following groups are taken into account when decisions are made at GMC?

1) Board of Trustees
2) Administration
3) Faculty
4) Staff
5) Students
6) Members of the general Poultney Community

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

Support for Underrepresented Groups

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in PA 7: Support for Future Faculty Diversity.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

Submission Note:

We are pursuing this credit to the full extent. Data collection is currently in progress.

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

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

---

A brief description of the programs sponsored by the institution to support underrepresented groups:

We are pursuing this credit to the full extent. Data collection is currently in progress.

The website URL where more information about the support programs for underrepresented groups is available:

---

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

A brief description of the institution’s discrimination response policy, program and/or team:

We are pursuing this credit to the full extent. Data collection is currently in progress.

The website URL where more information about the institution’s discrimination response policy, program and/or team is available:
Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:
Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:
Yes
Support for Future Faculty Diversity

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

Submission Note:

We are pursuing this credit to the full extent. Data collection is currently in progress.

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

---

A brief description of the institution’s programs that help increase the diversity of higher education faculty:

We are pursuing this credit to the full extent. Data collection is currently in progress.

The website URL where more information about the faculty diversity program(s) is available:

---
Affordability and Access

Criteria

**Part 1**

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution’s faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

**Part 2**

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

A. The percentage of entering students that are low-income

B. The graduation/success rate for low-income students

C. The percentage of student financial need met, on average

D. The percentage of students graduating with no interest-bearing student loan debt

Submission Note:

We are pursuing this credit to the full extent. Data collection is currently in progress.

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

**Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:** Yes

**A brief description of any policies and programs to minimize the cost of attendance for low-income students:**

We are pursuing this credit to the full extent. Data collection is currently in progress.

**A brief description of any programs to equip the institution’s faculty and staff to better serve students from**
low-income backgrounds:

We are pursuing this credit to the full extent. Data collection is currently in progress.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

We are pursuing this credit to the full extent. Data collection is currently in progress.

A brief description of the institution's scholarships for low-income students:

We are pursuing this credit to the full extent. Data collection is currently in progress.

A brief description of any programs to guide parents of low-income students through the higher education experience:

We are pursuing this credit to the full extent. Data collection is currently in progress.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

We are pursuing this credit to the full extent. Data collection is currently in progress.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

We are pursuing this credit to the full extent. Data collection is currently in progress.

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

We are pursuing this credit to the full extent. Data collection is currently in progress.

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

We are pursuing this credit to the full extent. Data collection is currently in progress.

Does the institution have policies and programs in place to support non-traditional students?:

Yes

A brief description of any scholarships provided specifically for part-time students:
We are pursuing this credit to the full extent. Data collection is currently in progress.

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

We are pursuing this credit to the full extent. Data collection is currently in progress.

A brief description of other policies and programs to support non-traditional students:

We are pursuing this credit to the full extent. Data collection is currently in progress.

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Yes

Indicators that the institution is accessible and affordable to low-income students:

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Percentage (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The percentage of entering students that are low-income</td>
<td>---</td>
</tr>
<tr>
<td>The graduation/success rate for low-income students</td>
<td>---</td>
</tr>
<tr>
<td>The percentage of student financial need met, on average</td>
<td>---</td>
</tr>
<tr>
<td>The percentage of students graduating with no interest-bearing student loan debt</td>
<td>---</td>
</tr>
</tbody>
</table>

The percentage of students that participate in or directly benefit from the institution’s policies and programs to support low-income and non-traditional students:

---

The website URL where information about the institution's affordability and access programs is available:

---
Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution’s people define its character and capacity to perform; and so, an institution’s achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Compensation</td>
</tr>
<tr>
<td>Assessing Employee Satisfaction</td>
</tr>
<tr>
<td>Wellness Program</td>
</tr>
<tr>
<td>Workplace Health and Safety</td>
</tr>
</tbody>
</table>
Employee Compensation

Criteria

Part 1

Institution’s employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or “living wage”) standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution’s employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.

2. A sustainable compensation standard that is in use in the institution’s locality. The standard may be formal (e.g. a “living wage” ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).

3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.

- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

Submission Note:

Data collection is currently in progress.
Number of employees:
---

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:
---

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:
---

Number of employees of contractors working on campus:
---

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:
---

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Data collection is currently in progress.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:
---

Number of staff and faculty that receive sustainable compensation:
---

Number of employees of contractors that receive sustainable compensation:
---

A brief description of the standard(s) against which compensation was assessed:

Data collection is currently in progress.

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid regular, full-time employees:

Data collection is currently in progress.
A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid regular, part-time employees:

Data collection is currently in progress.

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid temporary (non-regular) staff:

Data collection is currently in progress.

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid temporary (non-regular, adjunct or contingent) faculty:

Data collection is currently in progress.

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid student employees (graduate and/or undergraduate, as applicable):

Data collection is currently in progress.

The local legal minimum hourly wage for regular employees:

---

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

---

Does the institution offer a socially responsible investment option for retirement plans?:

---

The website URL where information about the institution’s sustainable compensation policies and practices is available:

---
Assessing Employee Satisfaction

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

Submission Note:

We are pursuing this credit to the full extent. Data collection is currently in progress.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

---

A brief description of the institution’s methodology for evaluating employee satisfaction and engagement:

We are pursuing this credit to the full extent. Data collection is currently in progress.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

We are pursuing this credit to the full extent. Data collection is currently in progress.

The year the employee satisfaction and engagement evaluation was last administered:

2,014

The website URL where information about the institution’s employee satisfaction and engagement assessment is available:

---
Wellness Program

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
- Staff
- Faculty

Submission Note:

We are pursuing this credit to the full extent. Data collection is currently in progress.

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

<table>
<thead>
<tr>
<th>Group</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>---</td>
</tr>
<tr>
<td>Staff</td>
<td>---</td>
</tr>
<tr>
<td>Faculty</td>
<td>---</td>
</tr>
</tbody>
</table>

A brief description of the institution’s wellness and/or employee assistance program(s):

We are pursuing this credit to the full extent. Data collection is currently in progress.

The website URL where information about the institution's wellness program(s) is available:

---
Workplace Health and Safety

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See Sampling and Data Standards, below, for further guidance on reporting injuries and disease cases.

Submission Note:

We are pursuing this credit to the full extent. Data collection is currently in progress.

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

Please enter data in the table below:

<table>
<thead>
<tr>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of reportable workplace injuries and occupational disease cases</td>
<td>---</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>---</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Year</td>
<td>---</td>
</tr>
<tr>
<td>Baseline Year</td>
<td>---</td>
</tr>
</tbody>
</table>
A brief description of when and why the workplace health and safety baseline was adopted:

We are pursuing this credit to the full extent. Data collection is currently in progress.

A brief description of the institution’s workplace health and safety initiatives:

We are pursuing this credit to the full extent. Data collection is currently in progress.

The website URL where information about the institution’s workplace health and safety initiatives is available:

---
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee on Investor Responsibility</td>
</tr>
<tr>
<td>Sustainable Investment</td>
</tr>
<tr>
<td>Investment Disclosure</td>
</tr>
</tbody>
</table>
Committee on Investor Responsibility

Responsible Party

Robert Gould
Vice President for Enrollment Management and Acting Vice President for Finance & Administration
Admissions

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution’s investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:

Yes

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

Formed in spring 2010, the Socially Responsibility Investment Advisory Committee (SRIAC) recommended that the Investment Committee of the Board of Trustees approve an initial investment equal to 10% of GMC's current endowment portfolio in a Socially Responsible Investment fund. The board approved this investment and added an additional 5% the following year.

The SRIAC committee charge is as follows:

Review the College’s investment portfolio and provide recommendations regarding socially responsible investment initiatives to the Investment Committee of the Board of Trustees.

The SRI Advisory Committee is chaired by the chief financial officer of the College and consists of up to two well-qualified students appointed by student senate and one faculty member appointed by the FCEB and approved by the provost.
The committee meets four times per year, once at the beginning of each semester and once toward the end of each semester, unless additional meetings are necessary. They review quarterly returns from the investment portfolio and changes in the portfolio. On the basis of this review, they make recommendations to the Investment Committee of the Board of Trustees for action. These recommendations may relate to proxy voting, increased transparency of the portfolio, divestment of certain securities, or positive and negative screening of investments.

The SRI Committee’s objective is to assist the College in making investment decisions that reflect its environmental mission. In the case that SRI returns are not equal to or exceed non-SRI returns, alternative SRI funds are suggested.

The SRI Committee’s deliberations are guided in part by best practices in socially responsible investing, as identified by the Sustainable Endowments Institute and AASHE’s sustainability tracking and rating system’s investment section. The recommendations are made public knowledge through the College newspaper, presentations, or a branch of the College website.

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

Robert Gould, Vice President for Enrollment, Finance and Operations, Green Mountain College

Frank Pauzé, Professor of Business and Economics, Director of the Resort and Hospitality Management Program

Lauren Buss, Student Senate Appointee

Shannon Saulsbury, Student Senate Appointee

Examples of CIR actions during the previous three years:

The committee recommended the Socially Responsible Investment Fund be increased to 15% of the endowment in FY 2011.

In 2013 the committee recommended that the College divest from 200 publicly-traded companies which hold most of the world’s known coal, oil, and gas reserves at its May 10 meeting. In May 2013, the Green Mountain College board of trustees approved this divestment. The proposal to divest in fossil fuels resulted from a collaboration between student groups, including Divest GMC, and the College administration. Students in Divest GMC hosted a “teach-in” which included an interview with author and environmentalist Bill McKibben, a long-time friend of the College. In response to the board’s decision McKibben said “I’m delighted Green Mountain College has taken a leadership role in this important issue. GMC has long had a great reputation for environmental studies. Now they’ve demonstrated that it’s a core part of their value. What leadership!”

Now the committee is working on creating an ESG (A positive shielding screen that includes Environmental, Social, and Governance criteria). This screen would be applied to all investments. Part of the ESG will be dedicated to institutional aid.

In addition to the CIR’s actions, the Campus Sustainability Council continues to actively manage the green revolving loan fund. In the last three years, the Council has implemented three investment projects: 1) A replacement of all 80 outdoor lamp posts with LEDs, construction of a 5.8 kW solar charging station, and a renovation of the Two Editor’s Inn (A College-owned residence used to house guests) to be a model for residential energy efficiency.

The website URL where information about the CIR is available:

http://sustainability.greenmtn.edu/leadership/social_responsibility/investment.aspx
Sustainable Investment

Responsible Party

Robert Gould
Vice President for Enrollment Management and Acting Vice President for Finance & Administration
Admissions

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).

- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company’s social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company’s sustainability performance.

- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.

- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).

- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.

- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)

- Uses its sustainable investment policy to select and guide investment managers

- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years

- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years
• Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
• Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

Submission Note:
The endowment snapshot here is from June 30th, 2013 and is intended to represent the performance year, FY 2013. The socially and environmentally responsible investment totals shown under value of holdings are not equivalent to the 15% that the SIR approved for investment in FY 2011. This is because the funds have grown at different rates and they are not actively managed by the College. The investments are based on an index, so the College is considered a passive manager. However, next year GMC intends to adjust the accounts so that over 20% will be positive investments, and all investments will meet the forthcoming ESG guidelines.

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

Total value of the investment pool:
3,286,409.33 US/Canadian $

Value of holdings in each of the following categories:

<table>
<thead>
<tr>
<th>Value of Holdings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainable industries (e.g. renewable energy or sustainable forestry)</td>
</tr>
<tr>
<td>Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)</td>
</tr>
<tr>
<td>Sustainability investment funds (e.g. a renewable energy or impact investment fund)</td>
</tr>
<tr>
<td>Community development financial institutions (CDFIs) or the equivalent</td>
</tr>
<tr>
<td>Socially responsible mutual funds with positive screens (or the equivalent)</td>
</tr>
<tr>
<td>Green revolving loan funds that are funded from the endowment</td>
</tr>
</tbody>
</table>

A brief description of the companies, funds, and/or institutions referenced above:
In FY 2011, Green Mountain College invested approximately 15% of the College's $3 million endowment in Portfolio 21, an environmentally screened global equity mutual fund. It is a fund that uses positive and negative screens, searching for companies that uphold environmental practices and excluding those that do not meet their criteria.

“Portfolio 21 invests only in companies that are integrating intelligent and forward-thinking environmental strategies into their overall business planning. We designed Portfolio 21 to address the ecological risks and opportunities of the investment process in the 21st century” (www.portfolio21.com)

The CIR is now creating an ESG (Environmental Social Governance screen) to apply to all investments. This may result in growing the holdings in Portfolio 21, or it may go beyond Portfolio 21. Either way, the ESG will help identify indexed funds that match positive criteria.

Does the institution have a publicly available sustainable investment policy?:
Yes

A copy of the sustainable investment policy:
---
The sustainable investment policy:
The current policy is available at the following url:

http://www.greenmtn.edu/administration/business_office/our-endowment.aspx

. The new policy will take the form of the ESG and is not yet finished. When it is finished, it will also be publicly available.

Does the institution use its sustainable investment policy to select and guide investment managers?:
Yes

A brief description of how the policy is applied, including recent examples:

GMC currently using Portfolio 21 and the revolving loan fund to guide positive investments, but soon the ESG will guide all investments. The investment manager will have to sign off on investments, indicating compliance with the ESG. These investments will be reviewed annually and the Board of Trustees will have to approve of them.

Does the institution's sustainable investment policy include negative screens?:
Yes

A brief description of the negative screens and how they have been implemented:
In May 2013, the Board of Trustees voted to divest from fossil fuel companies following 350.org's list of the 200 largest holders of fossil fuel assets. These holdings represented approximately 1.6% of the total endowment. Therefore, even though the negative screen applied to all investments, it only affected approximately 1.6%.

Approximate percentage of the endowment that the negative screens apply to:

100

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

No

A copy of the proxy voting guidelines or proxy record:

---

A brief description of how managers are adhering to proxy voting guidelines:

---

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

Given how small GMC's endowment is, it's not cost-effective to engage closely with corporations because of the small amount of holdings in any given company. Besides the recent divestment action and the forthcoming ESG, the College maintains passive management over its endowment funds.

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

Yes

A brief description of the investor networks and/or collaborations:

GMC Board of Trustee member Anthony Cortese co-chaired the steering committee for the Intentionally Designed Endowment Conference, which took place in Cambridge, MA in 2014. GMC's CFO Robert Gould and Treasurer of the Board of Trustees Catherine Parker attended the conference to share ideas about sustainable investing. The outline of the conference was as follows:

Intentionally Designed Endowment Conference

Intentionally Designed Endowment: Aligning Your Investment Portfolio with your Environmental, Social, and Governance Goals
Hampshire College and Second Nature organized and hosted a conference on intentionally designed endowments, held April 3-4 in Cambridge, MA.

Attended by 115 college, university, and private foundation leaders, “Intentionally Designed Endowment: Aligning Your Investment Portfolio with Your Environmental, Social and Governance Goals” provided an opportunity to explore how endowment can be positioned to create a more just, healthy, and sustainable society.

The conference was designed to engage participants in developing strategies, resources, and support networks that will assist them going forward and to encourage participation by a larger group of institutions.

Keynote speakers were:

Robert Litterman, chairman of the Risk Committee and Academic Advisory Board at Kepos Capital LP (and who was on April 7 elected chair of the Commonfund Board of Trustees).

White House staff member Jonathan Greenblatt, special assistant to the president and director of the office of social innovation and civic participation in the Domestic Policy Council.

Hampshire and Second Nature developed the conference to provide education and support to assist higher education leaders in communicating and working with various interested stakeholders including student groups such as the fossil fuel divestment movement.

Second Nature's mission is to create a sustainable society by transforming higher education. More »

http://www.secondnature.org/

Hampshire College has long been recognized as an institution that holds social responsibility and sustainability as core values. In December 2011 the College adopted a new environmental, social, and governance investing policy that is considered among the most forward-looking and comprehensive investment policies in the country.

Steering Committee

Co-Chairs
Anthony Cortese, senior fellow, Second Nature
Jonathan Lash, President, Hampshire College

Dan Apfel, executive director, Responsible Endowments Coalition
Chris Davis, director, Investor Programs, Ceres
David Dinerman, COO/CFO, Zomazz, Hampshire College Trustee
Ellen Dorsey, executive director, Wallace Global Fund
David Hales, president and CEO of Second Nature
Stewart Hudson, executive director, Audubon Connecticut
iPeter Kinder, Independent SRI consultant, former co-founder of KLD Investment Research, Inc.
Amanda King, director of sustainability and special advisor to the president at Bentley University
Alex Lamb, senior consultant in Ernst & Young LLP’s Climate Change and Sustainability Services practice, and Hampshire alum (99F)
Mark Orlowski, executive director, Sustainable Endowments Institute
Jonathan Scott, partner, Veritable LP, former Hampshire College Trustee
Barbara Simonetti, president, Meetings That Matter
Sue Tierney, chairman of Climate Works
Planning Team
Georges Dyer, strategic advisor at Second Nature and principal of Greenland Enterprises
Maryelizabeth Fahey, executive assistant to the board and to the chief of staff, Hampshire College
Danielle Faris, event management consultant, Yellow Chair
Michele Madia, director of sustainability financing and policy, Second Nature
Joanna Olin, chief of staff to the President, Hampshire College
Beth Ward, secretary of the College, Hampshire College

Contact Information
Joanna Olin, chief of staff, office of the President, Hampshire College

jlcPR@hampshire.edu

413.559.5521

Tony Cortese, senior fellow, Second Nature

acortese@secondnature.org

617.549.4736

The website URL where information about the institution's sustainable investment efforts is available:
http://www.greenmtn.edu/administration/business_office/our-endowment.aspx
Investment Disclosure

Responsible Party

Robert Gould
Vice President for Enrollment Management and Acting Vice President for Finance & Administration
Admissions

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Does the institution make a snapshot of its investment holdings available to the public?:
Yes

The percentage of the total investment pool included in the snapshot of investment holdings:
100

A copy of the investment holdings snapshot:
---

The website URL where the holdings snapshot is publicly available:
http://www.greenmtn.edu/administration/business_office/our-endowment.aspx
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.

<table>
<thead>
<tr>
<th>Credit</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation 1</td>
<td></td>
</tr>
<tr>
<td>Innovation 2</td>
<td></td>
</tr>
<tr>
<td>Innovation 3</td>
<td></td>
</tr>
<tr>
<td>Innovation 4</td>
<td></td>
</tr>
</tbody>
</table>
Innovation 1

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution’s region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Submission Note:
Please note that this project greatly exceeds what's required of OP-16 Life Cycle Cost Analysis. Whereas OP-16 is focused on energy and water impacts of purchases, this project includes the following for all purchases and the results will be used by the strategic plan steering committee in pursuit of the goal of authentic sustainability:
Ozone Depletion
Global Warming
Acidification
Carcinogenicity
Noncarcinogenicity
Criteria Air Pollutants
Eutrophication
Smog Formation
Ecotoxicity
Fossil Fuel Use
Habitat/T&E Species
Water Use

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

**Title or keywords related to the innovative policy, practice, program, or outcome:**
Supply Chain Impact Assessment of All Purchases on a Range of Environmental Indicators

**A brief description of the innovative policy, practice, program, or outcome:**

In academic year 2012-2013, Green Mountain College resolved that it would estimate the indirect ecological impacts of its purchases of goods and services. Climate impacts associated with its purchases would be assessed by estimating the embodied greenhouse gases in purchases. A suite of other indirect ecological impacts would also be assessed and placed into a multicriteria framework that would weight impacts based on scientific knowledge and community values.

The first stage of this assessment took place in the fall semester of 2013. Kenneth Mulder’s Economics of the Environment class surveyed all of the college purchases of goods and services. Out of $14.04 million in purchases, $11.81 million were assessed directly. The remaining $2.23 million, generally small purchases of under $200, were assessed through a sampling procedure. Through this process, all of the college purchases of goods and services were assigned to SIC codes for 2002. Purchases by sector were then entered in an environmental input-output life cycle analysis model developed at Carnegie Mellon (www.eiolca.net), a tool which uses an integrated ecological-economic model to estimate various ecological impacts of economic production based on purchases.

The preliminary results were then interpreted by students with three goals in mind. First was to understand the general nature of the impacts and to give meaning to the numbers. This occurred by researching direct impacts of the particular ecological flow (e.g. impacts of cancer-causing emissions) or by looking at comparable impacting activities (e.g. smoking cigarettes). Second, students looked for areas of ecological impact where the college impacts were particularly high relative to global and national norms. Finally, students used the data to determine what sectors of purchases at the College were most impacting and therefore might be targets for impact reduction. During spring of 2014, the preliminary results will be checked and verified, and stakeholders at the college will engage in a conversation about how to proceed. Key questions include whether to utilize a more current model (there tend to be large time lags in the data inherently), how to proceed with the multicriteria analysis, and how to automatize the system to increase data quality and reduce
associated workload. Once the data has been properly assessed and verified, the College will begin to explore options to reduce and/or remediate impacts including potentially striving to account for Scope III carbon emissions in the ACUPCC climate neutrality goals.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The analysis will allow the College to begin minimizing its purchasing impacts across the following wide range of indicators:
Ozone Depletion
Global Warming
Acidification
Carcinogenicity
Noncarcinogenicity
Criteria Air Pollutants
Eutrophication
Smog Formation
Ecotoxicity
Fossil Fuel Use
Habitat/T&E Species
Water Use

A letter of affirmation from an individual with relevant expertise:

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

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</table>

**Other topic(s) that the innovation relates to that are not listed above:**
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**The website URL where information about the innovation is available:**
---
Innovation 2

Responsible Party

Aaron Witham
Sustainability Coordinator
Sustainability Office

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution’s region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

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For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Submission Note:
Title or keywords related to the innovative policy, practice, program, or outcome:
Sustainable Forests, Sustainable Communities: Assessing the Impacts of a Community-Scale Wood-to-Energy Project

A brief description of the innovative policy, practice, program, or outcome:

In the spring of 2013, students in Assistant Professor Sarah Mittlefehldt’s Forest Policy and Management class crafted preliminary recommendations to the College about ways to measure and assess the impacts of our biomass facility on natural, economic, and social/cultural systems in the surrounding region. Results from this class project, entitled "Sustainable Forests, Sustainable Communities: Assessing the Impacts of a Community-Scale Wood-to-Energy Project in Poultney, Vermont", helped the College to work toward its goal to “systematically build human and social capital of GMC and the region” as outlined in the Sustainability 2020 Strategic Plan.

Throughout the semester, students explored different ways in which Green Mountain College’s biomass plant potentially affects local forests and the communities that depend on them. As part of this service-learning project, students worked in teams to explore one of the following three questions: 1) What impact does the College’s biomass plant have on regional biodiversity and ecosystem health? 2) What are the economic impacts of the College’s biomass plant in Rutland County and the local region? 3) What impact does the College’s biomass plant have on social capital in the region? These questions were directly tied to different parts of the Sustainability 2020 Metrics Framework. Students in the class worked on refining and honing ways to systematically measure and assess various impacts of our biomass plant on natural, economic, and social capital stocks in the coming years.

Students first worked individually to write an annotated bibliography and developed an extensive literature on a more finely honed research question related to their broader topic (impacts on regional biodiversity and ecosystem health; economic impacts; or socio-cultural impacts). For example, one student in the ecological dimensions group researched potential impacts on local soil resources, while a student in the socio-cultural group examined how public perceptions and attitudes towards biomass energy might affect GMC’s standing in the community. As part of their research, students learned how to conduct semi-structured interviews with regional stakeholders and experts to gain a deeper understanding of their topic. These interviews provided some preliminary data on how the Poultney Woodshed Project and how the College’s sourcing of local biomass has affected the local economy and community perceptions about the College’s decisions. Then, working in teams, students compiled their research results into a coherent public presentation around their shared topic. They will present their research at a public forum at the end of the semester. Each group also crafted recommendations to the College about how it should systematically measure and assess the impacts of the biomass facility. This project provided important learning opportunities for students to connect their in-class learning to an issue that has both immediate applications and global implications.

For more information, contact:

Sarah Mittlefehldt
Assistant Professor of Environmental Studies
Green Mountain College
One Brennan Circle
Poultney, VT 05764
A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

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A letter of affirmation from an individual with relevant expertise:

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

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<td>Topic</td>
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Other topic(s) that the innovation relates to that are not listed above:
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The website URL where information about the innovation is available:
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Innovation 3

Responsible Party

Aaron Witham
Sustainability Coordinator
Sustainability Office

Criteria

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The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.
Title or keywords related to the innovative policy, practice, program, or outcome:
Alumni Impact Survey

A brief description of the innovative policy, practice, program, or outcome:

When developing metrics to measure progress toward the College's new strategic plan of achieving authentic sustainability, the Sustainability 2020 task force decided that alumni impact was an important measure of the value of a GMC education. The full value of an education is not realized until students go out into the world and begin living a lifestyle affected by their education and working jobs that make a positive impact based on the lessons they learned in the classroom.

In order to begin measuring how a GMC education affects graduates and how those graduates impact the world, the task force added 13 questions to the annual alumni survey. The alumni survey is given to students one year, three years, and ten years out. Questions ranged from items asking for the square footage of their homes, their primary modes of transportation, their eating practices, and their waste disposal practices to questions asking about the average number of hours they spend deliberately enhancing the social fabric of their communities and their ability to cover their monthly financial expenses.

This year's alumni survey will serve as a baseline for measuring future progress. The task force hopes that as steps are taken to enhance the GMC community's social, financial, and natural capital, the positive impact of a GMC education will also increase.

The full list of survey questions include the following:

III. SUSTAINABILITY EDUCATION IMPACT QUESTIONS
1. For the majority of days per week, what mode do you use to travel to your primary occupation, whether it be work, school, or other?
2. Approximately how many hours do you fly each year?
3. What is the approximate size of your home?
4. How many people reside in your home for a majority of the year?
5. How many of your meals per week include meat?
6. What percentage of your food is grown within 250 miles and/or certified organic?
7. In your paid work and volunteer time, how many hours per week, total, do you spend deliberately enhancing the social fabric of a community?
8. To what extent do you feel your life’s activities (work, co-curricular, etc.) are meaningful?
9. To what extent are you financially able to cover your monthly expenses?
10. To what extent do you feel connected with your community?

Please check all that apply
Check if you…
- Recycle regularly?
- Compost your food scraps regularly?
- Have a home vegetable garden?
- Purchase local, organic, and/or fair trade for at least one quarter of your total purchases?
- Spend over $10,000 per year on non-work related items such as vacations, electronics for leisure, extra clothing, or other items that do not include basic food, shelter, transportation and clothing?
- Acquire a majority of your electricity from a renewable energy source such as wind, solar, geothermal, or biomass?
- Acquire a majority of your heat and hot water from a renewable energy source such as solar, passive solar, geothermal, wood, or other biomass?
- Live in a home made primarily from sustainably-certified materials and/or materials sourced locally from within 250 miles?
IV. POST GRADUATION REFLECTION
1. How much has the environmental mission of GMC, as reflected in the Environmental Liberal Arts program, affected your life or your current pursuits?
2. If it has, can you give an example?

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Preliminary baseline data from the 2012 class indicate that 43% of graduates spend more than 10 hours per week deliberately enhancing the social fabric of their communities and 72% report that their lives reflect the College's environmental mission.

A letter of affirmation from an individual with relevant expertise:


Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

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<td>Investment</td>
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**Other topic(s) that the innovation relates to that are not listed above:**

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

http://sustainability.greenmtn.edu/living_learning/beyond_classroom/student_activism.aspx
Innovation 4

Responsible Party

Aaron Witham
Sustainability Coordinator
Sustainability Office

Criteria

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Title or keywords related to the innovative policy, practice, program, or outcome:
Thanks & Giving

A brief description of the innovative policy, practice, program, or outcome:
The Thanks & Giving program wedded the College and the Town in a collaborative effort to build social capital among the community and lay the groundwork for countless projects and partnerships. The planning of the event involved a team of 20 students working with various community leaders to identify problems in the community and on campus that could be addressed by extensive volunteer service. Unlike many service events, this one made it possible for community members to work on the campus at the same time that students could work in the town. Furthermore, the event represented more than a day of service and therefore exceeds the requirements for all other related STARS credits.

The event embodied a full integration of College and Town, starting with a community breakfast on Main Street served by college students, followed by several hours of service, followed by a community lunch at another location with local high school students, followed by more service, and culminating in a community dinner at the campus dining hall. Service efforts including clearing trails, cleaning out college storage closets, picking up litter from natural areas, painting, volunteering at the food shelf and senior center and many other activities. The meals were served in a festive environment to cultivate celebration and stimulate bonding between groups.

The program supported advancement of the town-wide effort to build the vibrancy of the community called Poultney 2020, which is a critical element of the College's strategic plan. It is meant to provide a venue to cultivate long-term partnerships and collaborations beyond normal town-gown relations. The collaborations are meant to be deep and long-lasting, resulting in accomplishment of large, shared community goals, as well as building a strong base of social capital. The first set of goals, established democratically by community meetings leading up to the event, include establishment of a downtown public park, revitalization and promotion of an extensive recreational trail system, creation of a localvore restaurant, and creation of a community organization for the arts. Moreover, the process allows for other spontaneously generated collaborations not dictated by a specific town-gown agenda.

As a follow-up to Thanks & Giving day, which took place in the fall of 2013, there will be a Green Up and Celebrate Poultney day on May 3rd, 2014. The event will consist of a town wide cleanup for most of the day, culminating in a large celebration from 2:00 to 5:00 pm with live music, free food, displays from all four project-oriented groups, running games, activities for kids, and a long list of artistic workshops and performances.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):
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A letter of affirmation from an individual with relevant expertise:
GMC Innovation Credit Letter Pyles-1.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

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