University of Montana

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

Co-Curricular Education

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

From the institution:

The University of Montana rocks in co-curricular education! Achieving all points available in this category, UM sets the standard in the region for student engagement in sustainability, from peer-to-peer education to themed housing.

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Criteria

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

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

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

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

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

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

14,493

Program name (1st program):

UM Eco-Rep Program

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

975

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

The Eco-Rep Program aims to integrate sustainability-focused activities into dorm life through a variety of events, informational handouts, and discussions. Students learn to use the bus system, recycle, conserve energy and water, and participate in community events.

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

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Students apply to be Eco-Reps and receive a stipend for their work. Notice of the programs and open application periods come through Residence Life and UM student government.

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

Eco-reps are trained by one faculty representative and the student government sustainability coordinator. UM has a handbook for the Eco-Rep Program to share ideas and give guidance. Additionally, student Eco-Reps are encouraged and coached to develop their own ideas into activities for residents.

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

Faculty from the Climate Change Studies program and the Sustainability Coordinator from UM's student government support and supervise the program. The Eco-Reps are given stipends for their work from the student-funded revolving energy loan fund called Kress Revolving Energy Loan Fund.

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


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

ASUM Sustainability Center

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

14,493

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

The Associated Students of the University of Montana (ASUM) supports a Sustainability Center directed by a student Sustainability Coordinator. The student Sustainability Coordinator provides information and outreach campus-wide, to all students. Activities include educational programs, tabling at events, internships, supervision of the EcoRep program, campaign development and implementation, and student engagement with the Kress Revolving Energy Loan Fund.

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

Graduate students apply for the position of Sustainability Coordinator. A panel of staff, faculty and students select the coordinator.

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

ASUM Sustainability Coordinators attend the annual AASHE conference and gain on-the-job training with the University Sustainability Coordinator.

**A brief description of the staff and/or other financial support the institution provides to the program (2nd program):**
The position of ASUM Sustainability Coordinator is a paid position and is supported by faculty and staff.

The website URL for 2nd program:
http://life.umt.edu/asum/asum_agencies/Sustainability_Center/default.php

Program name (3rd program):

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

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

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

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

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

The website URL for 3rd program:

Program name (All other programs):

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

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

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

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

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The website URL for all other programs:

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**Student Sustainability Outreach Campaign**

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**Responsible Party**

Cherie Peacock  
Sustainability Coordinator  
Office of Sustainability

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**Criteria**

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

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

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

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

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

The following impacts are not sufficient for this credit:

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

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

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

Yes

**The name of the campaign(s):**

Use Your Power Wisely

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

The Use Your Power Wisely campaign was focused on motivating the campus community to become aware of their carbon footprint and to take actions to reduce it. An all residence hall competition encouraged students to conserve energy and water as well as reduce waste by recycling. Newspaper ads, banners, social media, and one-to-one contact created awareness and enthusiasm for the competition.
A brief description of the measured positive impact(s) of the campaign(s):

Data on energy and water use was collected and shared with residents of the halls to generate feedback. Most halls reduced consumption and the winning residence hall was celebrated.

The website URL where information about the sustainability outreach campaign(s) is available:
Sustainability in New Student Orientation

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

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

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

The new student orientation at the University of Montana included the following activities, which taken together amount to prominent inclusion of sustainability:
- Offices on campus that are sustainability-focused and sustainability-related (Office of Sustainability, ASUM Sustainability, and ASUM Transportation) have tabled during orientation in order to increase new student awareness.
- Three years ago, there was a workshop during new student orientation that focused on UM’s Climate Action Plan and increasing student involvement.
- Another aspect of new student orientation is WelcomeFeast, a meal put together by the Farm to College program and providing locally sourced food and an opportunity to learn more about the program.

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

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

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

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

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

Yes

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

Greening UM is a website of all sustainability and environmentally focused initiatives happening at the University of Montana. Components of the website include the Green Thread Faculty Workshop, the Kless Revolving Energy Loan Fund (KRELF), Climate Action Plan, and many more initiatives and campaigns.

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

http://www.umt.edu/greeningum/
Does the institution have a sustainability newsletter?:
No

A brief description of the sustainability newsletter:
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The website URL for the sustainability newsletter:
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Does the institution have a vehicle to publish and disseminate student research on sustainability?:
Yes

A brief description of the vehicle to publish and disseminate student research on sustainability:
Camas magazine aims to cultivate novel ideas and perspectives while remaining rooted in the inherited traditions of art and literature of the American West. Founded by Environmental Studies graduate students at the University of Montana in 1992, Camas is a biannual environmental literary magazine that continues to be produced by students in the Environmental Studies program. Our goals are to encourage a dialogue on environmental and cultural issues in the West; celebrate the people who work, study, write, and live here; and provide an opportunity for students and emerging writers to publish their work alongside established environmental authors.

The website URL for the vehicle to publish and disseminate student research on sustainability:
http://www.umt.edu/camas/About.aspx

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

A brief description of building signage that highlights green building features:
The Payne Family Native American Center was constructed from 2009-2010 and is the first LEED certified building on the University of Montana campus as well as the first “off-reservation building in the state of Montana designed to symbolically represent Native American culture and Montana’s twelve tribes.” (LEED Brochure)
In order to raise awareness regarding LEED certification, the building provides informational brochures that explain nearly all of the steps taken to reach Platinum status, as well as a blueprint of the building that shows where these steps were taken. The point system is also broken down to explain where we received points for different categories, such as water efficiency, energy & atmosphere, and innovation & design. This brochure is a great way to succinctly explain the hard work and dedication needed to receive a LEED Platinum rating. In addition to the brochure, signage in the building points out sustainability features.

The website URL for building signage that highlights green building features:
http://life.umt.edu/aiss/nativeamericancenter/facts.php
Does the institution have food service area signage and/or brochures that include information about sustainable food systems?:

Yes

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

Farm to College Signage throughout Dining Services- Dining Service’s Farm to College Program provides a multitude of educational outreach signs and visuals that provides students and the campus community as a whole to see and understand where and who their food is coming from. Some examples of signage and visual aids the program utilizes include creating special menus, providing name cards for locally grown products, and custom-designed seed starting racks that are placed in a display window just outside of the busiest dining hall, the Food Zoo, where students can see the beginning stages of growth of organic and heirloom produce.

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


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

No

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

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

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

Yes

A brief description of the sustainability walking map or tour:

Go Griz Go Green Sustainability Walking Map- The Associated Students of the Univeristy of Montana Office of Sustainability here on the University of Montana campus designed a sustainability walking map that shows where on campus these initiatives are occurring as well as exactly what is being done to move our campus towards a sustainable future.

The website URL of the sustainability walking map or tour:

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

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

Associated Students of the University of Montana Transportation Bike and Bus Maps- The Transportation Board developed a Bike and Bus map that outlines the bike paths found in Missoula and also provides the times that the Park-n-Ride and UDASH buses can be found throughout the day and the city.

The website URL for the guide for commuters about how to use alternative methods of transportation:
http://life.umt.edu/asum/asum_agencies/Transportation/

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

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

Green Your Dorm Room- The Office of Sustainability developed a guide for students living within a Residence Hall setting that provides information on how to be more sustainable while residing in that particular environment. Some suggestions the guide provides include shopping at a local thrift store instead of buying new, turning off all your electronics at night, bringing a bike instead of a car, purchasing a mini-clothesline for drying, and much more.

The website URL for the guide for green living and incorporating sustainability into the residential experience:
http://www.umt.edu/greeningum/storage/Green%20Dorm%20Tips.aspx

Does the institution have regular coverage of sustainability in the main student newspaper (either through a regular column or a reporter assigned to the sustainability beat)?:
No

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:

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

A brief description of this material:
Farm to College Informational Brochure- An informational brochure produced by UM’s Farm to College program that outlines a variety of important aspects involved with the program. These include a definition of local food, opportunities for students to get involved, an array of benefits the program provides, a visual map showing the distance traveled from supplier to UM, and contact information for suppliers all around the state.

The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (2nd material):
No

A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (3rd material):
No

A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (4th material):
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A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (5th
material):

A brief description of this material:

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The website URL for this material:

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

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A brief description of this material:

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The website URL for this material:

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

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A brief description of this material:

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The website URL for this material:

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

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A brief description of this material:

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The website URL for this material:

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

The name and a brief description of each student group:

Associated Students of the University of Montana Sustainability Committee - A resource for students that works to promote, develop, and initiate sustainability-focused projects and goals on UM's campus.

UM Climate Action Now - Mission is to build bridges between faculty, students, and community through active public engagement to work towards a sustainable and carbon neutral campus.

Forum for Living with Appropriate Technology - An experiential live-in resource for students to demonstrate the practicality of sustainable living.

Students for Real Food - Aimed at educating, inspiring, and taking action for a just and sustainable food system within Montana.

Environmental Law Group - Recognized student group founded for the purpose of raising environmental consciousness within the legal community.

Montana Public Interest Group - A voice for the public interest in support of a clean and healthful environment, a fair marketplace or consumers, and an open and responsive government.

1000 New Gardens - The purpose of this group is to facilitate the planting of 1000 new gardens in the local community.

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

Associated Students of the University of Montana Sustainability Committee organized and promoted Campus Sustainability Day raising awareness of waste on campus.

UM Climate Action Now organized and hosted Rocky Mountain Power Shift educational and networking event around sustainability issues in the region.

Forum for Living with Appropriate Technology offers numerous demonstrations for the local community on sustainable living practices.

Associated Students of the University of Montana Sustainability Committee initiated the Smart Buildings Initiative to incentivize energy efficiency in university buildings though accounting changes. This initiative culminated in a bill proposed to the state legislature and an
accounting change to incentivize high performance building standards for existing buildings state wide.

List other student groups that address sustainability:

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

http://www.umt.edu/greeningum/Get%20Involved/Student%20Groups.aspx
Organic Garden

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

A brief description of the garden:

The University Dining Services (UDS) Garden and associated closed loop campus food system serve as a living learning laboratory where students, faculty, staff, and guests can learn about growing food through various methods, passive solar greenhouse design and management, sustainable waste management, composting, and water catchment.
The garden itself has three sections: 1.) an array of 12 raised beds; 2.) a large area used for row crops, fruit trees, and the passive solar greenhouse (directly to the south of the raised bed zone); and 3.) another area used for edible Montana and Northwest native plants, including serviceberry, an assortment of currants, alpine and wood’s strawberry, the native red raspberry, and hazelnuts. The third area is planned to mimic nature and be a “food forest,” where plants can grow a little wilder, but still be for human consumption. Together, the three sections represent various methods of gardening and total over 60 varieties of plants.
This garden is unique in that it incorporates all aspects of the food production cycle within a plot of land no bigger than many people’s backyards as well as demonstrating the uniqueness of a location in an urban setting and providing a model for food production in dense, urban environments. It is also an educational tool that demonstrates the actual processes of how individuals and communities can bring their food systems close to home and move towards community food security.

The website URL where information about the garden is available:
http://www.facebook.com/LommassonCenterGarden
Model Room in a Residence Hall

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

A brief description of the model room:
In 2010, Greening UM and Residence Life came together to install a Model Room in Turner Hall that provided a physical example of how to conserve energy within a Residence Hall setting. There was also a model room that was constructed for Welcome Feast that was placed on the Oval. The model room promoted the Use Your Power Wisely campaign, the Green Your Dorm Room resource and energy efficient appliances. It also compared the difference between a compact fluorescent light bulb and a standard light bulb within the dorm setting.

The website URL where information about the model room in the residence hall is available:
http://www.umt.edu/greeningum/storage/Green%20Dorm%20Tips.aspx
Themed Housing

Responsible Party
Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

A brief description of the themed housing, including name(s) and descriptions of theme(s):
The UM FLAT (Forum for Living with Appropriate Technology) is an experiential live-in resource (house) for students to demonstrate the practicality of sustainable living. The ultimate goal of the UM FLAT is to encourage the development of efficient and affordable homes for a sustainable society. By retro-fitting an existing home, the utility of the UM FLAT is demonstrated by using resources and methods that easily apply to the local community.

The website URL where information about the themed housing is available:
http://www.umt.edu/umflat/

The total number of residents in themed housing.: 6
Sustainable Enterprise

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

A brief description of the enterprise:
The ASUM Office of Transportation is a student funded, organized, and run business that provides alternative modes of transportation for students and the campus community. The Office of Transportation provides a free bus service, rental bikes, bike repair, student education, and incentives for alternative transportation.

The website URL where information about the sustainable enterprise is available:
http://life.umt.edu/asum/asum_agencies/Transportation/
Sustainability Events

Responsible Party

Cherie Peacock  
Sustainability Coordinator  
Office of Sustainability

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

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

Yes

A brief description of the event(s):

1. Campus Sustainability Day
   This national event was promoted on the University of Montana campus on October 24, 2012. The ASUM Sustainability Committee and a variety of student volunteers worked together to perform a waste audit on the oval that exemplified the amount of waste that could have been recycled or composted that instead goes through our waste stream to a landfill. Data collected revealed the 1/3 of the waste stream studied could have been recycled, revealing the need for more awareness on campus regarding consumption and waste.

2. Fall Feastival
   The University of Montana and Dining Services’ Farm to College program holds “Fall Feastivals” that bring students, faculty and staff together on the University Oval and provide a holistic view of Montana’s agricultural food cycle.

3. Earth Week:
   Every year in April, the ASUM Sustainability Committee and the Environmental Studies program join together to facilitate a variety of workshops, community service opportunities, and educational outreach all focused around Earth Day and the days before and after. Prior to Earth Day itself, an Ecopentatholon and Earth Service day occurs where students and community members can volunteer to pull invasive weeds, work together to clean up the Clark Fork River, help sort recyclables at the UM Recycle Shed, and help in the University's organic garden.

The website URL where information about the event(s) are available:
http://www.umt.edu/greeningum/InitiativesCampaigns/Past%20Campaigns%20Initiatives.aspx
Does the institution have a wilderness or outdoors program that organizes hiking, backpacking, kayaking, or other outings for students and follows Leave No Trace principles?:
Yes

A brief description of the program:
Campus Recreation Outdoor Program:
This Outdoor Program located within Campus Recreation provides a variety of trips and classes based outdoors. The types of trips and classes that the Campus Rec. Outdoor Program provides are rafting, kayaking, and canoeing; hiking, camping and biking; winter recreation; and, climbing.

Climate Change Studies in the Field:
The Climate Change Studies program provides three different outdoor field courses that students in and outside of the minor can participate in. The three courses provided are located in Glacier National Park, Vietnam or Central Montana with each focusing on a specific aspect of climate change as it is related to the field of study they are located in.

http://www.cfc.umt.edu/ccs/FieldCourses.html

The website URL where information about the program is available:
http://life.umt.edu/crc/Outdoor/TripClassDetails/default.php
Themed Semester or Year

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

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

In 2011, the Mansfield Library and the Office of Sustainability chose the climate change focused book, "Field Notes from a Catastrophe" by Elizabeth Kolbert as the university-wide first-year reading experience book. An informative website was made available and was viewed 1950 times during the academic year. The University and Mansfield Library also organized an evening lecture that was delivered by the author and had an attendance of roughly 400 students and community members. The response to this university-wide first-year reading experience book was positive and stimulated many discussions on campus.

The sustainability-related book that was chosen, if applicable:
Field Notes from a Catastrophe by Elizabeth Colbert

The website URL where information about the theme is available:
http://libguides.lib.umt.edu/content.php?pid=46042&sid=2719700
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.

From the institution:

The University of Montana has several outstanding educational programs addressing sustainability. The Climate Change Studies minor is one of the first of its kind in the nation offered to all students. The recently approved Sustainable Business Strategy certificate and the Green Buildings track in the carpentry program exemplify the depth of engagement with sustainability. Every year, the University of Montana offers the Green Thread faculty workshop aimed at infusing sustainability throughout the curriculum, regardless of discipline.

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Sustainability Course Identification

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

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

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

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

Part 2

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

Part 3

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

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

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

Yes

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

---
General definition of sustainability:
Sustainability is the process of addressing ecological integrity, social justice, and/or the interconnections of ecological integrity and social justice with economic prosperity. Sustainability seeks to build economic prosperity without compromising social well-being and ecological health.
Sustainability-focused courses concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.
Sustainability-related courses incorporate sustainability as a distinct course component or module or concentrate on a single sustainability principle or issue.

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

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

The University surveyed faculty to identify sustainability-focused and sustainability-related course offerings. Faculty were sent (3 times in one year) a survey for self-evaluation. Student interns followed up with faculty across campus to clarify the data and to identify more courses and faculty who had not participated in the survey.

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

The website URL where the sustainability course inventory is posted:
http://www.umt.edu/greeningum/AcademicPrograms/basepage-1col.aspx
Sustainability-Focused Courses

Responsible Party

Eva Rocke
ASUM Sustainability Coordinator
ASUM

Criteria

Institution offers sustainability-focused academic courses.

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

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

The number of sustainability-focused courses offered:

30

The total number of courses offered:

2,146

Number of years covered by the data:

One

A list of sustainability-focused courses offered:

Business & Sustainability (BMGT 491), Environmental Chemistry (CHMY 541), Climate Change Field Studies (CCS 352), Intro to Climate Change (CCS 103x), Science and Society (CCS 103x), Communication & Conflict (COMM 412), Communication, Consumption, and Climate (COMM 379), Issues in Sustainability (BGEN/CS 160S), Economics of the Environment (ECON 433), Intro to Environmental Science (ENSC 105), Scientific Approaches to Environmental Problems (ENSC 501), Environmental Citizenship (ENST 476), Environmental Justice Issues & Solutions (ENST 489), Environmental Vision (ENST 335), Intro to UM FLAT (ENST 594), Local Solutions to Climate Change (ENST 594), Transboundary Environmental Resolution (ENST 542), Green Cities for the 21st Century (GPHY 191x), Climate Change Ethics and Policy (NRSM 449E), Climate & Society (NRSM 426), Global Cycles & Climate Change (NRSM 408), Nature of Montana (NRSM 121), Society, Economy, & Environment of the Mekong Delta (NRSM 391), Environmental Ethics (PHIL 112e), Ethics & Animals (PHIL 504), History of Moral & Political Philosophy (PHIL 422), Sustainable Climate Policy (PSCI 324), Tourism & Sustainability (PTRM 451W), Intro to Russian Culture (RUSS 105), Gender & Global Development (SOCI 371)

The website URL where the publicly available sustainability course inventory that includes a list of sustainability-focused courses is available:
http://www.umt.edu/greeningum/AcademicPrograms/basepage-1col.aspx

A copy of the sustainability course inventory:

---
Sustainability-Related Courses

Responsible Party

Eva Rocke
ASUM Sustainability Coordinator
ASUM

Criteria

Institution offers sustainability-related academic courses.

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

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

The number of sustainability-related courses offered:
71

The total number of courses offered:
2,146

Number of years covered by the data:
One

A list of sustainability-related courses offered:

Food & Culture (ANTH 133), Topics in Sustainability (MBA 645), Business Ethics & Social Responsibility (BGEN 320e), Roman Culture & Civilization (CLAS 392), Climate Change Internship (CCS 392), Communication & Technology (COMM 422), Language & Learning Disorders in Young Children (CSD 550), Language Disorders (CSD 360), Ethics & Professional Development (COUN 615), Baking & Pastry (CULA 165), Culinary Arts Capstone (CULA 299), Dining Room Procedures (CULA 156), Introduction to Food Service (CULA 101), Meats & Vegetables (CULA 161), Nutritional Cooking (CULA 210), Pantry and Garde-Manager (CULA 157), Patisserie (CULA 275), Purchasing & Cost Controls (CULA 270), Short Order Cookery (CULA 158), Soups, Stocks, & Sauces (CULA 160), Applied Ecology (ENSC 360), Environmental Impact Analysis (ENSC 560), Pollution Ecology (ENSC 550), Watershed Conservation Ecology (ENSC 540), Environmental Law (ENST 382), Environmental Law for Non-Lawyers (ENST 502), Environmental Politics & Policy (ENST 367), Literature of Nature Writing (ENST 505), Philosophy of Ecology (EVST/PHIL 504), Africa (GPHY 243x), Cultural Ecology (GPHY 433), Environmental Planning (GPHY 466), Environmental Hazards & Planning (GPHY 435), Exploration & Discovery (GPHY 432), Field Techniques (GPHY 385), Food and Famine (GPHY 434), Gender & International Development (GPHY 500), Geography of World Religions (GPHY 141S), High Asia (GPHY 444), Intro to Human Geography (GPHY 121S), Montana's Mountains (GPHY 144), Mountains & Society (GPHY 338), Planning Design (GPHY 564), Planning Principles and Processes (GPHY 465), Sustainable Cities (GPHY 421), The Middle East (GPHY 336), The Human Role in Environmental Change (GPHY 432), Water Policy (GPHY 335), Regionalism & the Rocky Mountain West (HSTR 462), Land Use Planning (LAW 687), Water Law (LAW 663), Imagining Sustainability in American Culture (LIT 494), Literature & the Environment (LIT 373), Principles of
Marketing (BMKT 325), Climate & Society (NRSM 426), History of Ancient & Medieval Philosophy (PHIL 261), History of Modern Philosophy (PHIL 263), Philosophy of Ecology (EVST/PHIL 504), Philosophy Forum Colloquium (PHIL 510), Philosophy of Language (PHIL 471), Philosophy of Society & Culture (PHIL 477), Development Administration (PSCI 463), Recreation Planning (PTRM 485), Tourism Livelihoods & Sustainability in the Himalayas (PTRM 353), Capstone in Rural Sociology (SOCI 470), Population & Society (SOCI 355), Intro to Development (SOCI 270), Advanced Conversations (SPNS 321), Elementary Spanish (SPNS 101), Elementary Spanish II (SPNS 102), Introduction to Writing (WRIT 101)

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

http://www.umt.edu/greeningum/AcademicPrograms/basepage-1col1.aspx

A copy of the sustainability course inventory:

---
Sustainability Courses by Department

Responsible Party

Eva Rocke
ASUM Sustainability Coordinator
ASUM

Criteria

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

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

The number of departments that offer at least one sustainability-related or -focused course:
27

The total number of departments that offer courses:
81

A list of departments that offer sustainability courses:

Anthropology, Business Administration, Business Management, Classical Civilization, Climate Change Studies, Chemistry, Communications, Communicative Science & Disorders, Computer Science, Counselor Education, Culinary Arts, Economics, Environmental Science, Environmental Studies, Geography, History, Law, Literature, Marketing, Natural Resource Management, Philosophy, Political Science, Recreation Management, Russian Studies, Sociology, Spanish, Writing,

The website URL where the publicly available sustainability course inventory that includes a list of departments that offer sustainability courses is available:
http://www.umt.edu/greeningum/AcademicPrograms/basepage-1col1.aspx

A copy of the sustainability course inventory:
---
Sustainability Learning Outcomes

Responsible Party

Cherie Peacock  
Sustainability Coordinator  
Office of Sustainability

Criteria

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

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

Submission Note:

Transfer students may be an exception to this.

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

The number of graduates covered by the sustainability learning outcomes:

2,382

Total number of graduates:

2,382

A list of degree programs that have sustainability learning outcomes:

All students are required to pass WRIT 101: College Writing 1. Therefore all students graduate from programs that include sustainability learning outcomes at the course level.

Currently, WRIT 101 focuses on sustainability as a "big idea" to inquire into during the semester for a couple of reasons: first, we quite simply care about the environment and human rights but recognize that the enormity of such problems as global warming or racism can seem too daunting for individuals to change.

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

http://www.cas.umt.edu/english/composition/writ101/writ101.cfm

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

Currently, WRIT 101 focuses on sustainability as a "big idea" to inquire into during the semester for a couple of reasons: first, we quite simply care about the environment and human rights but recognize that the enormity of such problems as global warming or racism can seem too daunting for individuals to change. Many of us often don’t feel we have the power, the wherewithal, or the agency to change the world. However, we believe that thoughtful, committed individuals can make a difference, and this belief leads us to our second point – we see learning to write in college as a means of further educating you to be engaged readers and writers of the world we all live in and continue on your path of learning to be active, agile, and reflective learners. Learning to write in college includes considering where you stand in relationship to others’ beliefs, learning to work collaboratively and productively with others, and learning to critically engage new ideas and practices, and these skills and habits of mind are vital for being good students and interested citizens.

http://libguides.lib.umt.edu/content.php?pid=85791&sid=638292
Undergraduate Program in Sustainability

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

Submission Note:

Environmental Studies

- The EVST program seeks to provide students with the literacy, skills, and commitment needed to foster a healthy natural environment and to create a more sustainable, equitable, and peaceful world. To these ends, the EVST program educates and challenges students to become knowledgeable, motivated and engaged in environmental affairs. Students will acquire the skills and awareness that will enable them to promote positive social change and to improve both the environment and communities of Montana, and thereby the lives of Montanans.

Bachelor of Science in Forestry

- Students will develop the necessary knowledge and skills to solve problems faced by natural resource management agencies and/or businesses. They will also nurture written and oral communication skills, while also creating an understanding for the biophysical environment. Students will acquire knowledge on quantitative and qualitative analysis to apply science-based methods to natural resource questions. They will also develop a respect and understanding for multiple values associated with natural resources and conservation.

Parks, Tourism, and Recreation Management

- This Bachelor of Science in Recreation Management offers a multidisciplinary program featuring social, ecological, and political dimensions.

Resource Conservation

- An undergraduate major integrating social and natural sciences to address real world environmental challenges.

Wildland Restoration

- The Wildland Restoration major provides students with the knowledge and skills needed to work in the area of ecological restoration. Ecological restoration is the fastest growing area of focus and employment in natural resource management. Students completing a major in Wildland Restoration at the university of Montana will be qualified to work in a number of fields concentrating on restoration or ecologically-based management of forest, grassland, riverine, and riparian ecosystems in both the private and public sector. The curriculum is also designed to prepare students for entry into graduate school for those who wish to pursue a higher education.
Does the institution offer an undergraduate degree program that meets the criteria for this credit?:
Yes

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

The website URL for the program (1st program):
http://www.cas.umt.edu/evst/default.cfm

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

The website URL for the program (2nd program):
http://www.cfc.umt.edu/forestry/

The name of the sustainability-focused, undergraduate degree program (3rd program):
Parks, Tourism, and Recreation Management

The website URL for the program (3rd program):
http://www.cfc.umt.edu/ptrm/default.php

The name and website URLs of all other sustainability-focused, undergraduate degree program(s):
Resource Conservation,
http://www.cfc.umt.edu/rc/

Wildland Restoration,
http://www.cfc.umt.edu/wildland
Graduate Program in Sustainability

Responsible Party
Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

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

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

The website URL for the program (1st program):
http://www.cas.umt.edu/evst/grad/focuses/focus_areas.cfm#enviro_law

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

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

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

The website URL for the program (3rd program):
---
The name and website URLs of all other sustainability-focused, graduate-level degree program(s):

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Sustainability Immersive Experience

Responsible Party

Cherie Peacock  
Sustainability Coordinator  
Office of Sustainability

Criteria

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

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

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

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

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

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

Yes

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

The College of Forestry and Conservation offers a minor in Climate Change Studies that is available to all students, regardless of discipline. As part of the minor, students may select a sustainability-focused immersive experience in Vietnam to study the effects of climate change.

The faculty directed New Zealand & Sydney, Australia study abroad program introduces students to alternative energy projects and carbon emissions trading. Students spend time in Kaikoura, where they learn about sustainable communities and businesses. They then visit Christchurch, where they learn about sustainable agricultural practices. In Queenstown, students learn about managing sustainable tourism enterprises. Finally, they explore the themes of international business, marketing, and sustainability in Sydney, Australia.

The environmental studies program's Forum for Living with Appropriate Technology (FLAT) practicum is a sustainable demonstration house located in Missoula, Montana, and run by students from the university of Montana. Project successes include a converted two-car garage turned passive solar community gathering place, solar panel and pellet stove installations and permaculture via a prodigious garden, greenhouse and hot bed.

The website URL where information about the immersive experience is available:
http://www.cfc.umt.edu/studyabroad/Vietnam.html
Sustainability Literacy Assessment

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

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

Part 2

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

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Incentives for Developing Sustainability Courses

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

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

A brief description of the program(s):

Green Thread is a program offered to all University faculty, regardless of discipline. In the spring a two day workshop is held, and taught by trained faculty, in which participants learn about the big ideas of sustainability and how to infuse them into their curriculum. Workshop participants are held accountable for utilizing workshop learning and sustainability-infused syllabi are offered on a website as examples.

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

Faculty members who participate in the Green Thread program are paid for their time in the workshop.

The website URL where information about the program is available:
http://www.umt.edu/greeningum/GreenThread/default.aspx
Research

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

From the institution:

One of UM's most notable sustainability-related researchers is Nobel Laureate Dr. Steve Running. Dr Running won the Nobel Peace Prize, along with Al Gore, for his work as lead author for the 4th Assessment of the Intergovernmental Panel on Climate Change.

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<td>Interdisciplinary Research in Tenure and Promotion</td>
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</tbody>
</table>
Sustainability Research Identification

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1
Institution has developed a definition of sustainability research. The definition was developed by a committee comprised of at least three faculty members from different departments who conduct research. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

Part 2
Institution has identified its sustainability research activities and initiatives. This research inventory should include all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

Part 3
Institution makes its sustainability research inventory publicly available online.

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

Has the institution developed a definition of sustainability research?:
Yes

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

General definition of sustainability:
Sustainability is the process of addressing ecological integrity, social justice, and/or the interconnections of ecological integrity and social justice with economic prosperity. Sustainability seeks to build economic prosperity without compromising social well-being and ecological health.

Sustainability in Research
Sustainability research focuses on a key principle of sustainability (such as social equity or environmental stewardship); addresses a sustainability challenge (such as climate change or poverty); or furthers our understanding of the interconnectedness of societal and environmental challenges. Sustainability research leads toward solutions that support economic prosperity without compromising social well-being and ecological health.

Has the institution identified its sustainability research activities and initiatives?:
Yes
A brief description of the methodology the institution followed to complete the inventory:

A survey was sent to all faculty conducting research requesting they self-identify their research topic and department. Literature review was also conducted to identify University faculty and their research areas. Follow-up interviews were also conducted with faculty known to be doing sustainability research.

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

Yes

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

http://www.umt.edu/greeningum/AcademicPrograms/Research.aspx
Faculty Engaged in Sustainability Research

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Institution’s faculty members conduct research on sustainability topics.

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

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

The number of faculty members engaged in sustainability research:

17

The total number of faculty members engaged in research:

720

Names and department affiliations of faculty engaged in sustainability research:

Keith Jakob/ Bruce Costa, Accounting and Finance, School of Business
Megan Stark, Mansfield Library
Dennis Daneke, Missoula College
Teresa Sobieszczyk, Sociology Department
Vicki Watson, Environmental Studies, Watershed Health Clinic
Nicky Phear, College of Forestry and Conservation
Steve Running, Numerical Terradynamic Simulation Group
Steve Schwarze, Communication Studies
Robin Saha, Environmental Studies
Neva Hassanein/Josh Slotnick, Environmental Studies
Suzanna Tilleman, School of Business
Peter H. Koehn, Department of Political Science
Ulrich Kamp, Department of Geography
Woodam Chung, College of Forestry and Conservation
Tyron Venn, College of Forestry and Conservation

The website URL where the sustainability research inventory that includes the names and department affiliations of

Campus Sustainability Data Collector | AASHE

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faculty engaged in sustainability research is posted:
http://www.umt.edu/greeningum/AcademicPrograms/Research.aspx

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

---

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

Dr. Steve Running won the Nobel Peace Prize, along with Al Gore, for his work as lead author for the 4th Assessment of the Intergovernmental Panel on Climate Change.

The website URL where information about sustainability research is available:
http://www.umt.edu/greeningum/AcademicPrograms/Research.aspx
Departments Engaged in Sustainability Research

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

The total number of academic departments that conduct research:

64

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

9

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

School of Business
Mansfield Library
Missoula College
Sociology Department
Environmental Studies
College of Forestry and Conservation
Communication Studies
Department of Political Science
Department of Geography

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

http://www.umt.edu/greeningum/AcademicPrograms/Research.aspx

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

Part 1
Institution has an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships.

Part 2
Institution has an ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Interdisciplinary Research in Tenure and Promotion

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

Buildings

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

From the institution:

UM is improving the sustainability performance of buildings by retaining a full-time Energy Manager, implementing real-time energy metering, completing energy efficiency retrofits, and requiring all new buildings be LEED certified.

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<td>Building Design and Construction</td>
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<td>Indoor Air Quality</td>
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</tbody>
</table>
Building Operations and Maintenance

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Institution owns and operates buildings that are:

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

and/or

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

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

Submission Note:

Although the University of Montana does not have any buildings formally certified as LEED EBOM, we have researched and initiated the process. We have a Green Cleaning Policy in place, a Tobacco Policy, waste stream management, energy management, and an alternative transportation system. These have not yet been certified to meet LEED requirements however. Please note that there is not a single document compiling the policies and guidelines but several links as provided herein. Sustainability-related policies include Purchasing-Energy Star, Tobacco-Free Campus, and Green Cleaning: http://umt.edu/policies/. Waste management (recycling):
Stormwater management:
Integrated pest management:

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

Total building space that meets "Eligible Buildings Criteria":

3,479,180 Square Feet
Building space that is maintained in accordance with sustainable building operations and maintenance guidelines or policies but is NOT certified under LEED for Existing Buildings: O&M:

3,479,180 Square Feet

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

0 Square Feet

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

0 Square Feet

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

0 Square Feet

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

0 Square Feet

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

http://umont.edu/policies/

An electronic copy of the guidelines or policies:

---

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

Energy Star Purchasing - 2007, Green Cleaning - 2010, Tobacco Free - 2011, Recycling -

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

The University of Montana has several ways to ensure compliance with sustainable operations. One is to assign staff with the responsibility of policy or guideline implementation. For example the Sustainability Coordinator is responsible for implementation of the Green Cleaning Policy and the waste management program. The campus Energy Manager is responsible for monitoring energy use and conservation. Another way compliance is ensured is to have committee oversight, such as the Sustainable Campus Committee and the Recycling Oversight Committee.

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

---

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

Responsible Party
Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

and/or

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

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

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

New building space that meets "Eligible Buildings Criteria":
210,083 Square Feet

New building space that was designed and constructed in accordance with green building policies or guidelines but not LEED certified:
180,824 Square Feet

New building space that is LEED Certified :
0 Square Feet

New building space that is LEED Silver certified:
0 Square Feet

New building space that is LEED Gold certified :
0 Square Feet
New building space that is LEED Platinum certified:
29,259 Square Feet

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

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

The date(s) the policies or guidelines were adopted:
2006

A brief description of how the institution ensures compliance with green building design and construction guidelines and policies:
The University of Montana requires all design and construction contractors to follow explicit guidelines. The guidelines can be found at:

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

The names of all buildings designed and constructed in accordance with green building guidelines and policies but not LEED certified:
The Law Building
Phyllis J. Washington Education Building
Indoor Air Quality

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

3,508,439 Square Feet

Total occupied building space:

3,508,439 Square Feet

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

The department of Environmental Health and Risk Management have trained staff with state-of-the-art equipment who periodically monitor indoor air quality on campus and respond to occupant complaints. Ventilation systems are monitored and maintained by Facilities Services staff. Systems are also inspected periodically through the University's facility condition inspection program.

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

http://www.umt.edu/research/EHRM/safety/airquality.php
Climate

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

From the institution:

UM has accomplished real reductions in greenhouse gas emissions, albeit slightly. This trend is due primarily to energy efficiency and attention to energy consumption. To break from ever increasing emissions to a downward trend is essential and difficult to achieve without carbon offsets, and UM did it.

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<td>Air Travel Emissions</td>
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</tbody>
</table>
Greenhouse Gas Emissions Inventory

Responsible Party
Cherie Peacock  
Sustainability Coordinator  
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

The website URL where the GHG emissions inventory is posted:
http://rs.acupcc.org/ghg/2537/

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

Does the inventory include emissions from air travel?:
Yes

Does the inventory include emissions from commuting?:
Yes

Does the inventory include embodied emissions from food purchases?:
No

Does the inventory include embodied emissions from other purchased products?:
No
Does the inventory include emissions from solid waste disposal?:
Yes

Does the inventory include another Scope 3 emissions source not covered above?:
No

If yes, please specify:
---

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

If yes, please specify:
---

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

If yes, please specify:
---

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

If yes, please specify:
---
Greenhouse Gas Emissions Reduction

Responsible Party

Cherie Peacock  
Sustainability Coordinator  
Office of Sustainability

Criteria

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

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

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

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

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

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

38,875 Metric Tons of CO2 Equivalent

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

0 Metric Tons of CO2 Equivalent

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

0 Metric Tons of CO2 Equivalent

**On-campus residents, 2005:**

2,762

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

7,796

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

2,708

**Scope 1 and 2 gross GHG emissions, performance year:**
40,287 Metric Tons of CO2 Equivalent

**Off-site, institution-catalyzed offsets generated, performance year:**
0 Metric Tons of CO2 Equivalent

**Carbon offsets purchased, performance year:**
69.45 Metric Tons of CO2 Equivalent

**List the start and end dates of the GHG emissions performance year:**
July 1, 2011 to June 30, 2012

**On-campus residents, performance year:**
2,762

**Non-residential/commuter full-time students, faculty, and staff members, performance year:**
11,479

**Non-residential/commuter part-time students, faculty, and staff members, performance year:**
4,442

**Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with GHG performance year):**
July 1, 2011 to June 30, 2012
Air Travel Emissions

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

A brief description of the policies and/or programs:
The University of Montana has a Climate Action Plan that identifies strategies to reduce emissions from air travel. Strategies include teleconferencing, eliminating unnecessary travel, and purchasing high-quality carbon offsets. The Office of Sustainability administers the Climate Action Plan implementation program.

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

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

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

From the institution:

UM’s Dining Services has a nationally recognized, award-winning sustainable food system. Farm to College sources food locally and was initiated by students. This innovative program has been used as a model for universities across the country.

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<tr>
<td>Reusable To-Go Containers</td>
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</tbody>
</table>
Food and Beverage Purchasing

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

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

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

26

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

UDS maintains two distinct purchasing programs:

1) UDS Farm to College (FTC) purchasing criteria includes food products that meet one or more of the following criteria:
   a. Raised, grown, or wild harvested in Montana or unique to the state
   b. Processed or manufactured by a Montana-owned business
   c. Processed or manufactured by any business that primarily uses raw materials from Montana.

2) University Dining Services Sustainable (UDSS) purchasing criteria includes food products that meet one or more of the following criteria:
   a. Regional – food produced in Montana’s neighboring states, Washington, and Oregon
   b. Healthy – food that is part of a nutritious and balanced diet and is produced without the use of synthetic pesticides, hormones, antibiotics, or other chemical compounds.
   c. Fair – food that is fairly or cooperatively traded between producers, processors, retailers, and consumers, and without exploitation of employees.
d. Ecological sound – food that is produced in a way that mitigates environmental harm

e. Humane – food that has high animal welfare standards throughout the production process.

UDS also has a draft comprehensive sustainable food purchasing policy

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

http://life.umt.edu/dining/farm_to_college/default.php
Trayless Dining

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

A brief description of the trayless dining program:

During Earth Week 2008, in an effort to reduce waste, save money and promote healthy eating, UM Dining Services turned their main dining facility, the Food Zoo, into a trayless facility. Without trays, students generally take less food, and therefore, waste less!

In one week:
Before Trayless - 3148 lbs
After Trayless - 2376 lbs

List the year the program was started:
April 22, 2008

The overall percentage of meals served on campus that are trayless:
100

The percentage of meal plan meals served on campus that are trayless:
100

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

The percentage of conference meals served on campus that are trayless:
100

The website URL where information about the program is available:
Vegan Dining

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

A brief description of the vegan dining program:

• The Food Zoo Dining Room offers, at a minimum, a vegan lunch or dinner entrée every weekday.
• Every weekday one of 9 new vegan and gluten-free salads will be available on the Vegan Salad Bar.
• Vegan Salad Bar every day in the Food Zoo.
• Retail Dining also offers a vegan entrees at all UDS operated operations in the Food Court
• Catering always has a vegan option

The website URL where information about the program, policy, or practice is available:
http://life.umt.edu/dining/Nutrition/health_zone.php
Trans-Fats

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

Yes

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

The University uses frying oil that is trans-fats free. UM sources certified organic safflower oil from The Oil Barn in Fort Benton (under 250 miles away...). Dining Services also collects used oil from operations and sends it back to The Oil Barn, where it is turned into biodiesel to fuel the tractors for the next year’s crops.

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

http://www.theoilbarn.com/
Has the institution adopted sustainability policies or guidelines for food service franchisees operating on campus?:
Yes

A brief description of the guidelines for franchisees:

The following language was incorporated in UM's RFP for Prime Vendor Contract for food services:

3.3.16 Sustainability. The University of Montana is committed to sustainability. This is largely addressed through purchasing ecologically and socially responsible products, goods, and services. Our preference is to purchase products that are sustainably produced, with first preference to Montana food products, then regional products from the Pacific Northwest, and finally, products that minimize the amount of food miles from origin to our campus.

The University of Montana has an active and nationally recognized UM Farm to College Program (FTC). The FTC program supports agricultural economic development through the purchase of Montana food products. The program educates the campus community and others about Montana foods and agriculture, thereby strengthening connections between the urban and rural areas of our state. The program also seeks to reduce the environmental impacts of our purchases by shortening the physical distance that food travels. FTC products are those that are raised, grown, or wild harvested in Montana or unique to the state, processed or manufactured by a Montana-owned business, and/or processed or manufactured by any business that primarily uses raw materials from Montana.

The FTC program provides an opportunity to merge the educational interests of the University seamlessly with regional economic and environmental needs. This program supports UM's dedication to our local agricultural economies by providing fresh, natural, and healthy food to the campus community.

The University reserves the right to purchase FTC items outside of the Prime Vendor Contract. However, it is expected that the Contractor provide on a quarterly basis a list of products they carry that fit within the UM Farm to College Program and assist the University in procuring items that qualify for inclusion in the program. For further information visit

http://life.umt.edu/dining/farm_to_college/default.php

a) Please describe how you will support the University of Montana’s commitment to sustainability in the following areas:
- Specifically state how your company addresses sustainability issues for maximum environmental, social, and economic impact.
- How will you support the UM Farm to College Program and what products do you currently stock that meet the criteria?
- What sustainability-related certifications (“eco-labels”) such as Fair Trade, Certified Humane, Food Alliance Certified, or Certified Organic does your company carry?
- What measures has your company taken to address procurement of sustainable seafood and what products do you carry that have been
certified under the Marine Stewardship Council or equivalent certifying agency?

- Describe how your company will assist UDS in minimizing waste from product packaging and promote recyclability of used packaging.

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

---
Pre-Consumer Food Waste Composting

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

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

• Pre-consumer food waste is composted in the Lomasson Center at the Food Zoo and Cascade Country Store. All coffee grounds from campus are composted.
• Food waste is collected in the kitchens in 5 gallon buckets and transported to our dish room where we pulp the materials along with post-consumer waste and then process them in a Somat dehydrator.

The overall percentage of meals for which pre-consumer scraps are composted:
100

The percentage of meal plan meals for which pre-consumer scraps are composted:
100

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

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

The website URL where information about the composting program is available:
---
PostConsumer Food Waste Composting

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

A brief description of the postconsumer food waste composting program:

• UM’s primary waste reduction method involves two types of machines and collaboration with the PEAS Farm, a university owned program. Kitchen and post-consumer food waste along with napkins and biodegradable corn-based utensils are sent through the system. It begins with a Hobart WastePro 1200 Pulper. The machine transforms food and solid waste into a semi-dry pulp, reducing waste volume by up to 88%. The pulper recycles its water while in operation, reducing water use by 66% from normal garbage disposals. It also provides a useable pulp product rather than sending food waste down to the treatment plant.

The product from the pulper is then transferred to our Somat eCorrect 100 machines. We have found that these machines turn 210 pounds of post consumer waste into 30-40 pounds of a nutrient rich material that could be used as a mulch or soil amendment. These further reduce waste volume by 80-90% without the use of fresh water or chemicals, all in less than 24 hours.

The light weight material that comes out of the Somat eCorrect dehydrators is then ferried up to the PEAS Farm by a group of student volunteers, where it’s incorporated into their windrow composting system. Dining Services will benefit by receiving compost from the PEAS Farm for on-campus gardening efforts.

The percentage of overall meals for which postconsumer composting is available:
100

The percentage of meal plan meals for which postconsumer composting is available:
100

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

The percentage of conference meals for which postconsumer composting is available:
---
The website URL where information about the composting program is available:

---
Food Donation

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

Does the institution donate leftover or surplus food?:
Yes

A brief description of the food donation program:

University dining services donates more than 20,000 lbs of leftover food to the Missoula Food Circle every year. The Food Circle is a food recovery program organized by the local Missoula Food Bank. The Food Circle safely collects excess prepared and perishable food from local establishments and volunteers repackage and distribute the food to people in need and non-profit agencies.

The website URL where information about the food donation program is available:
---
Recycled Content Napkins

Responsible Party

Cherie Peacock  
Sustainability Coordinator  
Office of Sustainability

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

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

A brief description of the purchasing behavior:
All dining facilities except catering use 100% recycled fiber and bleach-free EcoLogo certified napkins. This program was initiated in 2007 and also required switching to more efficient napkin holders that release only one napkin at a time.

The website URL where information about the purchasing is available:
---
Reusable Container Discounts

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

A brief description of the reusable mug program:
All dining facilities offer reusable mug discounts on coffee. User simply present their mugs to get the discount.

Amount of the discount offered for using reusable mugs:
0.25

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

The website URL where information about the reusable mug discount program is available:
---
Reusable To-Go Containers

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

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

Reusable to-go containers are available to students for a $5 fee. Dining Services will wash the containers and provide a steady supply of sanitized containers for each use.

The website URL where information about the reusable to-go container program is available:
http://life.umt.edu/dining/UM%20Dining%20Programs/Sustainability/reusable_container.php
Energy

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

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

From the institution:

UM is reducing its energy consumption through efficiency and conservation as well as investigating sources of renewable energy. UM has utilized efficient groundwater cooling for many years. With renewed focus on energy use, further reductions are anticipated.

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<td>Energy Metering</td>
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</tbody>
</table>
Building Energy Consumption

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

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

Total building energy consumption, 2005:
405,015 MMBtu

Building space, 2005:
3,012,410 Gross Square Feet

Total building energy consumption, performance year:
412,954 MMBtu

Building space, performance year:
3,508,439 Gross Square Feet

List the start and end dates of the energy consumption performance year:
July 1, 2011 - June 30, 2012
Clean and Renewable Energy

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

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

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

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

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

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu
1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU

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

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

Option 2: Non-electric renewable energy generated:
0 MMBtu

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

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

Option 5: Total electricity generated with cogeneration technology using non-renewable fuel sources:
5,548 MMBtu

Total energy consumed during the performance year:
4,122,954 MMBtu

A brief description of on-site renewable electricity generating devices:
Renewable energy is generated from a roof-mounted solar array.

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

A brief description of off-site, institution-catalyzed, renewable electricity generating devices:
---
A brief description of RECs or other similar renewable energy products purchased during the previous year, including contract timeframes:

RECs were purchased from Sterling Planet and generated from wind power.

A brief description of cogeneration technologies deployed:

The co-generation system was implemented in 2005 and is composed of a 440kW steam powered turbine, which runs off waste steam from a natural gas fired boiler system.

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

http://egaug1188.egaug.es/
Timers for Temperature Control

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

A brief description of the technology used:
Ambient building temperatures are modulated by a programmable computer system which is set to reduce heating temperatures and raise cooling temperatures during unoccupied hours.

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

The website URL where information about the practice is available:
---
Lighting Sensors

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

Yes

A brief description of the technology used:

A variety of different sensor types are used. In the Recreation Center building light sensors were installed to maximize utilization of incoming daylight for basketball court illumination. Many other buildings on campus, including the Curry Health Center, and Jesse and Aber residence halls, are equipped with motion activated light sensors.

The percentage of building space with lighting sensors:

---

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

---
**LED Lighting**

---

**Responsible Party**

Cherie Peacock  
Sustainability Coordinator  
Office of Sustainability

---

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

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

Yes

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

LED lights are used to illuminate portions of Building 25, a warehouse facility located on the east side of Main Campus near Facility Services.

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

---

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

---

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

---

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

---

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

---
Vending Machine Sensors

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

Yes

A brief description of the technology used:

All vending machines on campus have been equipped with occupancy sensors located in their dispensing pockets. There is a total of 106 drink vending machines on campus.

The percentage of vending machines with sensors:

100

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

---
Energy Management System

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

Yes

A brief description of the management system:

The computerized system employed allows technicians to monitor, augment, and record the energy consumption of all major buildings on campus.

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

---

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

---

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

---
Energy Metering

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

A brief description of the metering system:

Many buildings on campus are metered for steam, water, and electricity consumption. The University has also purchased smart meters that will gather real time consumption and transfer information electronically. UM is in the process of installing these meters and looking to secure funding to expand and upgrade metering across campus. Publically available information on UM's overall energy consumption is available at:


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

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

---

**From the institution:**

The University of Montana maintains its grounds with sustainability in mind as much as possible. Crews have reduced the amount of fertilizer and water used and conserve resources whenever they can.

**Credit**

Integrated Pest Management

Native Plants

Wildlife Habitat

Tree Campus USA

Snow and Ice Removal

Landscape Waste Composting
Integrated Pest Management

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

The size of the campus grounds:
50 Acres

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

A brief description of the IPM plan(s):

The UM Facilities Service’s action thresholds are based upon the University’s expectation on visually appealing, clean cut campus grounds. Pest control action is only taken if the aesthetic appearance of the campus grounds is compromised. Grounds maintenance employees are expected to maintain awareness in order to monitor and identify pest threats such as pine beetles, invasive plants, etc. This allows for maintenance to remove potential pest problems before they happen or spread. As further preventative measures, Facilities Services uses natural and cultural controls, works to maintain plant health, and uses primarily pest-resistant pant varieties. In order to avoid the use of chemical pesticides Facilities Services first works to mechanically remove weeds and problem plants that attract or host pests. Pre-emergent pesticides are used along with spot spraying only when completely necessary.

The website URL where information about the IPM plan(s) is available:
http://www.umt.edu/facilities/Grounds.aspx
Native Plants

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

A brief description of the native plant program, policy, or practice:
The University prioritizes native plant species in landscaping when possible. There is a native plant demonstration garden on campus and the landscaping around the new Payne Family Native American Center is exclusively native plants.

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

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

Does the institution have programs in place to protect and/or create wildlife habitat on institution-owned land?:
No

A brief description of the wildlife habitat program, policy, or practice:
The institution does not have a program to protect or create wildlife habitat. Campus is too small and urban for large wildlife. The native plant garden does attract birds and butterflies.

The website URL where information about the program, policy, or practice is available:
---
Tree Campus USA

Responsible Party
Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Submission Note:

Though this institution is not yet recognized, Facilities Services is in the process of submitting paper work for approval and expects to be recognized within the next six months.

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

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program?:
No

A brief description of the institution's Tree Campus USA program:
The university is not part of Tree Campus USA but is looking into it. Campus ground is the state arboretum.

The website URL where information about the program, policy, or practice is available:
---
Snow and Ice Removal

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Landscape Waste Composting

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

A brief description of the composting or mulching program:
Facilities Services mulches all leaf and grass clippings. Tree branches, pruning debris and other biomass is processed in a chipper and used as mulch on campus grounds.

The percentage of landscape waste that is mulched or composted onsite:
100

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

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

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

---

**From the institution:**

UM has a campus-wide Green Cleaning policy that encourages innovation by custodial staff.

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<td>Historically Underutilized Businesses</td>
</tr>
<tr>
<td>Local Businesses</td>
</tr>
</tbody>
</table>
Criteria

Part 1

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

Part 2

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Cleaning Products Purchasing

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

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

Part 2

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

Submission Note:

UM custodial services are in-house, not contracted out. The expenditures noted above are for one building (the University Center) for which the data could be collected. This should be representative of most of the rest of campus.

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

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

Yes

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

http://www.umt.edu/policies/200-FacilitiesProperty/greencleaningproducts.aspx

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

Custodial staff meet to review and ensure implementation of the policy. A product inventory is kept and reviewed regularly to verify certified products.

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

Yes

Expenditures on Green Seal and/or EcoLogo certified cleaning products:
12,568 US/Canadian $

Total expenditures on cleaning products:
14,178 US/Canadian $

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

---
Office Paper Purchasing

Responsibility Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

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

Part 2

Institution purchases recycled content office paper.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Vendor Code of Conduct

Responsible Party
Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

Yes

The website URL where the vendor code of conduct or equivalent policy is posted:
http://www.umt.edu/bussrvcs/files/CodeofConduct.doc

A copy of the vendor code of conduct or equivalent policy:
CodeofConduct.doc

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

UM Cuts Ties With Apparel Company—UM severed its business relationship with Russell Athletic on March 3 over allegations the sports clothing company closed a Honduran factory because workers unionized. In a letter to Russell, UM Executive Vice President Jim Foley wrote, “We believe that your actions constitute a violation of our vendor code of conduct, which we implemented together with faculty, students and staff on our campus and we expect as a licensee for you to uphold.” The letter states that University officials concur with findings of the Workers Rights Consortium and Fair Labor Association that the ability for workers to organize and animus toward them was a factor in Russell choosing to close the factory. Company officials contend they closed the Jerzees de Honduras factory primarily for economic reasons.
Historically Underutilized Businesses

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

A brief description of how the institution meets the criteria:

Preference is given to minority and women-owned construction business.

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

Responsible Party
Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

Does the institution give preference to local products and businesses in its purchasing decisions? Local food purchases, which are covered in OP Credit 6: Food Purchasing, are not included in this credit.: No

A brief description of the program:
The University has no formal policy to give preference to local products and business other than through the Farm to College and Sustainable Food programs.

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

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

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

From the institution:

The Associated Students of the University of Montana operate the outstanding Office of Transportation that provides free bus rides to students, rental bikes, community connections, and incentives.

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</tbody>
</table>
Campus Fleet

Responsible Party

Cherie Peacock  
Sustainability Coordinator  
Office of Sustainability

Criteria

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

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

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

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

Gasoline-electric, non-plug-in hybrid vehicles in the institution’s fleet :
6

Diesel-electric, non-plug-in hybrid vehicles in the institution’s fleet :
0

Plug-in hybrid vehicles in the institution’s fleet :
0

100 percent electric vehicles in the institution’s fleet :
1

Vehicles in the institution's fleet that are fueled with Compressed Natural Gas (CNG):
0
Hydrogen fueled vehicles in the institution’s fleet:
0

Vehicles in the institution’s fleet that are fueled with B20 or higher biofuel for more than 6 months of the year:
0

Vehicles in the institution’s fleet that are fueled with E85 or higher ethanol for more than 6 months of the year:
0

Total number of vehicles in the institution’s fleet, including all of the above:
15
Student Commute Modal Split

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

The percentage (0-100) of institution’s students who use more sustainable commuting options:
56

The percentage (0-100) of institution’s students who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation:
44

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

The percentage (0-100) of institution’s students who vanpool or carpool as their primary method of transportation:
9

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

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

The website URL where information about alternative transportation is available:
http://life.umt.edu/asum/asum_agencies/Transportation/
Employee Commute Modal Split

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

The percentage (0-100) of institution's employees that use more sustainable commuting options: 65

The percentage (0-100) of institution’s employees who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation: 35

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

The percentage (0-100) of institution’s employees who vanpool or carpool as their primary method of transportation: 16

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

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

The website URL where information about alternative transportation is available:
http://life.umt.edu/asum/asum_agencies/Transportation/
Bicycle Sharing

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

A brief description of the program, including an indication of its scope (e.g., the number of bicycles the program makes available, participation levels, etc.):
UM offers through a "Cruiser Co-Op" program offering free bicycle check out for any student.

The website URL where information about the program, policy, or practice is available:
http://life.umt.edu/asum/asum_agencies/Transportation/bike/cruiser_co_op.php
Facilities for Bicyclists

Responsible Party
Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

A brief description of the facilities:
The University provides an indoor and secure bike hub in the parking garage on campus. Students can check out a key for the bike hub free of charge. Multiple buildings on campus provide shower facilities, including the recreation center and the LEED Platinum certified Native American Center. Lockers are also available for both employees and students in multiple buildings on campus.

The website URL where information about the program, policy, or practice is available:
http://life.umt.edu/asum/asum_agencies/Transportation/bike/bike_parking.php
Bicycle and Pedestrian Plan

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

Has the institution developed a bicycle plan?:
Yes

A brief description of the plan:
The University has a plan to make the campus safe and friendly for both bikes and pedestrians. Bicyclists are to slow down to twice the speed of surrounding pedestrians while on campus, bicyclists should alert and yield to pedestrians, wear helmets, and follow other rules to maintain a safe campus. The University also has a Bike Ambassador program that employs students to promote these safety tips and improve campus safety for both bikes and pedestrians. The University also collaborates with the local community in transportation planning to develop safer bike and pedestrian routes.

The website URL where information about the plan is available:
http://life.umt.edu/asum/asum_agencies/Transportation/bike/default.php
Mass Transit Programs

Responsible Party
Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

A brief description of the program(s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):
The University offers free bus shuttle services and free access to local community bus system. Bus services connect residents halls, campus, and the local community.

The website URL where information about the program is available:
http://life.umt.edu/asum/asum_agencies/Transportation/bus/default.php
Does the institution offer a condensed work week option for employees? The institution does not have to offer the option to all employees in order to earn this credit:

Yes

A brief description of the program:

Eligible employees can work a condensed work week in the summer months.

The website URL where information about the program is available:

---
Telecommuting

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

Does the institution offer a telecommute program for employees?:
Yes

A brief description of the program:
Telecommuting, the practice of working from home, is available to all employees, dependent on supervisor approval.

The website URL where information about the program is available:
http://www.umt.edu/hrs/Personnel%20Policies/default.aspx
Does the institution participate in a carpool/vanpool matching program?:
Yes

A brief description of the program:
UM Rideshare has gone through many different designs but has been found to function best as an information board centrally located on campus. The Rideshare is available to anyone with a student ID. If a student wishes to post a "sharable or wanted ride" they can present their ID card, fill out a release form and information card, then advertise on the Rideshare board. If a student sees an advertised ride, they also fill out a release form and then receive contact information. This program has been shown to work more effectively than online programs.

The website URL where information about the program is available:
http://life.umt.edu/asum/asum_agencies/Transportation/carpool.php
Does the institution allow commuters to cash out of parking spaces (i.e., it pays employees who do not drive to work)?:

No

A brief description of the program:

The university does not have a cash out of parking program.

The website URL where information about the program is available:

---
Carpool Discount

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

A brief description of the program:
Carpool passes are available at a greatly reduced price. The carpool must consist of at least three members, each carpool member pays $10 and a single parking permit is issued to be shared.

The website URL where information about the program is available:
http://www.umt.edu/publicsafety/Campus%20Parking/Parking%20Permits.aspx
Local Housing

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

Responsible Party
Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

Does the institution participate in a car sharing program, such as ZipCar or HourCar?:
No

A brief description of the program:
The University is looking into a car sharing program but has not created it yet.

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

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

From the institution:

UM is reducing, reusing, recycling, and composting its waste and has goals to increase the rate of diversion. Students fund the campus recycling program and work to improve recycling on campus and in the community.

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</tbody>
</table>
Waste Reduction

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

Weight of materials recycled, 2005 baseline year :
159.69 Tons

Weight of materials composted, 2005 baseline year :
0 Tons

Weight of materials disposed as garbage, 2005 baseline year :
1,967.78 Tons

Weight of materials recycled, performance year :
377.40 Tons

Weight of materials composted, performance year :
89 Tons

Weight of materials disposed as garbage, performance year :
1,972 Tons

List the start and end dates of the waste reduction performance year:
January 1, 2013 - December 31, 2013

On-campus residents, 2005:
Campus Sustainability Data Collector | AASHE
Non-residential/commuter full-time students, faculty, and staff members, 2005:
7,796

Non-residential/commuter part-time students, faculty, and staff members, 2005:
2,708

On-campus residents, performance year:
2,762

Non-residential/commuter full-time students, faculty, and staff members, performance year:
9,367

Non-residential/commuter part-time students, faculty, and staff members, performance year:
4,415

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with waste reduction performance year):
January 1, 2013 - December 31, 2013

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

A brief description of the plan of action to achieve waste reduction goals:
The goal of the Recycling Program, and all Montana state agencies, is to reduce the solid waste stream by 25%.

The website URL where information about the institution’s waste reduction initiatives is available:
Waste Diversion

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

Materials disposed in a solid waste landfill or incinerator:
1,972 Tons

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

- The university of Montana sells surplus materials to the public, provides several recycling locations on campus, and recycles all materials accepted by local recycling companies. The facilities services recycling program is committed to reducing the amount of waste taken to the landfill. The recycling program works closely with university custodians and is staffed primarily by student employees committed to the cause of keeping our environment clean and healthy. UM recycling receives about 80% of its funds from a student recycling fee ($4 per student per semester). This is hopefully increasing to $6 per student per semester. Additional funds come from UM staff donations, selling recyclables, and vending machine revenues.
- For halogen lights, the university owns a piece of machinery that removes the mercury, making the lights regular waste. Once the mercury is removed, the piece of machinery breaks down the glass, which is resold to a company in California. This company then reuses the old glass to make new light bulbs.
- Twice a year the university hosts a furniture sale where people from the local community are able to purchase leftover materials.
- The scrap steel is sent out of the state to be reused.
- Eight hundred pallets per year are diverted from the universities waste stream. Johnson Brothers Company, located in Missoula, takes the pallets and refurbishes them, and then sells them to the public. If they cannot be refurbished, the pallets are then chipped, and are sold for landscaping or fire usage.
- Appliances from technical services, mainly being refrigerators and ovens, are also diverted from the waste stream. If they are not resold at the campus garage sale, or are broken, Technical Services will then remove the refrigeration agent and compressors. The compressors are then reused, or recycled through Technical Services. The radiators (aluminum copper) are taken by Edi, and are recycled. The rest of
the appliance, mainly being the frame, is taken to Pacific Steel.

- Rechargeable batteries—every battery from the university cars, from the exit signs, and from fire alarms are all rechargeable batteries. They are collected and recovered, and then reused.
Construction and Demolition Waste Diversion

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

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

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

Amount of construction and demolition materials landfilled or incinerated:
21.35 Tons

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

The data included in this document was compiled by Mark Kobos who was partnered with Jameel Chaudhry in 2010 as part of the LEED certification completed on the Payne Family Native American Center. In the future, all buildings that are built are required to be LEED certified.
Electronic Waste Recycling Program

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

Yes

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

Yes

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

- The labor crew handles more than 90% of the E-waste; students do not handle it. The labor crew, and UM’s Recycling Coordinator, consists of the only people that handle the E-waste. They have special guidelines they follow to make sure they are getting rid of the waste in a safe and responsibly way.
- Any equipment that is brought in that holds personal data is first destroyed. Then the equipment is palletized and shrink-wrapped. The university of Montana then sends the equipment to ECS refining, located in California.

A brief description of the electronic waste recycling program for institution-generated materials:
The labor crew handles more than 90% of the E-waste; students do not handle it. The labor crew, and UM's Recycling Coordinator, consists of the only people that handle the E-waste. They have special guidelines they follow to make sure they are getting rid of the waste in a safe and responsibly way.

* Any equipment that is brought in that holds personal data is first destroyed. Then the equipment is palletized and shrink-wrapped. The university of Montana then sends the equipment to ECS refining, located in California

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

Electronic waste that student-owned is collected from recycling stations at the residence halls. It is then comingled with institution-generated materials and recycled in that same manner.

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

Hazardous Waste Management

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

Departments are encourage to purchase only the amount of chemicals necessary and not stockpile or store additional chemicals. A central purchasing department called Chem Stores oversees the purchase of chemicals and can assist deparments in sharing when appropriate.

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

The University of Montana has a hazardous waste collection program. Hazardous waste is collected and containerized on-site. Solvents are bulked in 55 gallon drums and shipped off-site for incineration. Elemental neutralization also occurs on-site and disposed of. Biohazardous waste is collected from across campus and items that cannot be autoclaved or chemically treated are shipped off-site for treatment and disposal.

The website URL where information about hazardous materials management is available:
http://www.umt.edu/research/EHRM/materials/default.php
Dr. George Stone  
Vice President of Sustainability  
Office of Sustainability

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

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

Yes

A brief description of the program:

The University has a property surplus office that is responsible for inventory and exchange of materials such as office equipment, scientific equipment, furniture, bikes, and supplies.

The website URL where information about the program is available:

---
Limiting Printing

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

A brief description of how printing is limited:
Free printing is limited across campus. All computer labs charge students to print, once a certain limit is reached.

The website URL where information about the program, policy, or practice is available:
http://www.umt.edu/it/computerlabs/grizprint.php
Materials Online

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

A brief description of the practice:

Course catalogs are only available on-line and schedule and directories are also available on-line. There are several methods used by faculty and the library to post course materials on-line.

The website URL where information about the practice is available:
http://www.umt.edu/catalog/
Chemical Reuse Inventory

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Move-In Waste Reduction

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

A brief description of the program:

Recycling is picked up, nonstop, for four days and recycling trailers are located at every dorm. Furniture, electronics, and clothing is opportunistically reused.

The website URL where information about the program is available:
---
Move-Out Waste Reduction

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

A brief description of the program:
Recycling is picked up, nonstop, for four days and recycling trailers are located at every dorm. Furniture, electronics, and clothing is opportunistically reused.

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

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

From the institution:

UM has a stormwater management plan in place to protect the area's vast groundwater resources.

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</table>
Water Consumption

Responsible Party

Cherie Peacock  
Sustainability Coordinator  
Office of Sustainability

Criteria

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

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

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

Water consumption, 2005 baseline year:
223,854 Gallons

Water consumption, performance year:
239,209 Gallons

List the start and end dates of the water consumption performance year:
January 1, 2013 to December 31, 2013

On-campus residents, 2005:
2,762

Non-residential/commuter full-time students, faculty, and staff members, 2005:
7,796

Non-residential/commuter part-time students, faculty, and staff members, 2005:
2,708

On-campus residents, performance year:
2,762

Non-residential/commuter full-time students, faculty, and staff members, performance year:
9,367

Non-residential/commuter part-time students, faculty, and staff members, performance year:
Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with water consumption performance year):
January 1, 2013 - December 31, 2013

Indication of whether institution has a stated commitment to water use reduction goals:
No

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

The website URL where information about the institution’s water conservation initiatives is available:
---
Stormwater Management

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

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

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

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

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

Part 2

Institution has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

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

Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for this credit.

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

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from new development projects? :

Yes

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations? :

Yes
A brief description of the institution's stormwater management initiatives:

The University of Montana has a storm water permit and is required to protect surface waters from contamination. This permit puts certain requirements on UM to ensure that the potential for pollution is eliminated. Those requirements include:

- Storm drain cleaning
- Parking lot and street cleaning
- Maintain a used oil recycling program
- Spill prevention plan with spill response personnel on campus
- Hazardous material storage, management, and disposal program
- Stenciling on storm drains
- Education of campus community on storm water issues
- Monitor for fuel releases at fueling sites
- Public participation
- Ground truthing system to prevent illicit discharges

The website URL where information about the institution's stormwater management initiatives, plan or policy is available:


Does the institution have a living or vegetated roof?:

No

A brief description of the institution's living or vegetated roof:

---

Does the institution have porous paving?:

Yes

A brief description of the institution's porous paving:

Some sidewalks on campus, including the prominent Oval, are made of bricks laid in sand, which is porous.

Does the institution have retention ponds?:

No

A brief description of the institution's retention ponds:

---

Does the institution have stone swales?:

No
A brief description of the institution's stone swales:
---

Does the institution have vegetated swales?:
---

A brief description of the institution's vegetated swales:
---

Does the institution employ any other technologies or strategies for stormwater management?:
---

A brief description of other technologies or strategies for stormwater management employed:
---
Waterless Urinals

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

Does the institution use at least one waterless urinal?:
Yes

A brief description of the technology employed:

At least two buildings on campus have waterless urinals- Building 32 and the Payne Family Native American Center.

The website URL where information about the technology is available:
---
Building Water Metering

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

Does the institution have building-level water consumption meters for at least one building?:
Yes

A brief description of the water metering employed:
UM has 44 buildings on campus with water meters.

The percentage of building space with water metering:
---

The website URL where information about the practice is available:
---
Non-Potable Water Usage

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

Does the institution use non-potable water (e.g., harvested rainwater or graywater) for irrigation and/or other applications?:
Yes

A brief description of the source of non-potable water and how it is used:
The University used non-potable water for its groundwater cooling system.

The percentage of irrigation water usage from recovered, reclaimed or untreated sources:
---

The percentage of building space using water from recovered, reclaimed or untreated sources:
---

The percentage of water used in utility plants from recovered, reclaimed or untreated sources:
---

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

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

Does the institution use xeriscape landscaping techniques, including the selection of drought tolerant plants?:
Yes

A brief description of the program or practice:

Even though xeriscaping is not practiced in all part of campus, there is a prominent example of using drought tolerant plants and xeriscaping techniques at the Payne Family Native American Center.

The website URL where information about the program or practice is available:
---
Weather-Informed Irrigation

Responsible Party

Cherie Peacock  
Sustainability Coordinator  
Office of Sustainability

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

Does the institution use weather data or weather sensors to automatically adjust irrigation practices?:
Yes

A brief description of how weather data or sensors are used:
The University has weather-informed irrigation in several locations, including the Payne Family Native American Center.

The website URL where information about the practice is available:
---
Coordination and Planning

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution’s priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

From the institution:

Sustainability is one of four core values in UM's strategic plan, pointing to a high level commitment. UM also has had a formally adopted Climate Action Plan since 2010.

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</table>
Sustainability Coordination

Responsible Party
Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Institution has a sustainability committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus.

The committee, office, and/or coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

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

Does the institution have a sustainability committee?:

Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities:

Mission Statement:

Universities must play a leading role in education, research, policy development, information exchange, and community outreach in order to help create an equitable and sustainable future. The Sustainable Campus Committee recognizes the importance of this and aims to lead by example through the adoption of the Talloires Declaration's ten principles. By identifying and recommending projects that move the University towards sustainability, the Committee will provide momentum and guidance to UM administration, faculty, staff, and students to achieve environmentally and socially responsible living.

Charge:

To identify and recommend to the University President specific actions and strategic plans the University community can pursue to move the University towards greater environmental sustainability in its operations, research, teaching and service/outreach functions. To collaborate with on-campus and off-campus groups to implement these actions and plans and sustain them over time. To report to the campus community on the state of the university's sustainability efforts and on future plans each Earth Day.

Members of the committee, including affiliations:

Committee structure:

• The committee shall be composed of 12 members from the faculty, staff, administration, and students at the University of Montana.
The committee members will be appointed by the UM President on the recommendation of ASUM, Staff Senate, Faculty Senate or the SCC.

Members will serve two year terms.

To capture a diversity of perspectives, the committee will draw from a variety of departments and services found on the campus.

There will be three representatives from each of the following: administration, faculty, staff and students.

Current members of the Committee are:
CABINET OVERSIGHT: Royce Engstrom, University President
STUDENTS: Sam Thompson, Erik Lillquist
STAFF: Brian Kerns, Energy Manager; Kris Csorosz, Grounds; Ian Finch, Dining Services Sustainability Coordinator
FACULTY: Josh Slotnick, Professor, Environmental Studies; Suzanne Tilleman (Co-Chair), Professor, School of Business; Teresa Sobieszczyk, Professor, Sociology Department
ADMINISTRATION: Irma Russell, Dean of the Law School; Liz Roosa Millar, Director, University Center; James McKusick, Dean of the Honors College
OFFICE OF SUSTAINABILITY: Cherie Peacock (Co-Chair), Director, Office of Sustainability
ASUM COORDINATOR: Eva Rocke, ASUM Sustainability Coordinator

The website URL where information about the sustainability committee is available:
http://www.umt.edu/greeningum/Get%20Involved/Sustainable%20Campus%20Committee/default.aspx

Does the institution have a sustainability office?: Yes

A brief description of the sustainability office:
The Office of Sustainability evolved out of the efforts of the Sustainable Campus Committee, Facilities Services, students, and the Recycling Oversight Committee. The Office of Sustainability is responsible for implementing recycling on campus and coordinating a variety of efforts in support of overall campus sustainability. Ongoing activities include alternative transportation, farm-to-college food services, facility energy conservation measures, energy-efficient new construction, and education on the environment and climate change. The Office also networks within the region and local community.

The number of people employed in the sustainability office: 10

The website URL where information about the sustainability office is available:
http://www.umt.edu/greeningum/default.aspx

Does the institution have a sustainability coordinator?: Yes

Sustainability coordinator's name:
Cherie Peacock
Sustainability coordinator's position title:
Sustainability Coordinator; Director of the Office of Sustainability

A brief description of the sustainability coordinator's position:
Administers the Sustainability Program, including designing, developing, coordinating, and executing the sustainability program's efforts, as well as supervising staff. This position solicits input and feedback from various on-campus organizations, as well as the Missoula community. The Coordinator exercises discretion and independent judgement in regard to the sustainability program efforts. The Coordinator reports to the Director of Facilities Services but has a high level of autonomy when responding to the goals of the sustainability program.

The website URL where information about the sustainability coordinator is available:
http://www.umt.edu/greeningum/default.aspx
Strategic Plan

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Institution’s current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in PAE Credit 3: Physical Campus Plan) nor an independent sustainability plan (which is covered in PAE Credit 5: Sustainability Plan) counts for this credit.

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

Year the strategic plan or equivalent was completed or adopted:

2,010

Does the institution's strategic plan or equivalent guiding document include the environmental dimensions of sustainability at a high level?:

Yes

A brief description of how the strategic plan or amendment addresses the environmental dimensions of sustainability:

The University of Montana includes sustainability as a core value in it's strategic plan and defines it as: "The University of Montana models a pathway to economic, financial, environmental, and cultural sustainability in every aspect of mission fulfillment. It fosters principles of sustainability within the processes and cultures of the University, and it infuses issues of ecological, social, and economic sustainability in to courses across the UM curriculum. Consistent with the broader concept of sustainability, the University's initiatives ultimately seek to enhance students' understanding of the interconnectedness of ecological, social, and economic issues."

Does the institution's strategic plan or equivalent guiding document include the social dimensions of sustainability at a high level?:

Yes

A brief description of how the strategic plan or amendment addresses the social dimensions of sustainability:
The University of Montana includes sustainability as a core value in its strategic plan and defines it as: "The University of Montana models a pathway to economic, financial, environmental, and cultural sustainability in every aspect of mission fulfillment. It fosters principles of sustainability within the processes and cultures of the University, and it infuses issues of ecological, social, and economic sustainability into courses across the UM curriculum. Consistent with the broader concept of sustainability, the University's initiatives ultimately seek to enhance students' understanding of the interconnectedness of ecological, social, and economic issues."

**Does the institution's strategic plan or equivalent guiding document include the economic dimensions of sustainability at a high level?:**

Yes

**A brief description of how the strategic plan or amendment addresses the economic dimensions of sustainability:**

The University of Montana includes sustainability as a core value in its strategic plan and defines it as: "The University of Montana models a pathway to economic, financial, environmental, and cultural sustainability in every aspect of mission fulfillment. It fosters principles of sustainability within the processes and cultures of the University, and it infuses issues of ecological, social, and economic sustainability into courses across the UM curriculum. Consistent with the broader concept of sustainability, the University's initiatives ultimately seek to enhance students' understanding of the interconnectedness of ecological, social, and economic issues."

**The website URL where information about the strategic plan is available:**

Physical Campus Plan

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Institution’s current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in *PAE Credit 2: Strategic Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 4: Sustainability Plan*) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution’s entire physical campus are eligible for this credit.

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

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by PAE Credit 5: Climate Plan, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Climate Action Plan

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution’s administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward PAE Credit 4: Sustainability Plan.

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

Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit?:
Yes

A brief summary of the climate plan’s long-term goals:
Carbon neutral by 2020

A brief summary of the climate plan’s short-term goals:
10% reduction below 2007 levels by 2015

Year the climate plan was formally adopted or approved:
2,010

An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year:
Yes

List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment:
Scope 1, 2, and 3. Purchased electricity only for scope 2

The reduction level (percentage) institution has committed to:
The baseline year the institution used in its GHG emissions commitment:
June 30, 2007

The baseline emissions level institution used in its GHG emissions commitment:
58698

The target year the institution specified in its GHG emissions commitment:
Dec. 31, 2020

The website URL where information about the climate plan is available:
Diversity and Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

From the institution:

Diversity, another core value expressed in the University's strategic plan, is an area where UM shines. Achieving almost all credits available in STARS shows the campus commitment to environmental and social justice.

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Diversity and Equity Coordination

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus.

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

Does the institution have a diversity and equity committee?:

Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities:

The University has a diversity and equity committee called the Diversity Advisory Council. Their mission statement: "To encourage, advocate, and facilitate communication, education, and relations among persons of various races, physical conditions, religions, national origins, citizenship, genders, ages, socio-economic backgrounds, and sexual orientation at the University of Montana."

Members of the committee, including job titles and affiliations:

CABINET OVERSIGHT
Royce C. Engstrom, President

CO-CHAIRS
Blakely Brown, Health and Human Performance (2012-2014)

COUNCIL SECRETARY
Olivia Holter, Day of Dialogue Student representative

COUNCIL TREASURER
Natalie Hiller-Claridge, Campus Recreation

FACULTY (Five - Two Year Term Limit)
Bharath Sriraman, Department of Mathematical Sciences (2012 – 2014)
Heidi Eggert, Department of Theater & Dance (2012-2014)
Heather Bruce, Department of English (2012-2014)
Lucila Rudge, Department of Curriculum and Instruction (2013 – 2015)
Theresa Kinney, College of Biomedical and Health Professions (2013-2015)

STAFF (Two - Two Year Term Limit)
Chuck Harris, College of Arts and Sciences (2012-2014)
Natalie Hiller-Claridge, Campus Recreation (2012-2014)

STUDENT (Five)
African Students Association (One)
VACANT
ADSUM (One)
Courtney Damron
ASUM (Two)
Komalashri Easwara Murthi
Asa Hohman
International Student Association (One)
VACANT
Kyi-Yo Native American Student Association (One)
Wilena Old Person, Kyi-Yo Advisor
Lambda Alliance (One)
Jonathon Knudson, Financial Director

Kaimin (One)
VACANT

Day of Dialogue (One)
VACANT

PROGRAM/ADMINISTRATION REPRESENTATIVES (One from Each of the Following Units)
Fredricka Hunter, American Indian Student Support Services Program
Benjamin Courteau, Associated Students of The University of Montana
Jennifer Zellmer-Cuaresma, Intercollegiate Athletics
VACANT, Missoula College
Rhondie Voorhees, Dean of Students
Mika Watanabe, Disability Services for Students
Juana Alcala and Emily Ferguson-Steger, Enrollment Services
Eric Gutierrez, Equal Opportunity/Affirmative Action Office
Barb Seekins, Foreign Student and Scholar Services
Carey Davis, Human Resource Services
Julie Biando Edwards, Mansfield Library
Melissa Steimike, Residence Life
Twila Old Coyote, Director, TRiO Student Support Services/Upward Bound
Jamar Galbreath, UC Diversity Planning
Dora LaCasse, Undergraduate Advising Center
Cary Shimek, University Relations
Len Leibinger, Veterans Affairs
Ray Carlisle, Retirees’ Association
Udo Fluck, International Programs
The website URL where information about the diversity and equity committee is available:
http://www.umt.edu/committees/diversity.aspx

Does the institution have a diversity and equity office?:
Yes

A brief description of the diversity office:

The Equal Opportunity and Affirmative Action Office at the University of Montana strives to support a diverse community accepting of all individuals regardless of their race, color, sex, age, religion, creed, marital or familial status, union affiliation, physical or mental disability, sexual orientation, national origin, veteran status, or political beliefs. This office will work to eliminate barriers which inhibit persons from achieving their full potential in education, employment, and other programs and services at the University.

The number of people employed in the diversity office:
3

The website URL where information about the diversity and equity office is available:
http://www.umt.edu/eo/

Does the institution have a diversity and equity coordinator?:
Yes

Diversity coordinator’s name:
Eric M. Gutiérrez

Diversity coordinator’s position title:
Equal Opportunity/Affirmative Action Director and Title IX Coordinator

A brief description of the diversity coordinator's position:

The Diversity Coordinator's role is to lead the office, carry out the mission of the office, and advise decision makers on campus.

The website URL where information about the diversity and equity coordinator is available:
http://www.umt.edu/eo/staff.php
Measuring Campus Diversity Culture

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

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

Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit?:

Yes

A brief description of the assessment(s):

The Diversity Advisory Council designed and delivered a comprehensive survey in 2010-2011 in order to establish a baseline understanding of the condition of diversity on the UM campus. The survey was completed by a cross section of the campus and analyzed. The survey was done with the intention of having the full report serve as a useful tool for identifying opportunities to partner together to further promote diversity efforts. The four strategic choices on which the survey focused are:

1. Enhance the campus culture of understanding, respect, support, and advancement of diversity.
2. Create avenues of access to the academy and for success within the academy for all individuals, and particularly populations historically underrepresented in the academy.
3. Educate and prepare students to contribute and thrive in a multicultural society.
4. Develop an organizational structure to ensure implementation, evaluation and periodic renewal of strategic choices 1 through 3.

The Diversity Advisory Council (DAC) is an advisory board to the President, whose charge is:
To encourage, advocate, and facilitate communication, education, and relations among persons of various races, physical conditions, religions, national origins, citizenship, genders, ages, socio-economic backgrounds, and sexual orientation at The University of Montana.

Year the assessment was last administered:

2,011
A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives:

As a result of the assessment, a new position was created by the President in collaboration with the Office of Equal Opportunity/Affirmative Action. The position of Diversity Retention and Recruitment Coordinator was created and filled in late 2011 to increase the University’s success in retaining and recruiting female and minority faculty and staff in units where there is underrepresentation. The coordinator has the responsibility of compiling, analyzing and reporting data on the status of workforce diversity at UM and the position provides direction and guidance to recruitment managers and hiring authorities about appropriate diversity-related practices to follow. The coordinator actively collaborates with campus groups and the outlying community to ensure the effective implementation of best practices.

In addition, the university has recently revised its Discrimination, Harassment, Sexual Misconduct, Stalking, and Retaliation policy. UM has revised the policy because the university is committed to providing an environment that emphasizes the dignity and worth of every member of its community and that is free from harassment and discrimination on the base of protected class status. The DAC is currently preparing to follow-up with student focus groups this year. In addition, questions that provide metrics for diversity will be embedded into current institutional instruments and processes in order to have an ongoing method for assessing the progress of the university’s diversity initiatives. For example, as applicants apply to the university or as employees complete required tutorials, they will be asked to complete questions that can provide UM with valuable information related to diversity.

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

http://www.umt.edu/eo/diversity/reportlong.php
Support Programs for Underrepresented Groups

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

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

Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups within the student body:

American Indian Graduate Student Association
American Indian Science and Engineering Society
Black Student Union
Indigenous Filmmakers Club
Kyi Yo Native American Student Association
Native American Entrepreneurs
Native American Law Student Association
Non-Traditional Student Association
Social Justice Action Network

American Indian Student Services (AISS) is dedicated to Native American enrollment, achievement, and success at the University of Montana. Through a "family education" approach, AISS supports Native American students and their families as they negotiate academic life and their transition to UM and the Missoula Community. AISS provides advocacy on behalf of students with faculty, staff, and academic departments.

UM Allies
The goal of The University of Montana Allies Program (UM Allies) is to promote a campus environment that is inclusive and supportive of all individuals, regardless of sexual orientation, gender identity, or gender expression.

A brief description of the programs sponsored by the institution to support underrepresented groups within the faculty:
UM Allies
The goal of The University of Montana Allies Program (UM Allies) is to promote a campus environment that is inclusive and supportive of all individuals, regardless of sexual orientation, gender identity, or gender expression.

American Indian Disability Technical Assistance Center
American Indian Support and Development Council
Affirmative Action/Equal Opportunity

A brief description of the programs sponsored by the institution to support underrepresented groups within the staff:

UM Allies
The goal of The University of Montana Allies Program (UM Allies) is to promote a campus environment that is inclusive and supportive of all individuals, regardless of sexual orientation, gender identity, or gender expression.

American Indian Disability Technical Assistance Center
American Indian Support and Development Council

The website URL where more information about the programs in each of the three categories is available:
http://life.umt.edu/diversity/raceandethnicity.php
Support Programs for Future Faculty

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

Does the institution administer and/or participate in programs that meet the criteria for this credit?:

Yes

A brief description of the institution’s programs that help increase the diversity of higher education faculty :

The UM Sloan Indigenous Graduate Partnership Program was established in the fall of 2005. Indigenous (Native American, Alaskan Native, Native Hawaiian – U.S. Citizenship) graduate students pursuing degrees in STEM at The University of Montana are eligible to apply for the scholarship program established by the A.P. Sloan Foundation. The UM SIGP Program is intended to increase the number of Indigenous Americans earning master’s and doctoral degrees in STEM disciplines.

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

http://www.umt.edu/grad/SIGP/default.php
Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution’s faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education such as the federal TRIO programs
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes

A brief description of the institution’s participation in federal TRIO programs:

The University uses Federal TRIO programs to provide academic advising, tutoring, career advising, financial aid, and workshops to eligible students. Students who qualify for TRIO Student Support Services include those who are first-generation college students, and those who qualify under federal financial guidelines as low income.

A brief description of the institution’s policies and programs to minimize the cost of attendance for low-income students?:

Students who qualify for TRIO Student Support Services include those who are first-generation college students, and those who qualify under federal financial guidelines as low income. The University also utilizes the Free Application for Federal Student Aid (FAFSA) to minimize the cost of attendance for low-income students.
A brief description of the institution’s programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

The University Financial Aid Office works with faculty and staff to ensure they understand the financial aid options to be able to advise students.

A brief description of the institution’s programs to prepare students from low-income backgrounds for higher education:

The Financial Aid Office hosts high school aid nights where representatives educate students and their parents about financial aid options.

A brief description of the institution's scholarships for low-income students:

The University offers the Charlotte Yeoman Martin Scholarship for students who are low-income, academically challenged, or who face other obstacles.

The Universtiy also offers a Montana Education Savings Account that matches savings 3:1 to go toward education.

A brief description of the institution’s programs to guide parents of low-income students through the higher education experience:

The Financial Aid Office hosts high school aid nights where representatives educate students and their parents about financial aid options.

A brief description of the institution’s targeted outreach to recruit students from low-income backgrounds:

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A brief description of the institution’s other admissions policies and programs:

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A brief description of the institution’s other financial aid polices or programs:

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A brief description of the institution’s other policies and programs not covered above:

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The website URL where information about programs in each of the areas listed above is available:

http://life.umt.edu/finaid/
Gender Neutral Housing

Responsible Party
Cherie Peacock
Sustainability Coordinator
Office of Sustainability

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Employee Training Opportunities

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

Does the institution make cultural competence trainings and activities available to all employees?:
Yes

A brief description of the cultural competence trainings and activities:
The Multicultural Learning Solutions (MLS), a unique, interactive and award-winning instructional approach to cross-cultural and global competence building, is utilized to train students, faculty, administrators, and staff to become more internationally minded and multiculturally competent in today’s global world. Since 2003, MLS has conducted cross-cultural research and developed over 200 trainings.

The website URL where information about the trainings and activities are available:
Student Training Opportunities

Responsible Party

Cherie Peacock  
Sustainability Coordinator  
Office of Sustainability

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

Does the institution make cultural competence trainings and activities available to all students?:

Yes

A brief description of the cultural competence trainings and activities:

The Multicultural Learning Solutions (MLS), a unique, interactive and award-winning instructional approach to cross-cultural and global competence building, is utilized to train students, faculty, administrators, and staff to become more internationally minded and multiculturally competent in today’s global world. Since 2003, MLS has conducted cross-cultural research and developed over 200 trainings.

The website URL where information about the trainings and activities are available:

Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. An institution’s people define its character and capacity to perform; and so, an institution’s achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

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

From the institution:

UM has incorporated sustainability in many of its human resources programs. After learning about STARS, staff included sustainability in staff development and new employee orientation. Individual initiative such as this is what makes a big difference.

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Sustainable Compensation

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Employee Satisfaction Evaluation

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

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

Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit?:
Yes

A brief description of the institution’s methodology for evaluating employee satisfaction:

An electronic survey was sent to all classified staff, and that covered most departments. Paper survey was also offered to staff who do not have access to computers. The information gleaned from the survey was shared with the Board of Regents and University administration. Human Resources also uses information about the concerns raised in their communications with staff.

The year the employee satisfaction evaluation was last administered:
2,012

The website URL where information about the institution’s employee satisfaction evaluation process is available:
---
Staff Professional Development in Sustainability

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

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

The following training opportunities are not sufficient for this credit:

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

Submission Note:

The staff sustainability workshop was offered for the first time in 2013.

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

Does the institution make training and professional development opportunities in sustainability available to all staff?:

Yes

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

The University Sustainability Coordinator taught a half day workshop on campus sustainability initiatives and how to incorporate sustainable living at home. This workshop was offered through human resources and available to all staff.

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

http://www.umt.edu/urelations/ForUM/archive/042213.php
Sustainability in New Employee Orientation

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

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

Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff?:
Yes

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

Every new employee is required to attend orientation. The Sustainability Coordinator gives a presentation at orientation about campus sustainability and ongoing initiatives. Materials and contact information is available at orientation as well as emailed to all new employees.

The website URL for the information about sustainability in new employee orientation:
http://www.umt.edu/hrs/New%20Hire%20Orientation/default.aspx
Employee Sustainability Educators Program

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

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

---

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of students, faculty, and staff?:

Yes

A brief description of the child care program, policy, or practice:

The Associated Students of the University of Montana offers childcare for students, faculty, staff, and the local community.

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

http://life.umt.edu/asum/asum_agencies/Childcare/
Employee Wellness Program

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees?:

Yes

A brief description of the employee wellness program, policy, or practice:

Montana University System (MUS) Wellness/Benefits Programs are dedicated to enhancing the quality of life for MUS employees, retirees and spouses who are covered by the MUS health insurance plans.

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

Socially Responsible Retirement Plan

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

Does the institution offer a socially responsible investment option for retirement plans?:
Yes

A brief description of the socially responsible investment option for retirement plans:
The University offers a socially responsible investment option for retirement plans through TIAA-CREF's Socially Responsible Fund. The fund seeks a favorable long-term total return that reflects the investment performance of the overall U.S. stock market while giving special consideration to certain social criteria. It normally invests at least 80% of its assets in equity securities. The fund's investments are subject to certain environmental, social and governance criteria. The evaluation process favors companies that are strong stewards of the environment; devoted to serving local communities; committed to higher labor standards; dedicated to producing high-quality and safe products; and those managed in an exemplary or ethical manner.

The website URL where information about the program, policy, or practice is available:
https://www.tiaa-cref.org/public/tcfpi/Investment/Profile?investment=IMSCCLB
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.

From the institution:

The University of Montana has limited involvement in investment decisions that promote sustainability. That could soon change with efforts to advocate for the divestment in fossil fuels.

Credit

Committee on Investor Responsibility
Shareholder Advocacy
Positive Sustainability Investments
Student-Managed Sustainable Investment Fund
Sustainable Investment Policy
Investment Disclosure
Committee on Investor Responsibility

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

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

Criteria

There are two possible approaches to earning this credit.

1) Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but $2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

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

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Student-Managed Sustainable Investment Fund

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

Does the institution have a student-managed sustainable investment fund through which students are able to develop socially and/or environmentally responsible investment skills and experience with governance?:
Yes

A brief description of the student-managed sustainable investment fund:
The Kless Revolving Energy Loan Fund (KRELF) manages a pool of money generated from an optional student sustainability fee. Students manage the fund through committee and students develop and propose projects that save energy, lower operating costs, and decrease greenhouse gas emissions. The majority of funded projects must have quantifiable savings and return on investment.

The website URL where information about the fund is available:
http://www.umt.edu/greeningum/KRELF/
Sustainable Investment Policy

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

Does the institution make a snapshot of its investment holdings, including the amount invested in each fund and/or company and proxy voting records, available to the public?:
Yes

A brief description of the institution’s investment disclosure practices:
The University Foundation issues an annual report online and in print which covers a basic set of financial data pertinent to investment, donations, and expenditures.

The website URL where information about investment disclosure available:
http://supportum.org/newsandinformation/Annual%20Reports/default.php
Public Engagement

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

From the institution:

UM is very involved in community service, public engagement, and partnerships. The recently developed Missoula Area Sustainability Collaborative is a partnership between UM, the City of Missoula, USDA Forest Service, and the public school system. This partnership is aimed at public engagement in greenhouse gas emissions reduction.

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</tbody>
</table>
Community Sustainability Partnerships

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

Does the institution participate in community sustainability partnerships that meet the criteria for this credit?:

Yes

A brief description of the institution’s sustainability partnerships with the local community:

The University participates in several community sustainability partnerships including the fledgling Missoula Area Sustainability Partnership with the local community, Federal Forest Service, and Public Schools. The University also partners with local non-profits to develop community-wide climate action planning, student internship opportunities in sustainability, and the Program in Ecological Agriculture and Society (PEAS) Farm.

The website URL where information about sustainability partnerships is available:

http://www.umt.edu/greeningum/Operations/Food/PEAS%20Farm.aspx
Inter-Campus Collaboration on Sustainability

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

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

Yes

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

As part of the Sustainability Partnership of the Northern Rockies, UM hosted a workshop of sustainable food systems. Universities and colleges from around the region attended.
The Associated Students of the University of Montana (ASUM) initiated the Smart Buildings initiative in collaboration with other Montana universities to encourage energy efficiency and conservation in existing buildings.
ASUM is also working with students on other campuses to develop revolving energy loan funds.

The names of local, state, regional, national, and other campus sustainability organizations or consortia in which the institution participates and/or is a member:

Sustainability Partnership of the Northern Rockies - a network of sustainability coordinators and other representatives from higher education organized on a bioregional basis.
Montana Environmental Student Alliance - an overarching student group fostering collaboration across Montana on environmental issues.
AASHE
Second Nature and the ACUPCC

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

UM offers the Green Thread Faculty Development workshop to faculty from other universities in the region.
The University also routinely shares information with other campuses about recycling and the Farm to College program. The Farm to College program has become a national leader and information in shared through webinars nationally.
The website URL where information about cross-campus collaboration is available:
---
Sustainability in Continuing Education

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

Institution offers continuing education courses that are focused on or related to sustainability.

Courses that can be taken for academic credit are not included in this credit. They are covered by the Curriculum subcategory.

Part 2

Institution has a sustainability-related certificate program through its continuing education or extension department.

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

Does the institution offer continuing education courses that are focused on or related to sustainability?:

Yes

Number of sustainability continuing education courses offered:

16

Total number of continuing education courses offered:

78

Does the institution have a sustainability-related certificate program through its continuing education or extension department?:

No

A brief description of the certificate program:

---

Year the certificate program was created:

---

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

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

Submission Note:

The figures are for the 2011-2012 Academic Year

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

The number of students engaged in community service:
1,559

Total number of students, which may exclude part-time, continuing education and/or non-credit students:
15,669

The website URL where information about the institution’s community service initiatives is available:
http://www.dhc.umt.edu/ocio/about.html
Community Service Hours

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

The number of student community service hours contributed during a one-year period:
93,070

Total number of students, which may exclude part-time, continuing education and/or non-credit students:
15,669

The website URL where information about the institution’s community service initiatives is available:
http://www.dhc.umt.edu/oce/about.html
Sustainability Policy Advocacy

Responsible Party
Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria
Institution advocates for federal, state, or local public policies that support campus sustainability or that otherwise advance sustainability.

The policy advocacy must be done by the institution, not by students or a student group.

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

Has the institution advocated for federal, state, and/or local public policies that support campus sustainability or that otherwise advance sustainability?:
Yes

A brief description of how the institution engages in public policy advocacy for sustainability, including the issues, bills, and ordinances for or against which the institution has advocated:
The University's Farm to College program is a leader in sustainable food systems throughout the nation. In 2007, members of the program successfully advocated for Montana Senate Bill 328 which allows public institutions more flexibility to buy Montana-produced food. This was accomplished through an optional exemption in the Montana Procurement Act that requires public institutions to buy the least expensive food possible in contract purchases.

The website URL where information about the institution’s advocacy efforts are available:
---
Trademark Licensing

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1
Institution is a member of the Fair Labor Association or Worker Rights Consortium.

Part 2
Institution has signed on to participate in the Designated Suppliers Program.

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

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

Is the institution a member of the Fair Labor Association? : No

Has the institution expressed intention to participate in the Designated Suppliers Program? : No

The website URL where information about the institution’s participation in the WRC, FLA, and/or DSP is available:
http://www.workersrights.org/as.asp
Graduation Pledge

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

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

A brief description of the practice:
Service learning courses have special designation on transcripts.

The website URL where information about the practice is available:
http://www.dhc.umt.edu/ocene/servicelearning.html
Farmers' Market

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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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 Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Innovation 2

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 Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

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10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Innovation 3

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 Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

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10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Innovation 4

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 Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

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10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

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

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

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</table>
New Student Orientation

Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

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

Criteria

Institution provides education about eco-positive food and gardening techniques.

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

Criteria

Institution provides details of its food and beverage purchases.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Confinement-Free Food Purchases

Criteria

Institution provides details of its confinement-free animal product purchases.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Vegetarian-Fed Food Purchases

Criteria

Institution provides details of its vegetarian-fed animal product purchases.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Hormone-Free Food Purchases

Criteria

Institution provides details of its hormone-free animal product purchases.

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

Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

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

Criteria

Institution provides details of the dishware its provides at its dining services locations.

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

Criteria

Institution provides details about its energy initiatives.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Energy Use by Type

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Institution reports its energy use by type.

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

The percentage of total electricity use from coal.: 60

The percentage of total electricity use from wind.: 7

The percentage of total electricity use from biomass.: 0

The percentage of total electricity use from natural gas.: 7

The percentage of total electricity use from solar PV.: 0

The percentage of total electricity use from geothermal.: 0

The percentage of total electricity use from nuclear.: 1

The percentage of total electricity use from hydro.: 25

The percentage of total electricity use from other.: 0
Provide a brief description.
This is the approximate fuel mix used by Northwestern Energy, the purchased electricity provider.

The percentage of total energy used for heating buildings from coal.: 0

The percentage of total energy used for heating buildings from biomass.: 0

The percentage of total energy used for heating buildings from electricity.: 0

The percentage of total energy used for heating buildings from natural gas.: 100

The percentage of total energy used for heating buildings from geothermal.: 0

The percentage of total energy used for heating buildings from fuel oil.: 0

The percentage of total energy used for heating buildings from other.: 0

Provide a brief description.
A small amount of heating is from fuel oil but it is a fraction.

If cogeneration, please explain.
---
Procurement

Criteria

Institution provides details about its procurement efforts.

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

Criteria

Institution reports the number of bicycles available through bike sharing programs.

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

Criteria

Institution provides details about its water initiatives.

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

Criteria

Institution provides details about its endowment.

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

Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

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