University of Connecticut

The following information was submitted through the STARS Reporting Tool to be shared with Sierra magazine for consideration in their Cool Schools publication.

Date Submitted: May 31, 2012

STARS Version: 1.2

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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.

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

Student Sustainability Educators Program

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.

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

Student Sustainability Outreach Campaign

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

Criteria

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

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

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

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

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

The following impacts are not sufficient for this credit:

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

Submission Note:

http://ecohusky.uconn.edu/sneakerrecycling.htm

"---" *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) :

Eco-Madness and Sneaker Recycling

A brief description of the campaign(s) :

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

Towards the end of the Spring semester, the EcoHusky Program at the University of Connecticut works with the Department of Residential Life, UConn Division of Athletics, the Student Athletic Advisory Council (SAAC), the EcoHusky Student Group and Willimantic Waste to collect unwanted sneakers from members of the campus and local community. Collection bins are placed in the athletic facilities and at predetermined locations throughout campus.

At the conclusion of each spring semester, the sneakers are donated by Willimantic Waste to the Nike Reuse-A-Shoe Program to be converted to new surfaces such as running tracks and playgrounds.

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

The Eco-Madness winners realized a 29.1% reduction in water use per capita, and the energy winner reduced energy consumption by 6.5%.

Our snaaker recycling drive netted 3500 pounds of senakers for recycling, and an additional 405 pairs donated for direct re-use for the program Kicks for Africa.

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

http://ecohusky.uconn.edu/ecomadness2011.html

Sustainability in New Student Orientation

Responsible Party

Richard Miller
Director
Office of Envirnmental Policy

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.

Submission Note:

New students can also learn about campus sustainability efforts by visiting the EcoHusky or EcoHouse tables at the Student Activities Fair, which usually occurs during the first month of the fall semester. The EcoHusky homepage and facebook page contain lots of sustainability information and resources for new students.
http://www.ecohusky.uconn.edu/students.html

"---" *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 :

In the fall, Office of Environmental Policy Director, Rich Miller, teaches a voluntary First Year Education (FYE) module on sustainability for the freshman Honors Program. In the spring, he teaches the same module for other predominantly first-year students. Read one first-year student's thoughts about the class:

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

Additionally, in the late-
Spring, he trains University Orientation personnel on sustainability activites and green campus features for the orientation program,

including the walking tour of the campus. As part of the tour, the students and parents stop in front of a sustainability wall mural (near the model dorm room) that gives an overview of campus sutainability intitiatives and programs.

http://www.ecohusky.uconn.edu/waterconservation.html

A turn-off-the-lights campaign was started in 2011 to remind all students to turn lights off in dorms and common areas. All students living on-campus are provided with reusable recycling bags printed with recycling information at move-in. Dining Services provides reusable food containers and water bottles to new students.

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

http://www.ecohusky.uconn.edu/waterconservation.html

Sustainability Outreach and Publications

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

Criteria

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

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

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

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

Yes

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

The Office of Environmental Policy maintains a website that consolidates information on campus sustainability initiatives. The website highlights sustainability in the University news, environmental policy updates, the Climate Action Plan, current and past sustainability events and inititatives, a student blog on sustainability, and recycling and resource reduction. Additonally, the Eco-Husky Student Group website contains information directed towards students, such as sustainability efforts by students, a shortlist of classes with sustainabiltiy content, and information for getting involved with sustainability initiatives.

http://ecohusky.uconn.edu/students.html

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

http://ecohusky.uconn.edu/

Does the institution have a sustainability newsletter? :

Yes

A brief description of the sustainability newsletter :

The Sustainability Newsletter highlight major sustainability updates, events, and milestones for the preceding 6 months. it is published by the Office of Environmental Policy at the end of the spring and fall semesters.

The website URL for the sustainability newsletter :

http://ecohusky.uconn.edu/docs/newsletters/UConn-Sustainability-Newsletter_Fall-Winter_2011-2012.pdf

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 :

The CESE database is a new effort to consolidate research related to climate change impact, mitigation, and adaptation, by both faculty and students. Efforts are underway to expand the program to be a comprehensive directory of relevant research initiatives.

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

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

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

http://www.cese.uconn.edu/

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

No

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

We have hundreds of sustainable building and landscape features on campus, and several online guides have been created, but few areas are actually labeled with explanatory signage.

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

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

Yes

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

The Dining Services web site produces up-to-date information on sustainable food initiatives, including the cost-effective Local Routes Program for maximizing the use of loaclly grown food stocks; information on UConn's apiary; metrics on its food; and local sustainable food events in the surrounding community. This information is also disseminated via Facebook and Twitter feeds.

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

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

http://www.dining.uconn.edu/local_routes_sustainability.html

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

Yes

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

Construction areas are marked by signage that explain the sustainable policies behind large renovation projects.

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

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

Yes

A brief description of the sustainability walking map or tour :

The goal of UConn's sustainability map is to provide people with a resource to show people locations of sustainability initiatives on campus, including rain gardens, biodiesel lab, and the Spring Valley Farm.

http://maps.google.com/maps/ms?msid=203672297949199831374.0004b00cc9eee40921539&msa=0&ie=UTF8&t

=h&vpsrc=6&ll=41.80894,-72.277508&spn=0.061417,0.109863&z=13&source=embed

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

http://www.hort.uconn.edu/arboretum/walk.pdf

The website URL of the sustainability walking map or tour :

http://maps.google.com/maps/ms?msid=203672297949199831374.0004b00cc9eee40921539&msa=0&ie=UTF8&t
=h&vpsrc=6&ll=41.80894,-

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 :

[e-mailed Manisha for more info]

UConn provides all students, including commuters, information pertaining to its routine on-campus and regional WRTD bus services:

http://transpo.uconn.edu/#home

on and off-campus on-demand shuttle services:

http://transpo.uconn.edu/#onDemand

and associated alternative transportation programs, including Megabus lines, ride-sharing, car sharing, and airports:

http://transpo.uconn.edu/#alternatives

Additionally, ride-sharing programs are available through several regional affiliations, including this one, featured in the University newspaper:

http://today.uconn.edu/blog/2009/01/new-online-site-connects-colleagues-for-carpooling-to-storr

s-campus/

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

http://transpo.uconn.edu/#alternatives

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 :

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

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

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

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

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

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

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 :

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

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

Yes

A brief description of this material :

The Connecticut State Cooperative Extension is housed at the Storrs Campus, which prodcues newsletters, youth programs, homeowner extension materials, agricultural extension materials, and respurce use materials for the University, surrounding communities, and state.

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

The website URL for this material :

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

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

Yes

A brief description of this material :

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

The website URL for this material :

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

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

Yes

A brief description of this material :

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

The website URL for this material :

http://clear.uconn.edu/

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

Yes

A brief description of this material :

Several of the groups, including the Office of Environmental Policy, maintain Facebook pages to provide students with current updates on advancements, milestones, tips, events, and research.

The website URL for this material :

http://www.facebook.com/uconnoep

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

Yes

A brief description of this material :

The Office of Environmental Policy started a blog site in Fall 2011 for undergraduate and graduate students to share thier thoughts, tips, experiences, and views on sustainablity at UConn.

The website URL for this material :

http://uconnoep.wordpress.com/2011/10/25/making-a-difference-on-campus-how-spring-valley-farm-came-to-be/

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

material) :

Yes

A brief description of this material :

The Connecticut NEMO program provides publications and workshop materials to assist regional city planners. NEMO is a part of the University of Connecticut Center for Land Use Education and Research (CLEAR). CLEAR provides information, education and assistance to Connecticut's land use decision makers on how to better protect natural resources while accommodating economic growth.

"The heart of the NEMO program is face-to-face workshops for local officials. NEMO offers a number of workshop topics to help you target the challenges your town faces."

http://nemo.uconn.edu/

The website URL for this material :

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

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

Yes

A brief description of this material :

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

The Teale Lecture Series received the Joshua's Trust Conservation Award in recognition of Outstanding Conservation Efforts in 2007.

A downloadable copy of the flyer can be found here (pdf format)

The website URL for this material :

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

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

Yes

A brief description of this material :

The Eco-Husky Student Group produces Sustainable Office guidelines, which are disseminated at large events. Addiotnally, interns and staff at the OEP periodically perform Green Office audits of areas requesting assistance.

The website URL for this material :

http://www.ecohusky.uconn.edu/documents/Guidelinesfinalizednewlogo.pdf

Student Group

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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

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

Yes

The name and a brief description of each student group :

The EcoHusky student group is a very active group devoted entirely to sustainability and environmentally-themed initiatives for the University. The group has a distribution list of 200-400 students in any given calendar year, with active participation at events and projects of 100-200 members per semester.

The Eco-Husky student group also maintains centralized resources for students wanting to get involved in other sustainability and environmentally themed groups, which is here:

EcoHusky Student Group
Alpha Zeta
Dairy Club, UCONN
Engineers Without Borders
Ecogarden Club
Forestry and Wildlife Club, The
Horticulture Club
Kayaking Club
Minorities in Agriculture, Natural Resources & Related Sciences (MANRRS)
Outing Club
Phi Sigma Rho
Pre-Veterinary Club, UCONN
Rock Climbing, UCONN
Sailing Team, UCONN
Sigma Alpha
Ski & Snowboard Club
Soil and Water Conservation Society
Transportation Engineering Club
Wildlife Society

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

EcoHusky has accomplished the following in the past year:

- Officers and members were active on the University Environmental Policy Advisory Council (EPAC), as well as several of it susbsidiary workgroups (Recycling and Adapatation). Most notably, these students actively participated in the development of the formal Climate Change Adaptation portion of the University Climate Action Plan. To our knowledge, this effort represents the first by a US University to specifically address its leadership responsibility in climate change adaptation (as opposed to mitigation).

-EcoHusky officers and members were active in planning the campus and community-wide Climate Impact Mitigiation and Adaptation (CIMA) event, which saw record attendance for its activities and was involved with over a dozen regional community groups in its scope.

-EcoHusky played a significant role in developing the campus pilot bike-sharing program which was rolled out in the summer of 2011.

-After a freak October 2011 blizzard crippled the state and destroyed several of our campus-owned and maintained hiking trails, the EcoHusky student organized a trail clean-up campaign of volunteers as soon as the weather was warm enough to be safe, in April, 2012.

List other student groups that address sustainability :

ConnPIRG, American Fisheries Societies, American Society of Civil Engineers, Block and Bridle, Bioethics, Campus Arboretum Society, Green Building Club, Green Grads, ECoalition, EEB Graduate Student Association, Forestry and Wildlife Club,

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

http://www.ecohusky.uconn.edu/students.html

Organic Garden

Responsible Party

Richard Miller
Director
Office of Envirnmental Policy

Submission Note:

Both EcoGrarden and the Spring Valley Farm sell produce back to the University's Chuck & Auggie's Restaurant in the Student Union and to Whitney Dining Hall, which is a dining hall located on the East (Agricultural) Campus, is home to the Local Routes program, and offers sustainable, locally-grown and organic food.

The University also maintains an apiary, its bee hives decorated by local elementary school students, which provides honey for Whitney and other dining halls on campus.

http://www.dining.uconn.edu/docs/Apiarypresentationtwo.ppt

Students have also built and maintained a maple sugaring hut on the East (Agricultural) Campus to produce maple syrup.

"---" *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 :

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

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

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

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

The website URL where information about the garden is available :

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

Model Room in a Residence Hall

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

"---" *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 :

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

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

http://ecohusky.uconn.edu/docs/newsletters/UConn-Sustainability-Newsletter_Fall-Winter_2011-2012.pdf

Themed Housing

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

"---" *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) :

EcoHouse is a residential living-learning community for students with an interest in environmental and sustainability issues. EcoHouse exists to foster meaningful student learning, engagement, collaboration, and camaraderie around environmental and sustainability issues. EcoHouse courses include interdisciplinary investigation of complex local, regional, and global environmental and sustainability issues. EcoHouse students have organized themselves into committees based on their interests, and each committee is actively working on projects relating to its charge. Examples include the Action Committee, responsible for the spring Clothing Swap, the Facilities Committee that plans greening projects for the residence like composting, and the Outings Committee that plan events for residents such as rafting trips.
Spring Valley Farm, an extension of EcoHouse, provides an opportunity to learn about organic farming through classroom and applied learning while also providing a residential living option. It provides students practical knowledge and skills through experiential learning while simultaneously modeling a closed loop food model in which organic produce is grown on campus for UConn Dining Services.

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

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

The total number of residents in themed housing. :

100

Sustainable Enterprise

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

Sustainability Events

Responsible Party

Richard Miller
Director
Office of Envirnmental Policy

Submission Note:

Rich Miller's presentation, along with Dr. Mark Boyer, at the NECSC annual Confernce in Syracuse includes slides and photos from the four-day CIMA event held in late-March 2012, as well as slides about the new Adaptation Section of UConn's Climate Action Plan.

http://greenuniversecity.syr.edu/NECSC-2012/NECSC%202012%20Maintaining%20Momentum%20rev1.pdf

"---" *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) :

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

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

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

http://ecohusky.uconn.edu/earthday.htm

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

http://cima.cese.uconn.edu/

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

http://cima.cese.uconn.edu/

Outdoors Program

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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

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

Yes

A brief description of the program :

UConn Outdoors is one of the diverse programs and services brought to you by UConn Recreation. We operate out of the the UConn Adventure Center (UAC) located on the 2nd floor of the Student Union. Our goal is to offer fun and safe, instructional adventure experiences. We want you to challenge yourself, get away from campus and make great new friends!
UConn Outdoors is proud to provide:

Knowledgeable instruction
Friendly & attentive service
Exciting programming
Quality outdoor equipment & facilities
Leadership development through personal challenge
Our staff includes outdoor professionals, qualified volunteers and fellow UConn students trained in various outdoor adventure sports and all certified in Wilderness First Aid. We have led successful programs for the past 13 years throughout New England, the continental United States and beyond. We look forward to taking you on the adventure of your choice.

The website URL where information about the program is available :

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

Themed Semester or Year

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

Curriculum

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

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

Sustainability Course Identification

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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? :

from the University's current Academic Plan:

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

from the University Climate Action Plan Undergraduate Education Section:

"The University's Academic Plan notes that, 'problems of environmental sustainability cannot be addressed solely by grasping the scientific principles that lead to technical solutions. Successful resolution also requires understanding their ethical, social, legal, and cultural implications from a global perspective.' Similarly, climate change is a complex issue and the ramifications of inaction will spread beyond direct environmental consequences. Educating how social factors influence climate change drivers and solutions, as well as teaching how to understand climate change impacts on societal patterns are important aspects of interdisciplinary environmental education.
The Academic Plan calls for the University to leverage our emerging excellence in environmental studies to offer focused programs that will enhance the ability of our students to understand and solve critical environmental and ecological issues. Similarly, the Plan recognizes that learning cannot be a static process, isolated from 'real world' experiences. Based upon the guidance provided by the Academic Plan, several programs designed to improve campus environmental awareness are currently in development, including...[goes on to describe topic at program-level basis]

from the Climate Action Plan section for Graduate Education:

"
The University's academic plan identifies environmental research and education as core areas for investment and growth in the coming decade. Numerous department, college, school, and interdisciplinary efforts are underway that will either directly or indirectly address graduate education in energy, sustainability, environmental science, social and health impacts, and other matters relevant to the University Climate Action Plan. As an example, UConn's Center for Environmental Sciences and Engineering makes 15-25 annual awards to graduate students engaged in multidisciplinary environmental research. Recently graduate students from across the University formed an environmental club called Green Grads, whose initiatives focus on sustainability and environmental justice.

To help advance UConn's Academic and Climate Action Plans, it is recommended that the University:

• Support and nurture the development of interdisciplinary research and teaching initiatives tied to climate change, sustainability, and related environmental issues that foster linkages across the biophysical sciences, social and health sciences, engineering, humanities, and fine arts.

• Work with the administration and UConn Foundation to secure dedicated support for graduate research and teaching assistantships at the interface of biophysical sciences and social sciences, with a focus on climate change, energy, and sustainability.

• Identify funds to support the efforts of faculty to garner new external funding (e.g. training grants) for graduate research and education. For example, the administration could support such efforts by providing teaching relief, strategic matching dollars, or committing other types of matches likely to increase the competitiveness of promising new proposals.

• Initiate an annual graduate (and undergraduate) symposium on climate research."

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 :

Given that the University strives to recognize the importance of scientific, economic, cultural, sociological, and political contributions to sustainability, the list of classes that are sustainability directed or focused is a continually evolving assessment that is repeated periodically. It is recognized that many of the courses offered at UConn provide some essential component of understanding the sustainability issues that the world must face and deal with. Thus, courses as diverse as gender equity (a crucial but under-recognized component of sustainability initiatives in the developing world), valuation of natural resources, impact analysis of climate change on ecological systems, emerging energy technologies, advanced agricultural production techniques, and enviornmental policy and law were all considered in the evaluation.

Currently, the evaluation is performed by the sustainability coordinator in the UConn Office of Environmental Policy, a department not affiliated with any single academic program.

The EcoHusky student group maintains a partial list of course offerings as a guide for fellow students on their web page, and this is the web link that is provided. This is not the complete list of courses identified for this year's submission.

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

Yes

The website URL where the sustainability course inventory is posted :

http://ecohusky.uconn.edu/ecohuskysays.html

Sustainability-Focused Courses

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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*.

Submission Note:

total number of courses is highst listed total in UConn factbook for 2009, 2010, 2011

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

The number of sustainability-focused courses offered :

312

The total number of courses offered :

2028

Number of years covered by the data :

Three

A list of sustainability-focused courses offered :

The following courses in civil engineering are sustainability focused: 2210 Decision Analysis in Civil and Environmental Engineering, 2310 Environmental Engineering Fundamentals, 2710 Transportation Engineering, 3320 Water Quality Engineering, 3510 Soil Mechanics, 3530 Engineering and Environmental Geology, 4210 Operations Research in Civil and Environmental Engineering, 4310 Environmental Modeling, 4520 Soils Engineering, 4541 Soil Mechanics II, 4570 Bituminous Materials, 4610 Advanced Structure Analysis, 4720 Highway Engineering Design, 4730 Transportation Planning, 4740 Traffic Engineering Characteristics, 4910 Civil Engineering Projects, 5010 Civil Engineering Graduate Seminar, 5030 Seminar in Transportation and Urban Engineering, 5220 Transportation and Air Quality, 5221 Transportation and Transformation of Air Pollutants, 5240 Biodegradation and Bioremediation, 5250 Environmental Physiochemical Processes, 5201 Environmental Biochemical Processes, 5252 Contaminant Source Remediation, 5253 Ground Water Assessment and Remediation, 5310 Environmental Transportation, 5340 Environmental Systems Modeling, 5370 Environmental Monitoring, 5381 Subsurface Transportation and Containment Modeling, 5394 Graduate Seminar, 5541 Advanced Soil Mechanics, 5546 Groundwater Flow and Drainage, 5547 Soil Behavior, 5750 Pavement Design, 5810 Hydrometeorology, 5811 Hydroclimatology, 5812 Ecohydrology, 5821 Vadose Zone Hydrology, 5841 River Mechanics, 6730 Travel Demand Forecasting, 6830

The Flood Problem.

The following chemical engineering courses are sustainability related: 5358, 4143.

The following chemical engineering courses are sustainability focused: 5374 Bioremediation, 5381 Water Purification Principles, 5385 Air Pollution, 5384 Chemical Transportation in the Environment.

The following chemistry courses are sustainability focused: 4370 Environmental Chemistry Atmosphere, 5370 Environmental Chemistry I, 5371 Environmental Chemistry II.

The following courses in environmental engineering are sustainability focused: 5253 Combustion and Air Pollution Engineering, 5254 Independent Waste Management and Regulation, 5310 Environmental Transportation Phenomena, 5320 Environmental Quantitative Methods, 5340 Environmental Systems Modeling, 5370 Environmental Monitoring, 5381 Subsurface Containment Transport Modeling, 5830 Groundwater Flow Modeling.

The following course in finance is sustainability themed: 3451 Economics for Global Business Decisions.

The following courses in geography are sustainability themed: 1070 Global Change and National Disasters, 1300 Climate, Weather, Environment, 1302 GIS Modeling of Environmental Change, 3100 Geography of Economic Development, 3200 Urban Geography, 3240 Medical and Health Care Geography, 3320 Environmental Evaluation and Assessments, 3330 Environmental Restoration, 3340 Environmental Planning and Management, 3410 Human Modifications of National Systems, 4100 Advanced Economic Geography, 4130 Transportation Geography, 4200W Geographic Analysis of Urban Social Issues, 4210 Urban and Regional Planning, 4220 Population Geography, 5100 Regional Development and Building, 5120 Economic Geography of Environmental Issues, 5190 Advanced Economic Geography, 5210 Planning and Land Use, 5220 Geography of Sustainable Development, 5380 Advanced Environmental Restoration.
The following course in Global Public Allied Health is sustainability related: 5700.

The following course in Global Public Allied Health is sustainability focused: 5366 Environmental Health.

The following courses in General and Professional Studies are sustainability focused: 3202 Creativity and Social Change, 3203 Promoting Sustainability, 3242 Advocacy, Social Change, and Roles of the Non-Profits.

The following course in the Graduate Program of Professional Studies is sustainability focused: 5325 Issues in Economic Development.

The following courses in Geosciences are sustainability focused: 3710 Engineering and Environmental Geology, 4510 Applied and Environmental Geophysics, 5530 Applied and Environmental Geophysics, 5720 Groundwater Modeling.

The following course in German is sustainability focused: 2400 The Environment in German Culture.

The following Community Organization course is sustainability focused: 5370 Grassroots Neighborhood Organization.

The following Nutritional Science courses are sustainability focused: 1167 Food, Culture, and Society, 1645 The Science of Food, 3271 Food Services Systems Management Laboratory/Discussion, 3272 Food Service Systems Management I, 3693 International Studies in Nutritional Services, 3782 Experience in Food Service Systems Management, 4272 Food Service Systems Management II, 5390 Field World on Community Nutrition.

The following Economics courses are sustainability focused: 1107 Honors Course: Economics, Nature, and the Environment, 1179 Economic Growth and the Environment, 2328 Applied Regional Analysis: The Connecticut Economy, 2439 Urban Development and Policy, 2456 Economics of Poverty, 2467 Economics of the Ocean, 3473 Economic Development, 3473W Economic Development, 5128 Economic Rights, 5348 Economic Development Policy, 5421 International Trade: Theory and Policy, 5422 International Finance: Theory and Policy, 5473: Economic Development, 6466 Environmental Economics, 5474 Seminar in Development and Growth.

The following course in Education Development and Curriculum Instruction is sustainability focused: 5555 Environmental Education.

The following courses in Ecology and Evolutionary Biology are sustainability focused: 2208 Intro to Conservation Biology, 2244 General Ecology, 2244W General Ecology, 3205 Current Issues in Environmental Science, 3209W Soil Degradation and Conservation, 3230 Marine Biology, 3256 Plants and Civilization, 3307 Field Ecology and Renewable Resource Management, 3891 Internship in Ecology, Conservation, and Evolutionary Biology, 4215 Physical Ecology of Animals, 4230 Methods of Ecology, 4896 Senior Research Thesis, 5209 Soil Degradation and Conservation, 5215 Physical Ecology of Animals, 5301 Population and Community Ecology, 5302 Organisms and Ecosystems, 5307 African Field Ecology and Renewable Resources, 5310 Conservation Biology, 5347 Principles and Methods of Systems Biology, 5348 Population Genetics, 5369 Current Topics in Biodiversity, 5370 Current Topics in Conservation Biology, 5463 Plant Ecology, 5841 Internship.

The following courses in English are sustainability focused: 6540 Seminar in Literature and Human Rights, 3715 Nature Writing, 3210 Native American Literature.

The following courses in Environmental Engineering are sustainability focused: 1000 Environmental Sustainability, 1320 Environmental Debate, 2310 Environmental Engineering Fundamentals, 3220 Water Quality Engineering, 3230 Introduction to Air Pollution, 3530 Engineering and Environmental Geology, 4220 Introduction to Water Pollution, 4310 Environmental Modeling, 4320 Ecological Principles and Engineering, 5220 Transportation and Air Quality, 5221 Transportation and Transformation of Air Pollutants, 5240 Biodegredation and Bioremediation, 5250 Groundwater Assessments and Remediation, 5252 Contaminant Source Remediation, 5253 Combustion and Air Pollution Engineering, 5254 Independent Waste Management and Regulation, 5310 Environmental Transportation Phenomena, 5320 Environmental Quantitative Methods, 5340 Environmental Systems Modeling, 5370 Environmental Monitoring, 5381 Subsurface Contaminant Transportation Modeling.

The following classes in Human Rights are sustainability focused: 3418 International Organization and Law, 3837 Sociology of Global Human Rights.

The following classes in Humanitarian Services Administration are sustainability focused: 5305 Principles of Sustainability, 5324 Gender and International Development, 5377 Environmental Compliance and Regulations, 5323 Community Development for Local Capacity Building, 5325 Advocacy and Grassroots Development.

The following class in Human Development and Family Studies is sustainability focused: 3433 Consumer Rights and Responsibilities.

The following class in History is sustainability focused: 3202 International Human Rights.

The following class in Horticulture is sustainability focused: 2750 Landscape Plant Maintenance, 3620 Vegetable Plant Production, 3660 Nursery Production, 3670 Greenhouse Technology and Operations, 3765 Phytotechnology: Use of Plans for Ecosystem Services

The following Landscape Architecture Design courses are sustainability related: 3430, 4294, 4330, 4340, 4440, 4450.
The following Landscape Architecture Design courses are sustainability focused: 3230 Environmental Planning and Landscape Design, 3310 Landscape Design: Site Engineering, 3320 Landscape Architecture Construction: Site Engineering.

The following Health Systems Management courses are sustainability focused: Risk Management and Quality Across Borders.

The following Interdepartmental courses are sustainability focused: 1784 Freshmen Honors Seminar in Sustainability.

The following Law courses are sustainability focused: 7568 Climate Law, 7574 Environmental Law of the European Union, 7587 Ethics of Public Health, 7592 Health and Human Rights, 7607 Energy and Environmental Law Practice, 7616; Environmental Law, 7648: Environmental and Toxic Torts, 7650 Environmental Law, 7656: Natural Resource Law, 7679 International Law, 7726 Land Use, 7722 Human Rights and International Law, 7798 International Prosperity and Entrepreneurship, 7811 Energy Law, 7812 Energy Regulations and Policy, 7840 Advanced Energy Writing, 7863 Law and Global Health, 7848 Building Urban Communities.

The following Marine Science courses are sustainability focused: 1001 The Sea Around Us, 3000 The Hydrosphere and Global Climate, 3015 Molecular Approaches to Biological Oceanography, 3016 Marine Microbiology, 3030 Coastal Pollution and Bioremediation, 3060 Coastal Circulation and Sediment Transport, 3230 Beaches and Coasts, 3801W Coastal Studies Seminar, 4001 Measurement Analysis in Coastal Ecosystems, 5013 Marine Systems Ecology, 5014 Marine Phytoplankton Ecology and Physiology, 5032 Coastal Pollution and Bioremediation, 5033 Marine and Atmospheric Processes of Global Change, 5060 Dynamic Physical Oceanography, 5061 Advanced Dynamical Oceanography, 5062 Sediment Transport, 5063 Estuarine Circulation.

The following Materials Science Engineering courses are sustainability themed: 4800 Materials for Advanced Fossil Energy System, 4801 Materials for Alternative Renewable Energy.

The following Mechanical Engineering courses are sustainability focused: 3265 The Engineering Process for Innovation and Value Creation, 3285 Sustainable Energy Sources and Systems, 5160 Theory and Design of Automatic Control Systems, 6320 Environmental Engineering.

The following Natural Resources and the Environment courses are sustainability focused: 1000 Environmental Science, 1235 Environmental Conservation, 1315 Introductory Wildlife Ecology and Conservation, 1615 Introduction to Natural Resources, 2215 Water Resources, Assessment, Development and Management, 2325 Fish and Fisheries Conservation, 2345 Introduction to Fisheries and Wildlife, 2415 Dendrology, 3105 Wetlands Biology and Conservation, 3115 Air Pollution, 3125 Watershed Hydrology, 3146 Climatology, 3155 Water Quality Management, 3201 Conservation Law Enforcement, 3205 Stream Ecology, 3245 Environmental Law, 3246 Human Dimensions of Natural Resources, 3252 Geographic Information Science for Natural Resources Management, 3305 African Field Ecology & Renewable Resources Management, 3315 Introduction to Aquaculture, 3335 Wildlife Management Techniques, 3355 Public Lands Wildlife Management, 3365 Private Lands Wildlife Management, 3500 Exurban Silviculture, 4135 Introduction to Groundwater Hydrology, 3345W Wildlife Management Techniques, 4000W Natural Resources Planning and Management.

The following Occupational Health courses are sustainability themed: 3174 Environmental Laws, Regulations, and Issues, 4221W Trends in Environmental and Occupational Safety and Health, 4570 Pollution Control, Prevention with Environmental Management Systems, 5322 Industrial Pollution Management.
The following Philosophy courses are sustainability themed: 3216 Environmental Ethics, 3216W Environmental Ethics.

The following Physics course is sustainability themed: 6264 Semiconductor Physics.

The following Plant Science courses are sustainability themed: 1000 Orientation to Plant Science and Landscape Architecture, 1125 Insects, Food and Culture, 1150 Agricultural Technology and Society, 3240 Plant Biotechnology, 3820 Ecology and Control of Weeds, 3830 Insect Pests of Ornamentals and Turf, 3840 Integrated Pest Management Design and Analysis of Agricultural Experiments, 5150 Design and Analysis of Agricultural Experiments, 5252 Physiology and Ecology of Trees, 5620 Soil Fertility.

The following Political Science courses are sustainability themed: 3218W Indigenous Peoples' Politics and Rights, 3412 Global Environmental Politics.

The following Sociology courses are sustainability related: 1701, 3429, 3429W, 3701, 3701W, 3831, 3833.
The following Sociology courses are sustainability focused: 3971 Population, 3971W Population, 3407 Energy, Environment, and Society, 3821 Social Movements and Social Change, 3821W Social Movements and Social Change, 3823 The Sociology of Law: Global and Comparative Perspectives, 5471 Energy, Environment, and Society.

The following Public Health is sustainability themed: 6493 Occupational and Environmental Health: Exposure, Risks, and Precautions.

The following Turf Science courses are sustainability themed: 3200 Turfgrass Physics and Ecology, 3200W Turfgrass Physics and Ecology, 3300 Principles of Turfgrass Irrigation, 3800 Turfgrass Pests and Control.

The following Women's Studies courses are sustainability focused: 2255W Sexualities, Activism, and Globalization, 2267 Women and

Poverty.

The following Anthropology courses are sustainability themed: 3339 Cultural Designs for Sustainability, 5339 Cultural Ecology, 5380 Population Ecology.

The following Agriculture and Resource Economics courses are sustainability themed: 1100 Population, Food, and the Environment, 3150 Applied Resource Economics, 3235 Marine Resource and Environmental Economics, 3260 Food Policy, 3434 Environmental and Resource Policy, 4305 Role of Agriculture and Natural Resources in Economic Development, 4438 Valuing the Environment, 4444 Economic of Energy and the Environment, 4464 Benefit Cost Analysis and Resource Management, 5496 Graduate Research Seminar, 6466 Environmental Economics, 6468 Economics of Natural Resources.

The following Health courses are sustainability themed: 4570 Pollution Control and Prevention in Environmental Management Systems, 3174 Environmental Law, Regulation, and Issues, 3175 Environmental Health.

The following Business Administration courses are sustainability themed: 5330 SCOPE I, 5331 SCOPE II.

The following Business Law course is sustainability themed: 3175 Legal and Ethical Environment of Business.

The following General Studies course is directly related to sustianability: GS 3203 Systemic Analysis / Promoting Sustainability

The following new Nutritional Sciences course is focused on sustainability: NUSC 6371 Nutritional Epidemiology

The following Humanitarian Services Administration courses are sustainability-focused: Community Development for Local Capacity Building HSA 5323, International Human Rights HSA 5332, Issues in Humanitarian Studies HSA 5312, Complex Humanitarian Emergencies Seminar HSA 5302, Advocacy and Grassroots Development--HSA 5325, Gender and International Development HSA 5324, Nutrition During Human Emergencies HSA 5304, Poverty and Public Health HSA 5303, Principles of Sustainability HSA 5305, MPS Independent Study--HSA 5300

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

http://ecohusky.uconn.edu/ecohuskysays.html

A copy of the sustainability course inventory :

sierra_club_course_list_1.docx

Sustainability-Related Courses

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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*.

Submission Note:

current (spring 2012) course catalog was used to compile the data; # of courses is from 2010 UConn factbook by Office of Institutional Research

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

The number of sustainability-related courses offered :

299

The total number of courses offered :

2028

Number of years covered by the data :

Three

A list of sustainability-related courses offered :

The following courses in civil engineering are sustainability related: 2010, 3300, 3510, 4410, 4510, 4210, 4750, 4800, 4810, 4820, 5210, 5380, 5543, 5544, 5545, 5548, 5549, 5630, 5840, 5740, 6740.

The following chemical engineering courses are sustainability related: 5358, 4143.

The following courses in environmental engineering are sustainability related: 5810, 5811, 5812, 5820, 5821, 5840.

The following courses in geography are sustainability related: 1100, 1700, 2160, 2200, 2300, 3400, 3500 Q, 3505, 4110W, 4500, 4510, 5130, 5140, 5230, 5290, 5310, 5505, 5510, 5520, 5560, 6820, 6830, 6840, 6850, 6860, 6870, 6880.

The following course in Global Public Allied Health is sustainability related: 5700.

The following courses in General and Professional Studies are sustainability related: 3204, 3206, 3209, 3300, 4300W.

The following courses in Geosciences are sustainability related: 4735, 5110, 5210.

The following courses in Chinese are sustainability related: 1122.

The following courses in continuing education are sustainability related: 22011, 3211, 5307, 5312, 5315, 5317.

The following Community Organization courses are sustainability related: 5301, 5302, 5312, 5303, 5354.

The following courses in Computer Science and Engineering are sustainability related: 3000.

The following Nutritional Science courses are sustainability related: 3180, 3230, 3231, 3235, 3272.

The following Economics courses are sustainability related: 1108, 2127, 2126, 2127W, 2431, 2440, 2444, 2477, 3439, 3439W, 3451, 3479, 3479W, 5439, 5479.

The following courses in Education Development and Curriculum Instruction are sustainability related: 3250, 5017, 5119, 5343.

The following courses in Ecology and Evolutionary Biology are sustainability related: 2202, 2214, 2245, 2245W, 3201, 3203, 3204, 3220, 3220W, 3221, 3240, 3250, 3254, 3265, 3269, 3271, 4200, 4250, 4251, 4251W, 4252, 4253W, 4260, 4261, 4272, 4275, 4276, 4276W, 5200, 5203, 5204, 5220, 5221, 5250, 5254, 5265, 5264, 5271, 5333, 5360, 5447, 5452, 5453, 5459, 6480, 6481, 6482, 6483, 6484, 6485, 6486, 6487, 6490.

The following courses in Environmental Engineering are sustainability related: 3250, 3270, 3300, 4210, 4820, 4910W, 4920W, 5020, 5090, 5094, 5210, 5211, 5230, 5251, 5270, 5330, 5810.

The following classes in Human Rights are sustainability related: 2170W, 3028 3153W, 3202, 5899, 5390, 531, 3831, 3573.

The following classes in Humanitarian Services Administration are sustainability related: 5302, 5303, 5304, 5322, 5332.

The following Landscape Architecture Design courses are sustainability related: 3430, 4294, 4330, 4340, 4440, 4450.

The following Law courses are sustainability related: 7875, 7879, 7883, 7869.

The following Marine Science courses are sustainability related: 1002, 1003, 1004, 2002, 3001, 3003Q, 3012, 3014, 3017, 3505, 3811, 4030W, 4050, 4060, 4891, 4896W, 5010, 5011, 5012, 5015, 5016, 5017, 5020, 5030, 5031, 5036, 5050, 5051, 5064, 5065, 6001.

The following Mechanical Engineering courses are sustainability related: 3239, 3255, 3263, 3264, 5155, 6170, 6174.

The following Natural Resources and the Environment courses are sustainability related: 2000, 3145, 3535, 3690, 3693, 4535, 4575, 4600, 4601, 4665.

The following Plant Science courses are sustainability related: 4210, 4215, 5240, 5250, 5298, 5410, 5420.

The following Political Science courses are sustainability related: 1007, 1402, 3052, 3406, 3406W, 3410, 3430, 5300, 5305.

The following Sociology courses are sustainability related: 1701, 3429, 3429W, 3701, 3701W, 3831, 3833.

The following Women’s Studies courses are sustainability related: 1124, 2105, 2105W.

The following Anthropology courses are sustainability related: 1089, 1098, 3091.

The following Agriculture and Resource Economics courses are sustainability related: 1645, 2251, 2271, 3261, 3273, 3452, 3663, 4662, 3027, 3028, 3029, 3150, 3153, 3351, 3523, 5316, 5361, 3436, 3437, 3450.

The following Health courses are sustainability related: 5306, 5522, 5377, 5376, 3021, 6472.

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

http://ecohusky.uconn.edu/ecohuskysays.html

A copy of the sustainability course inventory :

sierra_club_course_list_1.docx

Sustainability Courses by Department

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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 :

49

The total number of departments that offer courses :

129

A list of departments that offer sustainability courses :

Civil Engineering
Chemical Engineering
Chemistry
Environmental Engineering
Finance
Geography
Global Public Allied Health
General and Professional Studies
Graduate Program of Professional Studies
Geosciences
German
Chinese
Continuing Education
Community Organization
Community Organization
Computer Science and Engineering
Nutritional Science
Economics
Education Development and Curriculum Instruction
Ecology and Evolutionary Biology
English
Environmental Engineering

Human Rights
Humanitarian Services Administration
Human Development and Family Studies
History
Horticulture
Landscape Architecture Design
Health Systems Management
Interdepartmental
Law
Marine Science
Materials Science Engineering
Mechanical Engineering
Natural Resources and the Environment
Occupational Health
Philosophy
Physics
Political Science
Sociology
Public Health
Turf Science
Agriculture and Resource Economics
Health
Business Administration
Business Law

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

http://ecohusky.uconn.edu/ecohuskysays.html

A copy of the sustainability course inventory :

sierra_club_course_list.docx

Sustainability Learning Outcomes

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

Criteria

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

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

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

The number of graduates covered by the sustainability learning outcomes :

7734

Total number of graduates :

10069

A list of degree programs that have sustainability learning outcomes :

Statistics from the University Office of Institutional research were used to identify the programs most strongly associated with the stated global citizenship goals from the University Academic Plan.

Thus, for the year 2011, the number of graduates form the College of Agriculture and Natural Resources, Education, Engineering, Health Center, Liberal Arts, Social Work, Biological Sciences, Humanities, Physical Sciences, Social Sciences, and Law programs were tallied, giving the total of 7734 graduates out of 10,069 combined graduates for 2011.

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.oir.uconn.edu/DEGCONF10_11.pdf

A copy of the sustainability course inventory :

sierra_club_course_list.docx

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

From the current University Academic Plan:

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

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

Based on this description, statistics from the University Office of Institutional research were used to identify the programs most strongly associated with the stated global citizenship goals from the university Academic Plan. Thus, for the year 2011, the number of graduates form the College of Agriculture and Natural Resources, Education, Engineering, Helath Center, Liberal Arts, Social Work, Biological Sciences, Humanities, Physical Sciences, Social Sciences, and Law programs were tallied, giving the total of 7734 graduates out of 10,069 combined graduates for 2011.

Undergraduate Program in Sustainability

Responsible Party

Richard Miller
Director
Office of Envirnmental Policy

Criteria

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

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

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

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

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

Yes

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

Bachelor of Science in Environmental Sciences,

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

http://www.enviroscience.uconn.edu/

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

in Fall 2013 adding a B.A. Program in Environmental Studies

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

http://www.iisp.uconn.edu/G_LINES/environmentalstudies.pdf

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

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

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

Graduate Program in Sustainability

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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.

Submission Note:

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

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

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

Yes

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

Agricultural and Resource Economics

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

http://www.are.uconn.edu/

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

Ecology and Evolutionary Biology

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

http://hydrodictyon.eeb.uconn.edu/eebwww/

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

Human Rights Institute

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

http://www.humanrights.uconn.edu/

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

Sustainability Immersive Experience

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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.

Submission Note:

The website provided is a student blog site where students in the immersion program detail their experiences in their own words.

"---" *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 :

from the Environmental Policy Statement:

"In fulfilling its mission as Connecticut's land grant, public research university and its corresponding obligation to protect and preserve natural resources for an environmentally sustainable future, the University of Connecticut commits to the following principles of environmental leadership:

Performance: The University will institutionalize best practices, comply with environmental laws, regulations and standards, and continually monitor, report on and improve its environmental performance.

Responsible management and growth: The University will endeavor to design, construct and maintain its buildings, infrastructure and grounds in a manner that ensures environmental sustainability and protects public health and safety.

Outreach: The University will promote environmental stewardship in Connecticut and embrace environmental initiatives in partnership with its surrounding communities.

Academics: The University will advance understanding of the environment through its curriculum, research and other academic programs, and will employ an ethic of environmental stewardship in all intellectual pursuits.

Conservation: The University will conserve natural resources, increase its use of environmentally sustainable products, materials and services, including renewable resources, and prevent pollution and minimize wastes through reduction, reuse and recycling.

Teamwork: The University will encourage teamwork and provide groups and individuals with support, guidance and recognition for achieving shared environmental goals."

Undergraduate student interns in the Office of Environmental Policy are immersed in the experience of the behind-the-scenes work that make successful policy, outreach, and sustainability goals and research initiatives possible. Students create outreach materials, plan outreach events, conduct surveys, write grants, interview faculty, work on sustainability pledges and drives, and attend policy meetings as full committee members.

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

http://uconnoep.wordpress.com/2012/03/21/uconns-greenhouse-gas-inventory/

Sustainability Literacy Assessment

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

Criteria

Part 1

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

Part 2

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

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

Has the institution conducted a sustainability literacy assessment? :

Yes

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

Yes

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

env literacy survey.docx

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

1) What is the most important environmental issue on campus?

Trash/litter
Recycling
Water issues
Air pollution
Energy issues
Landscaping
Global Warming
Food/Food Packaging waste
Green/New Buildings
Environmental Education/Literacy

Transportation
Resource Usage
Green Technology
Hazardous Waste
Unsure/Left Blank

2) In comparison to other UCONN students, how important is the environment to you?

Very important
Somewhat important
Not very important
Not at all important
Blank

3) How important is it to you that UCONN's new buildings be designed to conserve water and energy?

Very important
Somewhat important
Not very important
Not at all important
Blank

4) How important is it to you that UCONN purchase recycled and recyclable products?

Very important
Somewhat important
Not very important
Not at all important
Blank

5) How important is it to you that UCONN consider using fuel-efficient vehicles and alternative fuels to run its vehicles?

Very important
Somewhat important
Not very important
Not at all important
Blank

6) How important is it to you that UCONN consider renewable energy sources for its energy needs?

Very important
Somewhat important
Not very important
Not at all important
Blank

7) In comparison to other UCONN students, how important is it to you to recycle the products you use?

Very important
Somewhat important

Not very important
Not at all important
Blank

8) What types of items do you regularly recycle on UCONN's campus?

Newspapers
Bottles/Cans
Mixed Paper
Cardboard
Sneakers
E-waste
Other
Blank

9) What types of items do you regularly recycle at your home away from UCONN?

Newspapers
Bottles/Cans
Mixed Paper
Cardboard
Sneakers
Other
Blank

10) What do you think about the location of recycling containers on campus?

Very convenient
Somewhat convenient
Not very convenient
Not at all convenient
Blank

11) How confident are you that items placed in recycling bins at UCONN are actually being recycled?

Very confident
Somewhat confident
Not very confident
Not at all confident
Blank

12) What would be the single best way to encourage students to recycle more at UCONN?

More bins in academic buildings
More bins in residences
More bins in dining halls
More accessible bins around campus
More Recycling Outreach
More Janitorial training
More clearly marked bins

Other (specify)
Blank

13) What would be the best way to encourage UCONN students to use bicycles more on campus?

More bike paths
More bike racks
More storage facilities
Loaner program
More bicycle signage
Other (specify)
Blank

14) What types of things do you do to conserve water/energy on UCONN's campus?

Limit shower time
Use a clothing rack to dry clothes
Turn off lights when not in use
Turn off electronics when not in use
Turn off the water while brushing my teeth or shaving
Save my laundry for when I have full loads
Use compact fluorescent light bulbs (CFLs) instead of incandescent bulbs
Lower thermostat when leaving the room
Use double sided copies
Use reusable plates, cups, utensils
Carry reusable coffee mug
Other
Blank

15) Would you be willing to pay $2 more in student fees per semester to reduce UCONN's impact on the environment?

Yes
No
Don't Know
More than $5
Less than $5

*2010 Survey asked students: Would you be willing to pay $5 more...
16) Have you ever heard of the EcoHusky student group at UCONN?
2010 2008 2006 2004
Yes 88% 80% 65% N/A
No 12% 18% 35% N/A
Blank 0% 2% 0% N/A

16A) If yes, what interaction with EcoHusky have you had?

Seen Articles
Visited website
Active member

Volunteered for event
Attended meeting
Seen Poster
Other

2010 Supplemental Questions and Results
During the 2010 Environmental Survey, additional questions were asked and compiled. The results are below:

How much impact do you think that people like you can have in making the world a better place to live?
A big impact
A moderate impact
A small impact
No impact at all
What types of things do you do to reduce waste on UConn's Campus?
Use double sided photocopying when possible
Use reusable plates, cups, utensils instead of disposables (i.e. paper/Styrofoam) in your room
Carry a re-usable coffee mug for use at campus dining halls/cafes instead of using disposables
Carry a re-usable water bottle instead of purchasing bottled water
I decline plastic bags with purchases at the Co-op
What would be the single best way to decrease the number of students driving their personal vehicles on campus? (Please select one.)
Make the campus more bike friendly
Introduce a bicycle loaner program
Offer incentives for car-pooling
Make information about car-pooling options more readily available
Increase the number of bus routes or frequency of buses on existing routes
Introduce a car-share program on campus (cars available for short term reservations)
How important is it to you that UConn reduce its carbon footprint?
Very important
Somewhat important
Not very important
Not at all important
Are you aware that UConn (Storrs) is committed to carbon neutrality and has written a Climate Action Plan to help achieve this?
Yes
No
Which three methods do you think would be the most effective in raising environmental literacy and awareness in order to reduce UConn's carbon footprint? (Please select 3)
Establish a UConn sustainable farm living-learning experience for students
Expand the number of courses related to energy and sustainable design available to students
Increase experiential learning opportunities through research or senior design projects related to campus sustainability initiatives
Develop a green job training program
Increase the number of environmentally-themed study abroad and international exchange program opportunities
Develop and expand existing alternative transportation-based education and outreach programs
Develop a student-led building energy audit program to identify building inefficiencies
Would you support a national policy that gradually increases existing fuel taxes by $1 per gallon over the next four years in order to help reduce greenhouse gas emissions?
Yes
No
What is the largest source of greenhouse gases emitted by human activity?
Deforestation

Fertilizer Use
Fossil Fuel Use
In the last 100 years, global temperatures have increased about:
10 degrees Fahrenheit
5 degrees Fahrenheit
2 degrees Fahrenheit
It has changed very little
Generally speaking, how concerned are you about climate change?
Very concerned
Somewhat concerned
Not very concerned
Not at all concerned
How soon do you think the consequences of climate change will affect you in a significant way?
Soon- now, or within the next 10 years or so
In the future- within the next 50 years or so
Never, or only in the very distant future
Do you agree or disagree with the following statement?
“People throughout the country are taking
significant actions to address the climate change problem.”
Agree
Disagree
I am most concerned about the impact of climate change on… (Please choose one.)
Myself and my loved ones
My local community
The United States as a whole
People around the world
Non-human nature
I’m not really concerned at all
I am currently a:
Freshman
Sophomore
Junior
Senior
Grad Student
My major is:
CLAS
Engineering
Business
Arts
Nursing, Pharm
Ag School
Do you currently live:
On-campus
Off-campus
Would you describe your political views as:
Very conservative
Somewhat conservative
Somewhat liberal

Very liberal
Gender:
Male
Female

A brief description of how the assessment was developed :

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

A brief description of how the assessment was administered :

The year the survey was developed, the OEP tabled its interns in high traffic areas to randomly select student volunteers. Roughly 200 surveys were collected in this fashion.

Two years later, volunteers from sororities and fraternities were used to conduct random surveys, and an online version was offered. Results were compared, and found to be statistically equivalent (indicating limited self-selection bias), so results from the two sources were pooled. Roughly 400 surveys were collected randomly in this fashion.

Two years later, only the online feature was used (2010). For this year's pendign survey, a group of volunteers and interns will table to collect random results, and an online option will be included, and made available to the entire student body.

A brief summary of results from the assessment :

Student awareness and concern about recylcing, water, and energy use has risen across the time period. The recycling program received the largest amount of comments and concern, with students expressing low confidence levels in the recycling program.

Students are overall more concerned about the environment now (2010) than they were in 2004, but their support for sustainability initiatives (fees, renewable energy reliance)appears to be fluctuating to coincide with economic concerns and tuition raises, as well as waning public support for global warming/ climate change awareness and action.

The rural location of UConn's main campus (Storrs) makes public transportation to and from the University very difficult, and the majority of students live on campus. Overwhelmingly, the students believe that car traffic could be reduced by overhauling the bus campus lines (in progress) and investing in making the campus more bicycle friendly (also in progress).

Most students demonstrated high levels of individual energy consciousness, but were not aware of the University's Cliamte Action Plan initiatives.

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

http://www.ecohusky.uconn.edu/campusenviroawareness.htm

Incentives for Developing Sustainability Courses

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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) :

Environmental Literacy EPAC Workgroup

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

Meeting notes from the workgroup can be found here.

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

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

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

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

This group also has been working for the past 3 years to create an undergraduate major in Environmental Studies, to complement oour existing Environmental Sceince program. This major will be implemented incrementally, starting in Septemebr, 2012, and will be targeted towards students who wish to pursue careers in environmental policy making.

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

The website URL where information about the program is available :

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

Research

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

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

Sustainability Research Identification

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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 :

from the University's current Academic Plan:

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

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

Yes

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

Given that the University strives to recognize the importance of scientific, economic, cultural, sociological, and political contributions to sustainability, the list of research and initiatives that are sustainability directed or focused is a continually evolving assessment that is repeated periodically.

Currently, the evaluation is performed by the sustainability coordinator in the UConn Office of Environmental Policy, a department not affiliated with any single academic program.

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.ecohusky.uconn.edu/research.html

Faculty Engaged in Sustainability Research

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

Criteria

Institution’s faculty members conduct research on sustainability topics.

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

Submission Note:

figure of 553 total engaged in research is from the Office of Institutional Research

46 departments were questioned, and all websites for sustainability centers were perused

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

The number of faculty members engaged in sustainability research :

204

The total number of faculty members engaged in research :

553

Names and department affiliations of faculty engaged in sustainability research :

There are several websites that have partial lists of sustianability researchers. One that was used to help compile this list is included below.

faculty member Department
Boris Bravo-Ureta Agricultural and Resource Economics
Deepak Joglekar Agricultural and Resource Economics
Emilio Pagoulatos Agricultural and Resource Economics
Farhed Shah Agricultural and Resource Economics
Joshua Berning Agricultural and Resource Economics
Kathleen Segerson Agricultural and Resource Economics
Lanse Minkler Agricultural and Resource Economics
Marilyn Altobello Agricultural and Resource Economics
Richard Langlois Agricultural and Resource Economics
Rigoberto Lopez Agricultural and Resource Economics

Robert Pomeroy Agricultural and Resource Economics
Stephen Swallow Agricultural and Resource Economics
Subhash Ray Agricultural and Resource Economics
Susan Randolph Agricultural and Resource Economics
Yizao Liu Agricultural and Resource Economics
Duck Kim Biomedical Engineering
Aldo Peracchio Center for Clean Energy Engineering
Leonard J. Bonville Center for Clean Energy Engineering
Prabhakar Singh Center for Clean Energy Engineering
Russ Kunz Center for Clean Energy Engineering
Trent Molter Center for Clean Energy Engineering
Christopher Perkins Center for Environmental Sciences and Engineering
Jeffrey McCutcheon Chemical, Materials, and Biomolecular Engineering
Atul Verma Chemical, Materials, and Biomolecular Engineering
Brian Willis Chemical, Materials, and Biomolecular Engineering
C. Barry Carter Chemical, Materials, and Biomolecular Engineering
Daniel Goberman Chemical, Materials, and Biomolecular Engineering
George Rossetti, Jr. Chemical, Materials, and Biomolecular Engineering
Harris Marcus Chemical, Materials, and Biomolecular Engineering
Leon Shaw Chemical, Materials, and Biomolecular Engineering
Leslie Shor Chemical, Materials, and Biomolecular Engineering
Mark Aindow Chemical, Materials, and Biomolecular Engineering
Mei Wei Chemical, Materials, and Biomolecular Engineering
Montgomery Shaw Chemical, Materials, and Biomolecular Engineering
Rampi Ramprasad Chemical, Materials, and Biomolecular Engineering
Richard Parnas Chemical, Materials, and Biomolecular Engineering
William Mustain Chemical, Materials, and Biomolecular Engineering
Yu Lei Chemical, Materials, and Biomolecular Engineering
Robert Birge Chemistry
Guiling Wang Civil and Environmental Engineering
Alexander Agrios Civil and Environmental Engineering
Allison MacKay Civil and Environmental Engineering
Baikun Li Civil and Environmental Engineering
Jeong-Ho Kim Civil and Environmental Engineering
Joseph Bushey Civil and Environmental Engineering
Maria Chrysochoou Civil and Environmental Engineering
Reda Ammar Computer Sciences and Engineering
Sanguthevar Rajasekaran Computer Sciences and Engineering
Cameron Faustman Department of Animal Science
Daniel Fletcher Department of Animal Science
Gary Kazmer Department of Animal Science
Heather White Department of Animal Science
Jenifer Nadeau Department of Animal Science
Kristen Govoni Department of Animal Science
Kumar Venkitanarayanan Department of Animal Science
Michael Darre Department of Animal Science
Richard Mancini Department of Animal Science
Robert Milvae Department of Animal Science

Sarah Reed Department of Animal Science
Sheila Andrew Department of Animal Science
Steve Zinn Department of Animal Science
Thomas Hoagland Department of Animal Science
Xiuchun (Cindy) Tian Department of Animal Science
Sydney Plum Department of English
Bruce Hyde Department of Extension
Cary Chadwick Department of Extension
Chester Arnold Department of Extension
David Dickson Department of Extension
Emily Wilson Department of Extension
Julianna Barrett Department of Extension
Michael Dietz Department of Extension
Thomas Boucher Department of Extension
Chuanrong Zhang Department of Geology
Kenneth Noll Department of Molecular and Cell Biology
I. Khan Mazhar Department of Pathobiology and Veterinary Science
Sandra L. Bushmich Department of Pathobiology and Veterinary Science
Steven J. Geary Department of Pathobiology and Veterinary Science
Mark Boyer Department of Political Science
Adam Fry Ecology and Evolutionary Biology
Andrew Bush Ecology and Evolutionary Biology
Bernard Goffinet Ecology and Evolutionary Biology
Carl Schaefer Ecology and Evolutionary Biology
Carl Schlichting Ecology and Evolutionary Biology
Charles Henry Ecology and Evolutionary Biology
Charles Yarish Ecology and Evolutionary Biology
Chris Elphick Ecology and Evolutionary Biology
Chris Simon Ecology and Evolutionary Biology
Cynthia Jones Ecology and Evolutionary Biology
David Wagner Ecology and Evolutionary Biology
Donald Les Ecology and Evolutionary Biology
Eldridge Adams Ecology and Evolutionary Biology
Elizabeth Jockusch Ecology and Evolutionary Biology
Eric Schultz Ecology and Evolutionary Biology
Felix Coe Ecology and Evolutionary Biology
Francis Trainor Ecology and Evolutionary Biology
Gene Likens Ecology and Evolutionary Biology
J. Peter Gogarten Ecology and Evolutionary Biology
Janine Caira Ecology and Evolutionary Biology
Jean Crespi Ecology and Evolutionary Biology
John Silander, Jr. Ecology and Evolutionary Biology
Kent Holsinger Ecology and Evolutionary Biology
Kentwood Wells Ecology and Evolutionary Biology
Kurt Schwenk Ecology and Evolutionary Biology
Louise Lewis Ecology and Evolutionary Biology
Margaret Rubega Ecology and Evolutionary Biology
Mark Urban Ecology and Evolutionary Biology

Marta Wells Ecology and Evolutionary Biology
Michael Willig Ecology and Evolutionary Biology
Nirvana Filoramo Ecology and Evolutionary Biology
Paul Lewis Ecology and Evolutionary Biology
Paula Philbrick Ecology and Evolutionary Biology
Peter Turchin Ecology and Evolutionary Biology
Richard Ostfeld Ecology and Evolutionary Biology
Robert Colwell Ecology and Evolutionary Biology
Robert Thorson Ecology and Evolutionary Biology
Robin Chazdon Ecology and Evolutionary Biology
Stephen Trumbo Ecology and Evolutionary Biology
Terry Webster Ecology and Evolutionary Biology
Theodore Taigen Ecology and Evolutionary Biology
Nishith Prakash Economics
Eric Donkor Electrical and Computer Engineering
Krishna Pattipati Electrical and Computer Engineering
Mehdi Anwar Electrical and Computer Engineering
Peter Luh Electrical and Computer Engineering
Sung-Yeul Park Electrical and Computer Engineering
Emma Gilligan History
Rachel Jackson Human Rights
Gregory Sotzing Institute of Materials Science
Alan Kosloff Law
Dean Cordiano Law
Jessica Rubin Law
Joseph MacDougald Law
Kurt Strasser Law
Peter Lindseth Law
Richard Parker Law
Robert Birmingham Law
Roger Reynolds Law
Sara Bronin Law
Heidi Dierssen Marine Sciences
J. Evan Ward Marine Sciences
Peter Auster Marine Sciences
Robert Whitlatch Marine Sciences
Senjie Lin Marine Sciences
Zhiling Guo Marine Sciences
Amir Faghri Mechanical Engineering
Baki Cetegen Mechanical Engineering
Bi Zhang Mechanical Engineering
Eric Jordan Mechanical Engineering
Hanchen Huang Mechanical Engineering
Jiong Tang Mechanical Engineering
Michael Renfro Mechanical Engineering
Theodore Bergman Mechanical Engineering
Ugur Pasaogullari Mechanical Engineering
Wilson Chiu Mechanical Engineering

Chadwick Rittenhouse Natural Resources and the Environment
Daniel L. Civco Natural Resources and the Environment
David Miller Natural Resources and the Environment
David Schroeder Natural Resources and the Environment
Gary A. Robbins Natural Resources and the Environment
Glenn Warner Natural Resources and the Environment
Howard J Kilpatrick Natural Resources and the Environment
Jason Vokoun Natural Resources and the Environment
John Bartok Natural Resources and the Environment
John C. Volin Natural Resources and the Environment
John Clausen Natural Resources and the Environment
John S. Barclay Natural Resources and the Environment
Mark Rudnicki Natural Resources and the Environment
Min T. Huang Natural Resources and the Environment
Morty Ortega Natural Resources and the Environment
Patricia Bresnahan Natural Resources and the Environment
Richard Anyah Natural Resources and the Environment
Robert Ricard Natural Resources and the Environment
Thijs Bosker Natural Resources and the Environment
Thomas H. Meyer Natural Resources and the Environment
Thomas Worthley Natural Resources and the Environment
Tracy Rittenhouse Natural Resources and the Environment
Xiusheng Yang Natural Resources and the Environment
Jack Ross PHARMACY PRACTICE
Ana Legrand Plants Science and Landscape Architecture
Carol A. Auer Plants Science and Landscape Architecture
Christian P. Schulthess Plants Science and Landscape Architecture
Donna Ellis Plants Science and Landscape Architecture
George Elliott Plants Science and Landscape Architecture
Gerald A. Berkowitz Plants Science and Landscape Architecture
Jason Henderson Plants Science and Landscape Architecture
Jessica Lubell Plants Science and Landscape Architecture
John Alexopoulos Plants Science and Landscape Architecture
Julia Kuzovkina Plants Science and Landscape Architecture
Karl Guillard Plants Science and Landscape Architecture
Kristin E. Schwab Plants Science and Landscape Architecture
Mark Brand Plants Science and Landscape Architecture
Mark E. Westa Plants Science and Landscape Architecture
Peter J. Miniutti Plants Science and Landscape Architecture
Peter Miniutti Plants Science and Landscape Architecture
Richard McAvoy Plants Science and Landscape Architecture
Susanne Beck Von Bodmon Plants Science and Landscape Architecture
Thomas F. Morris Plants Science and Landscape Architecture
Tom Morris Plants Science and Landscape Architecture
Yi Li Plants Science and Landscape Architecture
Shareen Hertel Political Science
Liz Holzer Sociology
Alejandro Villagran Statistics

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

http://www.cese.uconn.edu/

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

faculty_engaged_in_sustainability_research.xlsx

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

Rigoberto Lopez, Agricultural Resource Economics, compiled the first full study of the impact of agriculture on Connecticut's economy, and his research is being used for land valuation decisions statewide at the policy level

Richard Parnas of the Center for Clean Energy and Engineering discovered a new type of plant suitable for biodiesel:

http://today.uconn.edu/blog/2010/10/hemp-produces-viable-biodiesel-uconn-study-finds/

Peter Luh's group in Enegineering is forging the future technology of human-centered smart building technology that is designed to meet the needs of its occupants while minimizing energy cost and usage:

http://today.uconn.edu/blog/2012/04/building-a-smart-hospital-that-stays-smart-well-into-the-fu

ture/

The Sea Grant research consortium are studying the environmental impact of climate change in the Long Island Sound, an extemely important fishing and industrial region

http://seagrant.uconn.edu/about/research.php

The website URL where information about sustainability research is available :

http://www.cese.uconn.edu/

Departments Engaged in Sustainability Research

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

Criteria

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

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

Submission Note:

# of departments from 2012 UConn Fact Book

49 departments were polled, and all websites listing sustianable research efforts were perused

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

The total number of academic departments that conduct research :

60

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

31

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

Agricultural and Resource Economics
Archaeology
Biomedical Engineering
Center for Clean Energy Engineering
Center for Environmental Sciences and Engineering
Chemical, Materials, and Biomolecular Engineering
Chemistry
Civil and Environmental Engineering
Department of Animal Science
Department of English
Department of Extension
Department of Geology
Department of Molecular and Cell Biology
Department of Pathobiology and Veterinary Science

Department of Political Science
Ecology and Evolutionary Biology
Economics
Electrical and Computer Engineering
Geology
History
Human Rights
Institute of Materials Science
Law
Marine Sciences
Mechanical Engineering
Natural Resources and the Environment
PHARMACY PRACTICE
Plants Science and Landscape Architecture
Political Science
Sociology
Statistics
Turfgrass Science

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

http://www.cese.uconn.edu/departments.html

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

faculty_engaged_in_sustainability_research.xlsx

Sustainability Research Incentives

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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.

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

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

Yes

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

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

Examples include, but are not limited to:

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

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

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

-Incentives offered through the Human Rights institute for students to study corporate and social responsbility and international development

One example website of dozens is provided with this submission:

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

Students are strongly encouraged to approach their department for information related to funding opportunities in their areas of interest.

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

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

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

Yes

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

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

http://ecohusky.uconn.edu/pcc/climateactionplan.html

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

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

The Environmental Literacy Task Force also has been working for the past 3 years to create an undergraduate major in Environmental Studies, to complement oour existing Environmental Sceince program. This major will be implemented incrementally, starting in September, 2012, and will be targeted towards students who wish to pursue careers in environmental policy making.

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

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

have their vision translated into action items for the university.

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

http://ecohusky.uconn.edu/pcc/climateactionplan.html

Interdisciplinary Research in Tenure and Promotion

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

Criteria

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

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

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

Yes

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

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

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

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

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

http://www.law.uconn.edu/content/interdisciplinary-legal-research

http://research.uconn.edu/centers

http://www.chip.uconn.edu/chipweb/documents/Info/CIRA_CHIP%20Joint%20Pilot%20Revised.pdf

http://research.uconn.edu/ips/coll_seminar

http://www.ims.uconn.edu/about/about_us.html

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

http://www.academicplan.uconn.edu/files/UConnAcademicPlan.pdf

Operations

Buildings

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

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

Building Operations and Maintenance

Responsible Party

Richard Miller
Director
Office of Envirnmental Policy

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:

-Low Impact Development standards
-Rain gardens, green roofs, natural landscaping, permeable asphalt parking, swales, and porous pavers are found in several areas

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

Total building space that meets "Eligible Buildings Criteria" :

2110132 *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 :

1860000 *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://ecohusky.uconn.edu/pcc/climateactionplan.html

An electronic copy of the guidelines or policies :

6_Section3_ReductionStrategies_Final_003[1].pdf

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

Climate Action Plan, Section 3 (Energy) April 2010, Sustainable Design & Construction Policy March 2007, Sustainable Design Guidelines 2004

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

Over the past two years, 34 of some of the most energy-intensive buildings in the core campus have either undergone retro-commissioning (RCx) of their HVAC/energy management system or are in the stages of RCx – these buildings represent a total of 2.9 million square feet, or nearly 30% of the main campus. To date, RCx at 13 of these buildings has been completed, representing 1,861,868 SF (18% of the main campus) , saving $450,000 and avoiding 2,640 tons of eCO2 annually.

Also, over the past three years, UConn has retro-fitted the lighting and sensors at 73 buildings on campus, representing a total of 3.9 million square feet (nearly 40% of the main campus), resulting in an annual savings of 4 million kWh, $400,000 in energy costs, and 2,359 tons of eCO2 emissions.

As part of our Climate Action Plan, the implementation of these strategies is monitored by our Environmental Policy Advisory Council, which is advisory to the president and provost, and periodically reported through the ACUPCC website.

Pursuant to UConn's Sustainable Design & Construction Policy, adopted by our Board of Trustees in 2007, all new construction and major renovation projects since that date have been designed, constructed and certified by the USGBC to achieve a minimum performance standard of LEED Silver.

http://www.ecohusky.uconn.edu/SDCpolicy.htm

Prior to that, buildings were constructed and renovated pursuant to Sustainable Design Guidelines, which were adopted in 2004.

http://www.masterplan.uconn.edu/images/SDG.pdf

UConn also is completing an extensive campus sub-metering program for nearly all buildings on campus, using Andover Controls building management systems. Data is collected and analyzed. this building sub-metering is similar to a standard set for LEED EB.

UConn also has a longstanding Green Cleaning policy for all buildings on campus, which standard is similar to the standard set by LEED EB.

UConn also has an Energy Star appliance/equipment purchasing policy that is similar to that for LEED EB.

UConn also has a recycling program that complies with state law and is similar to the recycling standard for LEED EB.

As owners and operators of our water supply system UConn also has a very proactive water conservation strategy and protocol tied directly to automatic stream flow measurements in the two rivers near our public drinking water supply wellfields. We have installed low flow fixtures in all residential buildings and many academic buildings.

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 :

re-lamping plus various green O&M policies and practices:
BATTING & PITCHING FACILITY
FACILITIES OPERATION BLDG
GREER FIELD HOUSE
HAWLEY ARMORY
McMAHON HALL
McCONAUGHY HALL
SCHOOL OF BUSINESS
CHEMISTY BLDG
HOMER BABBIDGE LIBRARY
Central Utility Plant
WILBUR CROSS BLDG
MOTOR POOL
INFIRMIRY
WAREHOUSE BLDG
SOUTH PARKING GARAGE
CO-OP BLDG
BIO / PHYSICS BLDG
HALE HALL
HOLLISTER A&B
KELLOGG DAIRY BLDG
YOUNG BLDG
BUDDS BLDG
ALLEN HALL
BALDWIN HALL

BATTERSON HALL
BEECHER HALL
BUCKLEY HALL
COLT HALL
EDDY HALL
ELLSWORTH HALL
FENWICK
GOODYEAR HALL
HOLCOMB HALL
HAMILTON HALL
HANKS HALL
HARTFORD HALL
HICKS HALL
HURLEY HALL
JEFFERSON HALL
KELLER HALL
KINGSTON HALL
LAFAYETTE HALL
LANCASTER HALL
LITCHFIELD HALL
MORGAN HALL
NEW HAVEN HALL
NEW LONDON HALL
ROGERS HALL
RUSSELL HALL
SHERMAN HALL
SOUSA HALL
TERRY HALL
TOLLAND HALL
POLO ARENA
MUSIC BLDG
TRUMBULL HALL
VINTON HALL
WADE HALL
WATSON HALL
WEBSTER HALL
WINDHAM HALL
ENGINEERING 2 BLDG
LONGLEY BLDG
DRAMA
PUBLIC SAFETY COMPLEX
C2E2 FUEL CELL INTERIOR
UNITED TECHNOLOGIES (UTEB)
FARM BLDG
CASTLEMAN BLDG
JONES BLDG
HICKS ARENA BLDG
CREAMERY BLDG (WHITE)

ADMISSIONS BLDG

RCx plus various O&M green policies:
1.BABBIDGE LIBRARY (HOMER)
2.GAMPEL PAVILION / SPORTS CENTER
3.SCHOOL OF BUSINESS
4.STUDENT UNION
5.BIOLOGY / PHYSICS
6.AG BIO-TECHNOLOGY
7.ADVANCED TECHNOLOGY LAB
8.AG-BIO GREENHOUSE
9.INFORMATION TECHNOLOGY BLDG
10.LAKESIDE BUILDING
11.GARRIGUS SUITES (HILLTOP SUITES)
12.Pharmacy Biology Building
13.Psychology Building

Building Design and Construction

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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" :

250132 *Square Feet*

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

0 *Square Feet*

New building space that is LEED Certified :

0 *Square Feet*

New building space that is LEED Silver certified :

250132 *Square Feet*

New building space that is LEED Gold certified :

0 *Square Feet*

New building space that is LEED Platinum certified :

0 *Square Feet*

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

http://www.ecohusky.uconn.edu/greenbuldings.html

An electronic copy of the guidelines or policies :

SDCpolicy[1].htm

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

March 2007; Sustainable design guidelines preceded in 2004

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

For any building construction or renovation project entering the pre-design planning phase, and whenever the estimated total project cost exceeds $5 million, excluding the cost of equipment other than building systems, the University establishes the Leadership in Energy & Environmental Design (LEED) Silver rating as a minimum performance requirement. The University complies with all applicable LEED protocols, including registering the project with the US Green Building Council at the beginning of the design phase and applying for LEED certification at project completion. Any waiver from this process is difficult and must be approved by the Board of Trustees and only upon a showing that the costs significantly outweigh the benefits.

In 2009, The State of CT adopted high performance building regulations for oversight of building construction for state agencies. UConn's LEED Silver policy complies with these regulations, with the addition of several efficiency credits.

http://www.ct.gov/deep/cwp/

view.asp?a=4120&Q=481888

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 :

BURTON FOOTBALL COMPLEX & SHENKMAN TRAINING CENTER 179,873.53
GENTRY, CHARLES B. (NEAG) 121,875.66
WEST CLASSROOM BLDG 70,258.87

LEED Silver registered (certification pending or construction in-progress)
BOUSFIELD PSYCHOLOGY BLDG 87,529.61
OAK BUILDING 133,000.00
MCMAHON DINING HALL 194,528.00
STORRS HALL 50,998.51

TORREY LIFE SCIENCES BUILDING 146,714.85
YOUNG BUILDING 71,937.72

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

Floriculture Building and Greenhouse
Lakeside Apartments renovation

Indoor Air Quality

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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.

Submission Note:

per discussion and infromation from head of Enviornmental Health and safety Department

"---" *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 :

10260897 *Square Feet*

Total occupied building space :

10260897 *Square Feet*

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

UConn’s faculty, staff and students that have indoor air quality concerns or questions may contact the Department of Environmental Health & Safety to report their concerns or request an investigation. EH&S has safety professionals and industrial hygienists on staff to provide these services. EH&S may also engage environmental consulting firms to conduct third-party assessments or sampling, as needed. EH&S provides guidance to building occupants, reporting findings and proposed strategies to address IAQ concerns and engages UConn’s Architectural Engineering and Building Services to implement remediation or building improvements, as needed. Individuals may access the EH&S website for IAQ information, who to contact, procedures and policies related to IAQ (see below). For outside contractor related activities, UConn has a Contractor EHS Manual that stipulates the control measures required by contractors that work in occupied spaces to minimize detrimental impacts on the health and safety of building occupants.

EH&S Website:

www.ehs.uconn.edu

University Health & Safety Policy (references health and safety which encompasses IAQ and part of EH&S's purview) :

http://web2.uconn.edu/policy/?p=313

EH&S Who to Contact (references IAQ):

http://www.ehs.uconn.edu/about/#occu

IAQ links from EH&S website:

http://www.ehs.uconn.edu/links/

Contractor EHS Manual (IAQ references throughout on pp 10, 15, 16, 25, 28, 31, 32)

http://www.ehs.uconn.edu/ppp/Contractor_EHS_Manual.pdf

STATE MANDATES/POLICIES THAT UCONN ABIDES BY AS A STATE-FUNDED INSTITUTION:

Policy for Use of Environmentally Preferable Cleaning & Sanitizing Products

http://www.aes.uconn.edu/Masterplan/Green%20Bldg%20Regulations/EPP_Policy_010408.pdf

High Performance Building Construction Standards for State-Funded Buildings

http://www.aes.uconn.edu/Masterplan/Green%20Bldg%20Regulations/final_regulation_16a-38k-1_to9.p

df

• Compliance Manual:

http://www.aes.uconn.edu/Masterplan/Green%20Bldg%20Regulations/CT%20%20Building%20Standard%20Gu

idelines%20Compliance%20Manual%20High%20Perfromance%20Buildings%20Final%20August%202009.pdf

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

http://web2.uconn.edu/policy/?p=313

Climate

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

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

Greenhouse Gas Emissions Inventory

Responsible Party

Richard Miller
Director
Office of Envirnmental Policy

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.

Submission Note:

See the following blog from the OEP intern who has conducted the campus GHG inventory for the past 2 1/2 years:

http://uconnoep.wordpress.com/2012/03/21/uconns-greenhouse-gas-inventory/

air travel included, but may not be comprehensive or completely accurate as in-house systems for monitoring have not been perfected yet

paper purchasing is included in inventory

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

The website URL where the GHG emissions inventory is posted :

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

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? :

Yes

Does the inventory include emissions from solid waste disposal? :

Yes

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

Yes

If yes, please specify :

waste water

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

Yes

If yes, please specify :

composting

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

Yes

If yes, please specify :

forest preservation

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

No

If yes, please specify :

Greenhouse Gas Emissions Reduction

Responsible Party

Christopher Berthiaume
Sustainability Intern
Office of Environmental Policy

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.

Submission Note:

Emissions and population data are for the Storrs main campus only.

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

Scope 1 and 2 gross GHG emissions, 2005 :

125584 *Metric Tons of CO2 Equivalent*

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

3843.20 *Metric Tons of CO2 Equivalent*

Third-party verified carbon offsets purchased, 2005 :

0 *Metric Tons of CO2 Equivalent*

On-campus residents, 2005 :

12335

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

7625

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

1254

Scope 1 and 2 gross GHG emissions, performance year :

111075.20 *Metric Tons of CO2 Equivalent*

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

4025.50 *Metric Tons of CO2 Equivalent*

Carbon offsets purchased, performance year :

0 *Metric Tons of CO2 Equivalent*

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

1 Jan 2011 - 31 Dec 2011

On-campus residents, performance year :

14215

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

8423

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

1424

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

1 Sept 2010 - 30 Aug 2011

Air Travel Emissions

Responsible Party

Christopher Berthiaume
Sustainability Intern
Office of Environmental Policy

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

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

No

A brief description of the policies and/or programs :

n/a

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

Local Offsets Program

Responsible Party

Christopher Berthiaume
Sustainability Intern
Office of Environmental Policy

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

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

Yes

A brief description of the program :

UConn maintains several tracts of preserved forest in various stages of maturity, to the tune of 2663 acres total, in 3 locations. These forests are open to the public, and have series of maintained trails for hiking and recreational access.

The University also reclaimed former landfill territory, and now maintains 33 acres of wetlands and 31 acres of uplands on the reclaimed territory with public trail access.

Both of these processes add value to the community, provide carbon offsets, and sustain biodiversity and flood protection in the community.

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

Additionally, the University has begun composting a significant portion of its agricultural waste and is investigating dining hall composting in four of its dining halls.

http://ecohusky.uconn.edu/compost/agfacility.html

The website URL where information about the program is available :

http://www.canr.uconn.edu/rh/rh/images/facilities/forest.html

Dining Services

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

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

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

Food and Beverage Purchasing

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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) :

16

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

We purchase as many local/regional/sustainable foods/beverages as possible. This includes many from our UConn campus: our Dining Services Bakery provides baked goods for dining units and retail ops; Honey from our own apiaries is used in dining units; Ice cream is supplied by UConn Dairy Bar; Fresh eggs come from UConn Agriculture Dept.; seasonal produce is provided by our student run Spring Valley Farm and the EcoHusky organization – produce is used in our Chuck & Augie's Restaurant; Our main food supplier, Freshpoint, also provides local/regional foods as much as possible. In fact, UConn Dining Services is the largest user of locally grown produce in the state of Connecticut.

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

http://www.dining.uconn.edu/nutrition.html

Trayless Dining

Responsible Party

Richard Miller
Director
Office of Envirnmental Policy

Submission Note:

Additional UConn trayless information and news:

http://www.dining.uconn.edu/news_trayless.html

http://advance.uconn.edu/2008/080902/08090210.htm

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

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

Yes

A brief description of the trayless dining program :

All dining halls on campus, except South and the commercial Market Place/Food Court in the Student Union, have been trayless since 2008. this program was implemented after a studey at one of the dinig halls, which found that trayless dining reduces food waste by 30% and reduces energy and water consumption (dishwashing) by 20 - 25%.
This study was conducted at Whitney dinig hall, where dinner meals were monitored over a three-week period. Week one, they measured waste, energy consumption and water usage with trays, the second week with "trayless" education, and the final week, without using trays. At Northwest, they measured the amount of waste reduction without trays. The savings during this short period at dinner alone was substantial.

http://www.ecohusky.uconn.edu/article82708.htm

List the year the program was started :

June 1, 2008

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

70

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

75

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

25

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

20

The website URL where information about the program is available :

http://www.dining.uconn.edu/news_trayless.html

Vegan Dining

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

"---" *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 :

Each dining unit offers a variety of vegan foods each day but our “Local Routes” unit, Whitney Dining, offers the most vegan options, with chefs designing menus around the availability of locally grown/sustainable/organic foods.

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

http://www.dining.uconn.edu/nutrition.html

Trans-Fats

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

Submission Note:

Information from Gail in Dining Services

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

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

Yes

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

Switch was made about 6 years ago. Labels & nutritional data are checked for all new items and we seek to avoid trans-fats as much as possible. The fact that we avoid trans-fats appears on all printed materials; menus, booklets, etc.

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

http://www.dining.uconn.edu/grab_go.html

Guidelines for Franchisees

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

Pre-Consumer Food Waste Composting

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

Submission Note:

Caterign and retail meal service programs use recycling but not composting.

"---" *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 :

Three of our dining units, South, Whitney and Buckley have eCorrect machines which compost. Waste is sent to the University landscaping service to be used on campus.

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

36

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

36

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

0

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

0

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

http://www.dining.uconn.edu/local_routes_sustainability.html

PostConsumer Food Waste Composting

Responsible Party

Richard Miller
Director
Office of Envirnmental Policy

Submission Note:

UConn also owns and operates a state-of-the-art agricultural and landscaping waste compost facility. This compost is used on campus and sold to farmers and commercial landscaping firms.

http://www.ecohusky.uconn.edu/uconncompostfacility.htm

"---" 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 :

Three of our dining units, South, Whitney and Buckley have eCorrect decomposer machines which convert food waste into a compost-like soil amendment. This is then used by the University landscaping services department in gardens around campus. It is also being researched as a feedstock for a 7 kW bio-gassification unit at UConn's Center for Clean Energy Engineering. Waste cooking oil is used to produce ASTM-approved biodiesel as a fuel source for our campus shuttle buses, which run on a biodiesel/petro-diesel blend.

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

36

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

36

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

0

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

0

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

http://www.dining.uconn.edu/local_routes_sustainability.html

Food Donation

Responsible Party

Richard Miller
Director
Office of Envirnmental Policy

"---" *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 :

Our Gelfenbein dining facility donates weekly and all eight dining facilities donate at the end of each semester to our local food kitchen. UConn's annual Give-and-Go program collects non-perishable food during move out and distributes to local charities/food kitchens.

http://www.studentactivities.uconn.edu/co_give_go.html

Community Outreach in Student Affairs and Transportation Services have conducted food drives to donate to area food kitchens or to send to troops serving overseas.

http://web2.uconn.edu/digestlistserv/single.php?id=558

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

Recycled Content Napkins

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

"---" *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 :

We have used brown paper napkins with 30% post consumer content (highest allowable per state regulations) in them for at least 20 years in our dining units and retail ops.

The website URL where information about the purchasing is available :

http://www.ecohusky.uconn.edu/documents/Guidelinesfinalizednewlogo.pdf

Reusable Container Discounts

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

"---" *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 :

10% - 40% discount depending on size of purchase

Dining services uses over 10,000 cups per week in its 6 campus cafés. The majority of these cups go directly into the waste stream. By using a refillable mug, each student can prevent unnecessary waste, reduce paper demand and save money in the process. Library approved and dishwasher-friendly, the EcoHusky Mug costs $4.95 and gets you a $.30 discount every time you fill up.

Amount of the discount offered for using reusable mugs :

0.30

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

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

http://ecohusky.uconn.edu/mugday.htm

Reusable To-Go Containers

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

"---" *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 :

Patrons purchase a recyclable food container at our Union Street Market Food Court for $3.00. They receive a U-Recycle card that they show to a server at a food station at each visit. Food is placed in the clean, sanitized container. After eating, patrons place the used container into a U-Recycle bin located in front of the food court. Each container is made of 100% BPA free polypropylene, incorporated with Microban and is NSF approved.

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

http://www.dining.uconn.edu/green_clean.html

Energy

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

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

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

Building Energy Consumption

Responsible Party

Christopher Berthiaume
Sustainability Intern
Office of Environmental Policy

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

Submission Note:

The energy consumption data are total electricity usage for each year so they are overestimates of actual energy consumption by buildings.

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

Total building energy consumption, 2005 :

564516.70 *MMBtu*

Building space, 2005 :

9208655 *Gross Square Feet*

Total building energy consumption, performance year :

467157.80 *MMBtu*

Building space, performance year :

10260897 *Gross Square Feet*

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

1 Jan 2011 - 31 Dec 2011

Clean and Renewable Energy

Responsible Party

Richard Miller
Director
Office of Envirnmental Policy

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

Submission Note:

Figures came from energy dashboard maintained by Facilities and Operations for the 2011 calendar year.

"---" *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 :

382230.17 *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 :

0 *MMBtu*

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

0 *MMBtu*

Total energy consumed during the performance year :

433112.30 *MMBtu*

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

Note: UConn’s cogeneration facility is classified as a Class III Renewable Energy source by the State of Connecticut and it generates Class III Renewable Energy Credits (RECs).

A co-generation facility produces 100% of the main core campus's electricity needs, while the remainder (for CY 2011, 12%) is purchased from CL&P with a renewables agreement of 25% minimally produced from sources considered renewable.

***

The University's Cogeneration facility uses natural gas, with ultra-low sulfur fuel oil (ULSF) as a back-up fuel source, to fire three Solar Taurus 70 combustion turbine generators to produce electricity. Waste heat from the turbines is used to produce high pressure steam, which is then used in a steam turbine generator to produce additional electricity. The steam turbine exhaust or reduced steam is supplied to internal plant use, to provide Chilled Water via the three York absorption chillers or to the campus distribution network. The network reduces the steam to low pressure 65 psig for building heating and kitchen service.

The core university obtains 100% of its electrical needs from this facility. Buildings not in the core campus (such as the Depot Campus) are connected to the CT Light and Power grid with a minimum of 25% of electricity purchased from renewable sources.

Working with the CT Center for Advanced Technologies (CCAT), UConn is in the midst of developing a Renewable/Sustainable Energy Strategic Plan that will facilitate the installation of up to six different types of distributed generation on our campus, including solar (PV and thermal), wind, geothermal, biomass/biofuels and fuel cell technologies.

Additionally, a 400kW natural gas powered proton exchange membrane fuel cell was installed in April, 2012 on the Depot campus. This combined heat and power fuel cell systems deliver both electrical power and available thermal energy onsite to satisfy two building's energy needs - turning potential waste into useable energy and achieving system efficiencies that are well in excess of 2x the typical electric grid. This fuel cell is classified as a Class I Renewable Energy source by the State of Connecticut and it generates Class I Renewable Energy Credits (RECs). It is estimated that this fuel cell will supply roughly 80% of the electricity and heat energy needs for our Depot Campus, the largest consumer of Storrs Campus' energy needs not covered by the cogeneration facility.

http://today.uconn.edu/blog/2012/04/uconn-commissions-fuel-cell-power-plant/

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

The steam turbine exhaust or reduced steam is supplied to internal plant use, to provide Chilled Water via the three York absorption chillers or to the campus distribution network. The network reduces the steam to low pressure 65 psig for building heating and kitchen service.

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 :

UConn actually generates Class III RECs under the state Renewable Portfolio Standard law, based on the operation of its cogeneration facility. During the previous year, we generated and sold x RECS for $x million

A brief description of cogeneration technologies deployed :

Note: UConn's cogeneration facility is classified as a Class III Renewable Energy source by the State of Connecticut and it generates Class III Renewable Energy Credits (RECs).

A co-generation facility produces 100% of the main core campus's electricity needs, while the remainder (for CY 2011, 12%) is purchased from CL&P with a renewables agreement of 25% minimally produced from sources considered renewable.

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Additionally, a 400 kW methane powered hydrogen fuel cell was installed in April, 2012 on the Depot campus. It is estimated that this fuel cell will supply roughly 80% of the electricity and heat energy needs for our Depot Campus, the largest consumer of Storrs Campus' energy needs not covered by the cogeneration facility.

http://today.uconn.edu/blog/2012/04/uconn-commissions-fuel-cell-power-plant/

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

http://www.facilities.uconn.edu/cogen.html

Timers for Temperature Control

Responsible Party

Richard Miller
Director
Office of Envirnmental Policy

Submission Note:

we do not have an inventory of buildings using this technology

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

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

Yes

A brief description of the technology used :

Temperature controller using PIC16F877A microcontroller
Software is written in C language and compiled using HI-TECH ANSI C Compiler

Also have VFDs installed with sensors for occupancy and TOD

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

The website URL where information about the practice is available :

https://www.bme.uconn.edu/sendes/Spring10/Team7/temperaturecontrol.pdf

Lighting Sensors

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

"---" *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 :

These lighting system upgrades also include the installation of controls like motion and occupancy sensors, which turn off the light when they stop detecting movement; and daylight sensors, which maximize use of sunlight by turning on the lights only when natural light is insufficient for people to see inside the area. The combination of these efficient lighting systems and sensors could reduce the lighting electricity demand by up to 59% in some buildings

67 buildings are undergoing/ scheduled for renovation, also most newer buildings contain motion sensors in at least some parts, an exact figure is difficult to calculate however, the people completing the survey estimate 25% as a best estimate but that is not supported by actual documentation

The percentage of building space with lighting sensors :

25

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

http://ecohusky.uconn.edu/energy/lighting_upgrades.html

LED Lighting

Responsible Party

Richard Miller
Director
Office of Envirnmental Policy

Submission Note:

Retro-fitted lighting program at 73 buildings:
After a prioritization assessment was performed by campus sustainability work groups, ConSERVTM was hired to perform the installation upgrades. They are replacing old high intensity discharge (HID) light bulbs with new T-5 fluorescent bulbs. This new lighting is so efficient that one T-5 light bulb will use 70% less electricity than one HID bulb for the same light output and lamp life. Furthermore, the T-5 light bulb's high luminescence and light-maximizing arc fixture produces the same level of brightness with only half the number of light bulbs. In combination with advanced sensors and controls, that adds up to a massive energy reduction.

"---" *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 lighting is used for all exit signs in campus buiildings.

UConn also deploys LED lighting for lanterns along major walkways on campus.

In conjunction with EPRI, UConn is researching tthe use of LED lighting for a large on-campus parking lot (F-Lot)

The percentage of building space with LED lighting :

1

The percentage of parking deck space with LED lighting :

2

The percentage of outdoor space that uses LED lighting :

7

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

60

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

http://ecohusky.uconn.edu/energy/lighting_upgrades.html

Vending Machine Sensors

Responsible Party

Richard Miller
Director
Office of Envirnmental Policy

Submission Note:

This recent report from ResLife:

Rich,
We did a survey about a year ago and inspected all the vending machines to determine which had the Vending Miser. The survey is attached. Scott reported that there were 36 machines without the Vending Miser and 32 with the Vending Miser. He observed that there seemed to be no order as to which machines had the Miser distributed or where they are placed.

Logan Trimble
Director Residential Operations
233 Glenbrook Road
University of Connecticut
06269-4022
Office: 860-486-5249

"---" *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 :

Vending machine energy misers have been installed in nearly half of the vending machines located in residential buildings on campus and in some of the machines located in academic buildings.

The percentage of vending machines with sensors :

15

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

http://ecohusky.uconn.edu/pcc/documents/6_Section3_ReductionStrategies_Final_003.pdf

Energy Management System

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

Submission Note:

information and estimate from Facilities

"---" *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 function of the Energy Management Systems group is to monitor those buildings associated with computer control of heating and cooling, maintain and perform schedule changes as necessary, assist zone/shop personnel as required, and respond to various trouble alarms as necessary for continuous coverage

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

80

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

non-essential heating and cooling, fans, electricity

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

http://www.facilities.uconn.edu/ems.html

Energy Metering

Responsible Party

Christopher Berthiaume
Sustainability Intern
Office of Environmental Policy

"---" *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 :

The meter data are located here:

http://energyservices.uconn.edu/metering/SitePages/Home.aspx

It is publicly available, but requires a username and password.

Username: PI
Password: Uconn2011

Energy metering can be found under the "Meter" tab located near the top of the page.

The percentage of building space with energy metering :

100

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

http://energyservices.uconn.edu/metering/SitePages/Home.aspx

Grounds

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

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

Integrated Pest Management

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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

Submission Note:

886 acre figure covers the East Campus only (the campus that houses the majority of our buildings and maintained grounds), and does NOT include the Spring Valley Farm complex or additional tracts of state forest land owned by the University. Nor are satellite or Depot campuses counted.

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

The size of the campus grounds :

886 *Acres*

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

90 *Acres*

A brief description of the IPM plan(s) :

Our total acreage listed includes forests, farms, and the main core of the central campus. The 90 acres portion covers the grounds occupied by building space that is intensely landscaped.

We use a reduced scale of IPM on the campus. We do not apply insecticides or fungicides. Our use is primarily fertilizer and broad leaf weed control.

Other grounds are maintained as turf grass, as farm production/ pasture grounds, or as wildlife habitat with minimal oversight.

The turf grass program can be found here:

http://www.fo.uconn.edu/ipm.html

The state four-tiered IPM program, run by the Cooperative Extension through UConn, can be found here:

http://www.hort.uconn.edu/ipm/

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

http://www.hort.uconn.edu/ipm/

Native Plants

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

"---" *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 CT State Extension Department centralizes informational resources encouraging use of native pant species, and in identifying/ controlling invasive species. The Storrs campus grounds are a living arboretum that combine native and ornamental species of trees, shrubs, and flowers. Newer construction techniques are favoring the use of native species in swales adapted to the climate, including edible landscape initiatives that utilize fruit palnts and herbs. Large portions of the University owned grounds (including ground where visirotrs frequent) are maintained as wildlife habitat and are only minimally maintained.

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

http://www.hort.uconn.edu/cipwg/pdfs/Native_Plant_Web_and_Print_Resources.pdf

Wildlife Habitat

Responsible Party

Christopher Berthiaume
Sustainability Intern
Office of Environmental Policy

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

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

Yes

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

The University has a Forest Committee that is in charge of maintaining over 1,000 acres of forested land, parts of which include rivers and wetlands. Much of the management is focused on the removal of invasive species.

There is also an Arboretum Committee, which maintains numerous species of particular interest in and around campus. The Arboretum Committee has even created a walking campus tour of UConn's trees.

http://www.uconnarboretum.uconn.edu/content/TREE_GUIDE_CAMPUS_WALK.pdf

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

http://www.canr.uconn.edu/rh/rh/images/facilities/forest.html

Tree Campus USA

Responsible Party

Christopher Berthiaume
Sustainability Intern
Office of Environmental Policy

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

Snow and Ice Removal

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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

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

Yes

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

Where possible, sand is used instead of liquid de-icer, and spot approaches are utilized.

UCONN Landscape Action Plan:

Patrol area at the start of the snowfall.
Spot de-icing of walks and roadways, along with plowing.
Full scale de-icing of all major walks, along with plowing.
Plowing of all major walks, roads, and parking lots.
Continuous sanding of walkways and driving lanes.

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

http://www.fo.uconn.edu/snow.html

Landscape Waste Composting

Responsible Party

Richard Miller
Director
Office of Envirnmental Policy

"---" *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 :

All landscape wastes are composted with agricultural wastes at the University's new compost facility.

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

100

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

0

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

http://www.ecohusky.uconn.edu/uconncompostfacility.htm

Purchasing

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

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

Computer Purchasing

Responsible Party

Christopher Berthiaume
Sustainability Intern
Office of Environmental Policy

Criteria

Part 1

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

Part 2

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

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

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

Yes

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

http://www.purchasing.uconn.edu/staff/images/Husky%20Buyer%20Fall%202008_final.pdf

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

Purchase of EPEAT gold computers is encouraged through the HuskyPC service at UConn. All computers provided on the site, known as "HuskyPCs" are EPEAT gold computers.

http://huskypc.uconn.edu/

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

No

Expenditures on EPEAT Gold desktop and laptop computers and monitors :

Expenditures on EPEAT Silver desktop and laptop computers and monitors :

Total expenditures on desktop and laptop computers and monitors :

Cleaning Products Purchasing

Responsible Party

Richard Miller
Director
Ofice of Environmental Policy

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:

This special green edition of the UConn Purchasing department's periodic newsletter (The Husky Buyer, Fall 2008) includes reference to the CT state law and UConn's corresponding green cleaning policy, which have been in place for nearly 5 years.
http://www.purchasing.uconn.edu/staff/images/Husky%20Buyer%20Fall%202008_final.pdf

"---" *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.ecohusky.uconn.edu/greencleaning.htm

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

The University uses green cleaning products, in compliance with Govenor Jodi Rell's Executive Order 14 in 2006 and CT Public Act 07-100 from 2007.

An assessment of cleaning supplies was conducted in 2007 and numerous items were phased out in compliance with the above directives. Where available, Green Seal products were selected.

http://www.ecohusky.uconn.edu/documents/UConn_Cleaning_Product_Assessment_2007-2.pdf

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 :

501087 *US/Canadian $*

Total expenditures on cleaning products :

527460 *US/Canadian $*

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

Office Paper Purchasing

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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.

Submission Note:

data from Central Stores

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

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

Yes

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

http://www.purchasing.uconn.edu/usersmanual/sectionthree/sectionthree.html

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

Paper purchases are centralized through our Central Stores. White paper purchases are the bulk of our purchases, and the University only sources 30% recylced content in its purchases.

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

Yes

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

0 *US/Canadian $*

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

243857 *US/Canadian $*

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

0 *US/Canadian $*

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

0 *US/Canadian $*

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

0 *US/Canadian $*

Total expenditures on office paper :

261290 *US/Canadian $*

Vendor Code of Conduct

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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.csr.uconn.edu/docs/CSRContractingLanguage.pdf

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

CSRContractingLanguage.pdf

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 :

President's Committee on Corporate Social Responsibility

Purchasing Standard

As part of our ongoing efforts to maintain the University’s position as a leader among institutions of higher education committed to the protection and advancement of CSR policies, the PCCSR recently collaborated with the Purchasing Department on the development of standard CSR contracting language. The new language reiterates the University’s position on CSR practices and requires annual summary reports of the vendor’s corporate social and environmental practices.

Historically Underutilized Businesses

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

"---" *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 :

1.5 Set-Aside, Minority and/or Women-Owned Businesses

The Purchasing Department currently operates under existing State statutes and procedures promulgated by the Commission on Human Rights and Opportunities and the Department of Economic Development. Under those statutes and procedures, no cost preference is given to setÐaside, minority or woman owned business enterprises.

The Purchasing Department is committed to promoting utilization of set-aside, minority and woman owned business enterprises in the University's procurement programs. The Director of Procurement and Logistical Services or designee is authorized to: 1) change the source on any requisition in order to direct University purchases to minority and woman owned businesses, and 2) designate specific purchases for the exclusive participation by minority and woman owned businesses.

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

http://www.purchasing.uconn.edu/usersmanual/sectionone/sectionone.html#Set-Aside

Local Businesses

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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

Transportation

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

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

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

Campus Fleet

Responsible Party

Christopher Berthiaume
Sustainability Intern
Office of Environmental Policy

Criteria

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

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

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

Submission Note:

The University does have additional plated vehicles that were not counted above because they are farm equipment, not passenger vehicles. There are approximately 300 farm vehicles used by the University.

The University produces about 1,000 gallons of biodiesel a year from waste cooking oil, but the biodiesel is added to the regular diesel, diluting it down well below B20.

http://www.ecohusky.uconn.edu/biofuelhistory.htm

Additionally, the University maintains fleet fuel standards in compliance with CT Public Act 2007-242, which requires all vehicles purchased to be in the top third fuel efficiency of their class.

http://www.ecohusky.uconn.edu/preferredlist.htm

"---" *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 :

170

Student Commute Modal Split

Responsible Party

Christopher Berthiaume
Sustainability Intern
Office of Environmental Policy

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 :

75

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 :

25

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 :

60

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

4

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

10

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

1

The website URL where information about alternative transportation is available :

http://transpo.uconn.edu/#alternatives

Employee Commute Modal Split

Responsible Party

Christopher Berthiaume
Sustainability Intern
Office of Environmental Policy

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 :

8

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 :

92

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 :

2

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

3

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

3

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

0

The website URL where information about alternative transportation is available :

Bicycle Sharing

Responsible Party

Christopher Berthiaume
Sustainability Intern
Office of Environmental Policy

"---" *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.) :

UConn Cycles is a bike sharing program run out of the campus library. There are 20 bikes available for borrowing by student, staff, or faculty member so long as they have their ID card.

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

http://www.ecohusky.uconn.edu/transportation/cycling/uconn_cycles.html

Facilities for Bicyclists

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

"---" *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 :

A number of the dorms and other buildings include bike racks for bicycle storage. A comprehensive plan to improve the experience for bicyclists is underway, and can be found below:

The BSC Group, a transportation engineering firm, was recently awarded a contract to produce a comprehensive plan for campus bicycle routes, based on Department of Transportation (DOT)requirements. Preliminary drawings have been created (as of July 2010) and are under DOT review. The drawings and other materials will be available through this website once the approval process has been completed.

The rest of this page is intended to archive the work of students, faculty, and staff in the Institute for Transportation Engineers during the 2004-2005 academic year. Much of their work has since served as an informal Campus Bicycle Plan which will be consulted by the BSC Group in their engineering process

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

http://www.ecohusky.uconn.edu/campusbikeplan.htm

Bicycle and Pedestrian Plan

Responsible Party

Christopher Berthiaume
Sustainability Intern
Office of Environmental Policy

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

Has the institution developed a bicycle plan? :

Yes

A brief description of the plan :

Students, staff, and faculty worked on creating support for and actually developing a master campus bike plan in 2005. Their efforts led to the University working with an engineering firm to formally draw up a plan, which will soon be implemented. The plane includes the addition of bike lanes, sharrows, and signage where found appropriate.

The portion of that plan that would alter state roads is currently awaiting DOT approval. The rest of the plan is expected to be completed this summer.

In addition, new roadways that are being planned include bike paths as part of the original design.

These implementations will help create continuity with bike paths, signage, and sharrows in the surrounding community and should help safely connect off campus apartments and houses to the University campus.

The website URL where information about the plan is available :

http://www.ecohusky.uconn.edu/campusbikeplan.htm

Mass Transit Programs

Responsible Party

Christopher Berthiaume
Sustainability Intern
Office of Environmental Policy

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

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

Yes

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

The University runs a campus shuttle program, which includes as many as 5 on campus lines and a sixth line that goes to many off campus apartment complexes.

http://transpo.uconn.edu/

Students, staff, and faculty can also ride local bus lines from the Windham Regional Transit District (WRTD)for free.

http://www.wrtd.net/storrs-willimantic_bus_fares.html

The website URL where information about the program is available :

http://transpo.uconn.edu/

Condensed Work Week

Responsible Party

Christopher Berthiaume
Sustainability Intern
Office of Environmental Policy

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

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

Yes

A brief description of the program :

Employees can create a condensed work schedule as part of the flexible schedule program.

The website URL where information about the program is available :

http://worklife.uconn.edu/flextime_leave/flextime_telecommuting.html

Telecommuting

Responsible Party

Christopher Berthiaume
Sustainability Intern
Office of Environmental Policy

"---" *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 :

University of Connecticut Professional Employees Association (UCPEA) employees may request to work off site utilizing appropriate technology for a maximum of one year. Such telecommuting arrangements must be mutually agreed upon by the employee, the manager outside the bargaining unit, and Human Resources. For more information, refer to Article 16.4 of the UCPEA contract or contact Human Resources – Labor Relations.

The website URL where information about the program is available :

http://worklife.uconn.edu/flextime_leave/flextime_telecommuting.html

Carpool/Vanpool Matching

Responsible Party

Christopher Berthiaume
Sustainability Intern
Office of Environmental Policy

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

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

Yes

A brief description of the program :

The University maintains its own carpool matching program for its employees. It also provides links to state ridesharing programs.

The website URL where information about the program is available :

http://worklife.uconn.edu/culture_community/commuter.html

Cash-out of Parking

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

Carpool Discount

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

Local Housing

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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

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

Yes

A brief description of the incentives or programs :

Approximately 75% (annually) of UConn students live on campus in Univeristy owned dorms, apartments, and housing facilities. Another large percentage use University owned housign off-campus in regional communities. Finally, the University supports resources that permit local residents offering housing to students to connect with students looking for housing.

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

http://www.reslife.uconn.edu/all_housing_facilities.html

Prohibiting Idling

Responsible Party

Richard Miller
Director
Office of Envirnmental Policy

Submission Note:

State law sets 3-minute limit. This is also refernced in the CAP.

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

Has the institution adopted a policy prohibiting idling? :

Yes

A brief description of the policy :

The University prohibits idling by state vehicles in compliance with state regulation R.C.S.A. Section 22a-174-18.

The website URL where information about the policy is available :

http://www.ct.gov/dep/lib/dep/air/diesel/docs/antiidlereg.pdf

Car Sharing

Responsible Party

Christopher Berthiaume
Sustainability Intern
Office of Environmental Policy

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

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

Yes

A brief description of the program :

UConn offers car sharing through Hertz on Demand. There are four locations on campus where HOD cars can be obtained. Three are ultra low emission vehicles (ULEVs) and the fourth is an all-electric, which can be charged at the University's car charging station. This program is available to students, staff, and faculty.

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

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

Waste

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

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

Waste Reduction

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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*.

Submission Note:

Assume 1 cubic yard of landscape waste= ~650 kg

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

Weight of materials recycled, 2005 baseline year :

985.36 *Tons*

Weight of materials composted, 2005 baseline year :

1 *Tons*

Weight of materials disposed as garbage, 2005 baseline year :

5362.50 *Tons*

Weight of materials recycled, performance year :

1036.26 *Tons*

Weight of materials composted, performance year :

808.70 *Tons*

Weight of materials disposed as garbage, performance year :

4290 *Tons*

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

1/1/2011- 12.31/2011

On-campus residents, 2005 :

12335

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

7625

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

1254

On-campus residents, performance year :

14215

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

8423

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

1424

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

September 2011- May 2012

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

Yes

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

NOTE: 2005 waste stream data is an estimate created by taking 2011 known figure and multiplying it by 25%, per discussion with WilliWaste owner

888.76 tons of material recylced in Williwaste recycling program in 2011

Give and Go move out program 12,000 lbs (6 tons)

808.715 tons of Ag, landscaping, and floriculture waste composted

4173.63 tons ag waste used as fertilizer (not used in estimates since we could not verify all came from UConn)

dining hall e-Correct composting no weight estimates available

Central Stores recycling, resale, and reuse program 95% of all materials reused or recycled, no weight estimates available, all leftover goes into waste stream

standard waste stream program 4390 tons in 2011
Central Stores e-waste programs estimate 139.5 tons of electronics recycled in 2011

Sneaker recycling 2 tons

http://www.stores.uconn.edu/surplus.html

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

http://www.ecohusky.uconn.edu/pcc/recycling.html

Waste Diversion

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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 :

1844.96 *Tons*

Materials disposed in a solid waste landfill or incinerator :

4390 *Tons*

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

888.76 tons of material recylced in Williwaste recycling program

Give and Go move out program 12,000 lbs (6 tons)

808.715 tons of Ag, landscaping, and floriculture waste composted

4173.63 tons ag waste used as fertilizer (not used in estimates since we could not verify all came from UConn)

dining hall e-Correct composting no weight estimates available

Central Stores recycling, resale, and reuse program 95% of all materials reused or recycled, no weight estimates available, all leftover goes into waste stream

standard waste stream program 4390 tons in 2011
Central Stores e-waste programs estimate 139.5 tons of electronics recycled in 2011

Sneaker recycling 2 tons

Construction and Demolition Waste Diversion

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

Criteria

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

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

Submission Note:

confirmed by Fran Gast in our project management team

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

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

0 *Tons*

Amount of construction and demolition materials landfilled or incinerated :

0 *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 :

In the year 2011, we had 42 contractors working with their own subcontractors, making actual tonnage data extremely difficult, if not impossible, to obtain. All new projects are LEED certified, and minimally follow rates associated with the standards for recylcing and reuse. A review of available information showed that, possibly due to high landfill/ incineration fees, recycling rates on retrocommissioning projects are running close to 95%.

Electronic Waste Recycling Program

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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 :

Our Central Stores program refurbishes all institution owned items for reuse/ resale when possible to do so, and collects the rest for recycling.

EH&S handles pickups for hazardous items, such as lithium batteries, and has a comprehensive chemical hygiene plan.

The campus motor pool collects car batteries for reuse, refurbishing, and recylcling.

Comprehensive waste instructions are supplied here:

http://www.ecohusky.uconn.edu/documents/CampusWasteStreams.pdf

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

Our Central Stores program refurbishes all institution owned items for reuse/ resale when possible to do so, and collects the rest for recycling.

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

Our e-waste program run through the Office of Environmental Policy collects ink cartridges, cell phones, laptops, ipods, and other handheld devices.

EH&S pickup is scheduled for batteries submitted via the e-waste program.

Central Stores accepts other used electronics and recycles all of it.

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

http://www.ecohusky.uconn.edu/E-Waste.htm#EwasteInformation

Hazardous Waste Management

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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 :

from the University Chemical Hygiene Plan:

"Chemical Health & Safety"

Chemical Hygiene Plan

Stefan Wawzyniecki, Jr.
Chemical Hygiene Officer

Effective Date:
July 2008

Table of Contents

Forward

The University of Connecticut has numerous laboratories at its main campus, as well as at its branch campuses. It employs people within these laboratories, and therefore the University is required to prepare a Chemical Hygiene Plan to be in compliance with 'The OSHA Laboratory Standard'. Because Connecticut has its own OSHAapproved occupational safety and health plan ('State Plan State'), the State has adopted its own laboratory standard, which is as stringent as the Federal standard.

The Laboratory Standard was published as an amendment to 29 CFR 1910.1450, Subpart Z, and its title is 'Occupational Exposure to Hazardous Chemicals in Laboratories'. The effective date of the Standard was May 1, 1990, and the required written chemical hygiene plan was to be developed and implemented by January 31, 1991.

The Laboratory Standard supersedes all of Subpart Z of 29 CFR 1910, which includes the Hazard Communication Standard. However, some of the provisions of these standards are retained in the Laboratory Standard. These include the requirement for maintaining exposure limits below the Permissible Exposure Limits (PEL), information and training requirements, the use of Material Safety Data Sheets (MSDS), labeling, and medical surveillance programs.

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I. Introduction

This document serves as the Chemical Hygiene Plan for the University's laboratories, and was developed to meet the guidelines of 29 CFR 1910.1450, "Occupational Exposure to Hazardous Chemicals in Laboratories", a standard issued by the Occupational Safety and Health Administration (OSHA). This Chemical Hygiene Plan (CHP) will be accessible to all employees of the University who are involved in any way with a laboratory activity, as well as to employee representatives, and State OSHA inspectors. In addition the publication, "Minimum Guidelines for Laboratory Health and Safety" (see Appendix D), will be copied and distributed to all laboratory employees. Department-Specific Safety Manuals may also be appended to this document.

The Chemical Hygiene Plan places primary emphasis on engineering and administrative controls necessary to protect workers from

overexposure to hazardous substances in laboratories.

The University of Connecticut Chemical Hygiene Plan is comprised of the following elements:
1.Standard Operating Procedures.
2.Engineering Controls, Personal Protective Equipment, and Hygiene Practices.
3.Control Equipment Inspections and Review.
4.Employee Information and Training.
5.Special or NonRoutine Procedures.
6.Medical Surveillance Program/Environmental Monitoring.
7.Designated Chemical Hygiene Officer.
8.Safe Handling of Particularly Hazardous Substances.

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II. Summary

The University of Connecticut will follow the National Research Council's general principles of Chemical Hygiene in Laboratories . They are as follows:
1. Minimize all chemical exposures.
2.Avoid underestimation of risk
3.Provide adequate ventilation.
4.Institute a formal safety program.
5.Observe the Permissible Exposure Limits (PELs, U.S. Dept. of Labor, OSHA) and the Threshold Limit Values (TLVs, American Conference of Governmental Industrial Hygienists).

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III. Scope and Definitions

Procedures used do not simulate a production process, whose function is to produce commercial quantities of materials; and where protective laboratory practices and equipment are available and commonly used.

OSHA defines a hazardous chemical as a substance for which there is statistically significant evidence, based on at least one scientific study, showing that acute or chronic harm may result from exposure to that chemical.

The University of Connecticut clearly meets the criteria established under OSHA 1910.1450, and is therefore subject to the requirements of the Laboratory Standard.

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IV. University of Connecticut Responsibilities

The University is obligated to ensure chemical health and safety at all levels, including:
1.President of the University -- ultimately responsible for chemical safety on the campuses, and who, with the University administration, must provide the support for implementation and maintenance of a chemical hygiene program.
2.Deans/Departments Heads -- responsible for incorporating chemical safety committees within their respective departments/units, and for chemical hygiene in general within their departments.
3.University Laboratory Safety Committee -- responsible for reviewing, recommending, and developing policies and procedures toward achieving safe work practices involving chemicals.
4.Departmental Safety Committees/Building Safety Committees -- responsible for assisting the University Chemical Hygiene Officer in

implementing this plan. These committees may develop additional policies with the intent to promote prudent work practices which are specific for their departments, or specific to research within their department or building.
5.Principle Investigator (PI) -- responsible for chemical hygiene in the laboratory/laboratories assigned to them. They must have up-to-date knowledge of the chemical inventory in their laboratory, as well as provide Material Safety Data Sheets (MSDS) to their students and staff upon request. This includes knowing the hazards and how to control exposures through the proper selection of laboratory techniques and engineering controls. The PI should inform all employees working in the laboratory of the hazards associated with the chemicals present, encourage safe analytical techniques, and detail procedures for dealing with accidental spills. The PI should communicate with the parties mentioned above for assistance in monitoring engineering controls (ventilation), lab air quality, chemical waste disposal, chemical inventory maintenance, acquiring permission to obtain extremely hazardous substances, and understanding the legal requirements associated with all aspects of chemical usage in the laboratory.
6.Laboratory Workers -- as employees of the University, are obligated to understand the chemical hygiene plan, and to report any unsafe practices or conditions to any of the aforementioned parties. They should develop good laboratory habits in conducting any research involving the use of chemicals, and know the proper means of disposal of waste chemicals. With the PI, the laboratory worker is responsible for dating incoming chemicals, properly storing them, labeling containers holding chemicals or intermediates of reactions, and informing visitors to the laboratory of the potential hazards within, and the associated rules. This information can be displayed using signs and symbols.
7.Chemical Hygiene Officers (CHO) -- at the University, the CHO acts as the representative of the President" of the University. Assigned to this CHO is the duty to prepare, implement, and maintain the written Chemical Hygiene Plan. Other CHO's may be designated by departmental/unit safety committees, Deans and/or Department Heads, and may be a second title for someone such as a Laboratory Director or a PI. Their duties will be to oversee that the Chemical Hygiene Plan is being followed, either as a separate entity, or in conjunction with a departmental safety manual."

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

EH&S Regulated Waste Management

This page is designed to provide Principal and Licensed Investigators, Laboratory Supervisors, Non-laboratory Staff and students access to the forms and information they need to conduct the safe handling of the wastes generated in their area, including but not limited to: hazardous wastes, surplus chemicals, biowaste, regulated medical wastes, universal waste (fluorescent light bulbs, electronics, batteries, etc).

http://ehs.uconn.edu/Regulated%20Waste%20Management/

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

http://www.ehs.uconn.edu/Regulated%20Waste%20Management/

Materials Exchange

Responsible Party

Christopher Berthiaume
Sustainability Intern
Office of Environmental Policy

"---" *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 Surplus Store provides surplus items to the University and the public. All sorts of items are collected, including various electronics and furniture.

The website URL where information about the program is available :

http://www.stores.uconn.edu/storsurp.html

Limiting Printing

Responsible Party

Christopher Berthiaume
Sustainability Intern
Office of Environmental Policy

"---" *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 :

Most computer labs and libraries charge for printing. Pricing is determined by the department that maintains the computers. Some labs offer an initial balance, which in effect provides a limited amount of free printing each semester. Some computer labs do not charge for printing, but most of those are limited to certain students (e.g. by program or degree pursuit) or to faculty.

Library:

http://learningcommons.uconn.edu/resources/print.htm

Computer Labs:

http://software.uconn.edu/labs/labs.php

For computer labs, select "details" for the lab of interest

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

Materials Online

Responsible Party

Christopher Berthiaume
Sustainability Intern
Office of Environmental Policy

"---" *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 can be found online. They can be found on each departments' website as well as compiled together on a single webpage.

Course schedules are managed through the Peoplesoft student administration system, which also handles enrollment.

The website URL where information about the practice is available :

http://www.catalog.uconn.edu/

Chemical Reuse Inventory

Responsible Party

Christopher Berthiaume
Sustainability Intern
Office of Environmental Policy

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

Move-In Waste Reduction

Responsible Party

Richard Miller
Director
Office of Envirnmental Policy

"---" 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 :

ResLife places additional recycling bins near the elevator lobby on each floor of the residence hall to facilitate recycling. Recycling guidelines are also posted on each floor (in the recycling center) and in the main lobby of each residence hall. We also provide several rolling move-in carts with fabric sides to minimize the need for families to use disposable boxes and bags to haul items from the parking lot to the student's room. During move-in, each student resident is provided with a reusable recycling bag for collecting items such as bottles and cans, as cold beverages in bottles and cans are frequently used during the hot late summer move-in months. the reusable recycling bag prevents those bottles and cans from being disposed of in the trash by providing a convenient choice.

The website URL where information about the program is available :

http://www.reslife.uconn.edu/

Move-Out Waste Reduction

Responsible Party

Christopher Berthiaume
Sustainability Intern
Office of Environmental Policy

"---" *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 :

Give & Go is a program meant to divert waste during the move out week for undergraduates living in dorms. Each dorm complex has a manned collection point throughout the move out week. The diverted items are then donated to local charities.

About 36,000 lbs of donated goods were collected from 2009 to 2011. The total weight of diverted goods for 2012 will not be known for a few more weeks.

The website URL where information about the program is available :

http://ecohusky.uconn.edu/recycling/giveandgo.html

Water

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

Credit
Water Consumption
Stormwater Management
Waterless Urinals
Building Water Metering
Non-Potable Water Usage
Xeriscaping
Weather-Informed Irrigation

Water Consumption

Responsible Party

Richard Miller
Director
Office of Envirnmental Policy

Criteria

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

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

Submission Note:

water consumption figures from Facilities

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

Water consumption, 2005 baseline year :

542351000 *Gallons*

Water consumption, performance year :

382292193 *Gallons*

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

Jan, 2011- Jan, 2012

On-campus residents, 2005 :

12335

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

7625

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

1254

On-campus residents, performance year :

14215

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

8423

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

1424

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

September 2011- May, 2012

Indication of whether institution has a stated commitment to water use reduction goals :

Yes

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

Drought Emergency Plan: Restricts water usage during times of abnormally low rainfall in the region; plan's actions are tiered towards the severity of the reported drought and corresponding real-time, streamflow gage readings:

http://ecohusky.uconn.edu/documents/wateremergencycontingencyplan.pdf

excerpt form The Water Conservation Plan developed in May, 2011:

GOALS & OBJECTIVES
It is the objective of the State of Connecticut and of the University in developing this plan to
manage and conserve the University's water resources through the following goals and policies.

UConn is the only public water supply system in the state that reduces pumping from it wells and curtails water prioduction based on streamflow measurements in the two rivers near our wellfields. We are frequently cited by state regulators for this exemplary level of proactive water conservation.

In addition, UConn conducts an annual "eco-madness" competition among approximately 23 dormitories that house the largest percentage of first-year students. This is an outreach event in the form of a friendly inter-dorm competition to conserve water and energy over the course of a month. Winning dorms in water and energy categories of rate of reduction over a baseline period and total consumption (measured by sub-metering system) receive a carbon offset certificate, a water conservation trophy and ice cream socials featuring UConn Dairy Bar (premium) ice cream.

The website URL where information about the institution's water conservation initiatives is available :

http://www.envpolicy.uconn.edu/UConn_Water_Conservation_Plan.pdf

Stormwater Management

Responsible Party

Richard Miller
Director
Office of Envirnmental Policy

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 :

UConn has been committed to installing low impact design (LID) stormwater management features for several years, not only as part of new construction projects but also as retrofits and demonstration projects at older building sites. On the main campus, UConn has more than 15 engineered rain gardens and bioretention swales, two green roofs and a third under construction, the first large-scale porous concrete and permeable asphalt parking lots in Connecticut, two terraces constructed with porous landscape pavers, which material will also be used for the reconstruction this spring of the snow shelf along Hillside Road on campus, a rainwater harvesting system is under construction for capturing roof runoff for irrigation purposes, and one large underground infiltration chamber.

from UConn's 2004 Sustainable Development Guidelines:

"Goal 1 Reduce development stormwater runoff impacts on the quantity and quality of the area’s water resources.
Strategies
• Prevent any increase in the rate of stormwater flow leaving the site. Provide for infiltration of stormwater runoff on both greenfield and previously disturbed sites.
Strategies for implementing both of these goals include:
• Promoting permeable paving technologies in lieu of the conventional impervious surfaces for drives and parking lots. Perform a life-cycle cost analysis that recognizes the long-term maintenance costs with the resulting benefits when choosing the appropriate system.
• Collecting rainwater from project roofs, where feasible, and store it for reuse or slow release.
• Implement landscaping that has a higher rate of absorption than conventional turf grass.
• Reducing the need for stormwater utilities and detention basins. Introduce stormwater bio-retention basins, swales, or rain gardens within the project site or within the adjacent campus or clusters of buildings.
• Using a vegetated roof for flat or low sloping roofs.
• Incorporate on-site stormwater treatment and infiltration to meet the guidelines of the Connecticut Department of Environmental Protection, Connecticut Stormwater Quality Manual, 2003. Strategies for consideration, in order of preference, for implementing this goal include:
• Incorporating bio-retention areas, rain gardens, vegetated basins, vegetated swales, constructed wetlands, etc. on site to treat stormwater.
• Including on-site mechanical filtration systems to treat stormwater to meet the standards as defined in the manual."

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

http://www.ecohusky.uconn.edu/lowimpact.html

Does the institution have a living or vegetated roof? :

Yes

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

The university has two green roof projects installed and two others in construction:

The Gant Plaza Green Roof project, which began five years ago as a student led initiative of the UConn Soil and Water Conservation Society, is now a reality with the approval of a $50,000 grant from the federal Environmental Protection Agency. Natural Resource Management & Engineering (NRME) faculty member, Jack Clausen, also the advisor to the SWCS, led the effort on this project and is working with Civil & Environmental Engineering faculty and others to research the impact the green roof has had on reducing stormwater runoff from the plaza into the nearby Eagleville Brook.

The West classroom building was opened in December, 2011, with a permanent green roof:

The building has numerous environmentally conscious and sustainable energy features, including an installed green roof, planted with sedum and other low-growing, drought tolerant, ground cover type plants. It is easily visible from the third floor of the new classroom building, which is used by 10,000 students per semester for classes.

Does the institution have porous paving? :

Yes

A brief description of the institution's porous paving :

Porous concrete and permeable asphalt parking lots were installed in the summer of 2009 outside the Greer Field House and Towers Residence Halls. These porous materials allow rain and melted snow to drain through the concrete or asphalt surface into the soil below, mimicking natural drainage. Porous concrete and asphalt are better for the environment than traditional asphalt parking lots, which cause water to accumulate and flow off of the parking lot surface and into storm drains, causing erosion and carrying sediment and pollution into our rivers and streams.

Additionally, porous paving technology has been used in walkways and terraces surrounding the new classroom building recently completed and another under construction, as well as at the Lakeside building. This material will also be used for the reconstruction of the snow shelf along Hillside Road, which traverses the main campus from north to south.

Does the institution have retention ponds? :

Yes

A brief description of the institution's retention ponds :

Mirror Lake and Swan Lake are man-made ponds serving as both stormwater detention basins (UConn's largest) as well as central landscape elements on the main campus. The campus is a relatively densely developed area amid a more rural community with adjacent agricultural land uses - thus all drainage from the campus impervious surfaces needs to be captured in detention basins to ensure no net increase in off-site drainage rates during various storm events. LID goals are also to reduce both rate and volume of stormwater discharges by infiltrating as much as possible, in conjuction with conventional detention basins. The goal is improved water quality in the area's streams, lakes and other waterbodies.

Does the institution have stone swales? :

Yes

A brief description of the institution's stone swales :

Stone swales were installed around the new classroom building that was completed in 2011.

Does the institution have vegetated swales? :

Yes

A brief description of the institution's vegetated swales :

Several vegetated swales are located throughout the University to manage stormwater, including one behind the tennis courts, and another in front of the new classroom building.

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

Yes

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

"Incorporating bio-retention areas, rain gardens, vegetated basins, vegetated
swales, constructed wetlands, etc. on site to treat stormwater.
• Including on-site mechanical filtration systems (e.g., Vortech units) to treat stormwater to meet the standards as defined in the state's stormwater quality manual

Waterless Urinals

Responsible Party

Richard Miller
Director
Office of Envirnmental Policy

"---" *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 :

A waterless urinal has been installed in the Facilities building to serve as a trial to determine whether they should be installed throughout the campus or at certain remote locations, such as agronomy research farms. However, in order to prevent damage to the plumbing from concentrated/undiluted acids in urine (as we have now heard the horror stories from other schools) the University has instead chosen to retrofit with low flush urinals wherever retrofits occur and/or when new buildings or major renovations are outfitted with new urinals in the bathrooms.

The website URL where information about the technology is available :

Building Water Metering

Responsible Party

Christopher Berthiaume
Sustainability Intern
Office of Environmental Policy

Submission Note:

Percentage of building space monitored excludes buildings like parking garages and sports bleachers, which have no water utilities in them and thus cannot be metered.

"---" *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 :

The meter data are located here:

http://energyservices.uconn.edu/metering/SitePages/Home.aspx

It is publicly available, but requires a username and password.

Username: PI
Password: Uconn2011

Water metering can be found under the "Meter" tab located near the top of the page.

The percentage of building space with water metering :

75

The website URL where information about the practice is available :

http://energyservices.uconn.edu/metering/SitePages/Home.aspx

Non-Potable Water Usage

Responsible Party

Christopher Berthiaume
Sustainability Intern
Office of Environmental Policy

"---" *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 :

An irrigation pond at the research farm has a network of channels meant to increase the amount of rainwater collected during storms, lowering the need for pumping to irrigate the research fields.

Reclaimed water from the wastewater treatment plant will be used in the cogeneration facility processes that can be run with non-potable water. This project will begin at the start of next year.

Rainwater collection is a planned feature of the Oak Building, which is currently under construction. The water will be used for irrigating adjacent quads. Completion of the building is expected by spring 2013.

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

Christopher Berthiaume
Sustainability Intern
Office of Environmental Policy

"---" *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 :

The University selects landscaping plants so that they require no watering once they are established. This is largely a result of our mild climate, which averages about 40 inches of rain a year.

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

Weather-Informed Irrigation

Responsible Party

Christopher Berthiaume
Sustainability Intern
Office of Environmental Policy

"---" *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 :

Only sports fields on campus are irrigated. The club sports fields are equipped with soil moisture sensors to control the amount of irrigation used.

The website URL where information about the practice is available :

Planning, Administration & Engagement

Coordination and Planning

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

Credit
Sustainability Coordination
Strategic Plan
Physical Campus Plan
Sustainability Plan
Climate Action Plan

Sustainability Coordination

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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 :

Environmental Policy Advisory Council (EPAC) is advisory to the President, Provost and other senior administrators about strategies for enhancing the University's environmental performance in:

*Fostering environmentally sustainable development and mitigating the environmental impacts of our construction activities
*Improving environmental compliance in our operations
*Distinguishing our academic, operational and community outreach reputation by promoting environmental leadership initiatives.
*Better integrating environmental principles into the University's governance by ensuring coordination with administrative advisory committees and task forces.

Functions:

The EPAC meets once per semester, or as needed, and may appoint committees and task forces in order to:

*Develop and revise UConn’s environmental policy statement.
*Identify environmental risks and recommend goals, policies and procedures to address risks and improve environmental performance.
*Identify opportunities and sponsor initiatives designed to advance and achieve environmental sustainability.
*Develop strategies for building environmental awareness and engaging students, staff and faculty in environmental initiatives.
*Advise the University about conservation and development plans and activities.
*Formulate strategies for dealing with stakeholder groups on environmental issues.
*Monitor the University’s environmental performance and sponsor periodic environmental reports.
*Help organize and promote outreach events and partnerships that showcase the University’s environmental leadership.

*Nominate and select recipients of the University's environmental leadership awards.

Additionally, workgroups associated with EPAC have over 250 members of the University and surrounding community involved in individual incentives and targeted goals.

Members of the committee, including affiliations :

Dr. Michael Alfultis AVERY PT ASSOC VICE PROV
Ms. Jeanine Armstrong Bonin Milone & Macbroom, CT Branch
Mr. Chester Arnold DEPARTMENT OF EXTENSION
Dr. Ross Bagtzoglou CIVIL & ENVIRON ENG
Dr. Mark Boyer POLITICAL SCIENCE
Dr. Timothy Byrne MARINE SCIENCES/MSTC
Dr. Mun Choi ENGINEERING DEAN OFC
VP and COO Barry Feldman OFC OF VP & COO
Dr. Lynn Fountain LAW SCH DEAN OFC
Ms. Karolina Fucikova Graduate Student Senate
Mr. Steven Kremer RESIDENTIAL LIFE OFC
Mr. Wayne Landry CENTRAL STORES
Mr. Chuck Morrell STUDENT UNION
Dr. Richard Parnas CHEM MAT & BIOMOL ENGR
Mr. Jeremy Paul LAW SCH INSTR & RES
Mr. Dennis Pierce DINING SERVICES
Mr. Stephen Rhodes
Mr. Eugene Roberts FACILITIES MANAGEMENT
Ms. Alexandria Roe UNIVERSITY PLANNING
Dr. Kathy Segerson ECONOMICS
Dr. Anji Seth GEOGRAPHY
Dr. Farhed Shah AGRI & RESOURCE ECONOMICS
Dr. Prabhakar Singh CHEM MAT & BIOMOL ENGR
Mr. Kurt Strasser LAW SCH INSTR & RES
Dr. Jeremy Teitelbaum LIBERAL ARTS & SCI DEAN
Ms. Christina Tobitsch Environmental Sciences
Dr. John Volin NATURAL RESOURCE & ENV
Mr. Jim Walter UNIV COMMUNICATIONS
Mr. Stefan Wawzyniecki ENVIRON HEALTH & SAFETY
Dr. Gregory Weidemann AGRI & NAT RES DEAN OFC
Dr. Mark Westa PLANT SCI & LANDSCAPE ARC
Mr. Vaughn Williams ATHLETICS SPORTS OPER
Dr. Mike Willig ENVIR SCI & ENGRNG CTR

The website URL where information about the sustainability committee is available :

http://ecohusky.uconn.edu/background.html#Purpose

Does the institution have a sustainability office? :

Yes

A brief description of the sustainability office :

The sustainability office is one half of the Office of Environmental Policy's responsibilities. The OEP director devotes 1/2 of his time to sustainability, as does one administrative assistant. One graduate student 1/2 time sustainability coordinator is employed, as well as an undergraduate student intern staff of 5-7 students/ semester. Seven students were employed in the most recent semester.

The number of people employed in the sustainability office :

10

The website URL where information about the sustainability office is available :

http://ecohusky.uconn.edu/

Does the institution have a sustainability coordinator? :

Yes

Sustainability coordinator's name :

Rachael Shenyo

Sustainability coordinator's position title :

Sustainability Coordinator

A brief description of the sustainability coordinator’s position :

Sustainability Coordinator
Office of Environmental Policy
Title: Sustainability Coordinator (part-time, 17.5hrs/week)
Reports to: Director, Office of Environmental Policy
POSITION SUMMARY:

Under the guidance of the Director of the Office of Environmental Policy (OEP) develops, plans and administers UConn’s sustainability initiatives and programs that reduce the environmental impacts and costs of the University’s operations, increase environmental awareness, provide students with experiential and co-curricular learning opportunities, and demonstrate research into sustainable technologies and practices.

1. Develops, plans and administers programs, initiatives, and events related to sustainability in coordination with multiple UConn colleges, divisions, departments, and student organizations.

2. Supervises student interns in the OEP's Sustainability Office.

*Coordinates the intern recruiting, search, and hiring process.
*Reviews and edits the interns' draft plans, reports, meeting notes, announcements, and correspondence to ensure accuracy, completeness, professionalism, and consistency with overall objectives and strategies.
*Assigns projects and allocates the workload to ensure productivity, effectiveness, and teamwork.
*Plans and conducts periodic intern meetings and regular one-on-one sessions.

3. Assists the Director as advisor to EcoHusky and works with its members, as well as EcoHouse residents, and other environmental clubs and student organizations, as a liaison to the OEP and appropriate faculty and staff members, in order to ensure effective communication and collaboration on sustainability programs and activities. These duties may require meeting outside of regular business hours.

4. Works with the Director and any applicable workgroup chairs to organize meetings of UConn's Environmental Policy Advisory Council (EPAC) and its workgroups, by maintaining distribution lists, drafting agendas, preparing presentations, handouts, meeting notes and minutes, and by ensuring follow-up on action items.

5. Chairs the EPAC Recycling Workgroup and is a point-of-contact for all waste reduction and recycling-related outreach materials and programs, such as Give-and-Go, Sneaker Recycling , Green Gamedays and Recyclemania.

6. Works with departments in Student Affairs, such as ResLife, Dining Services, Student Health Services, Community Outreach and Student Activities, as well as operational staff in Facilities, Architectural & Engineering Services, Farm Services and Athletics, among others, on departmental sustainability assessments and goals. May represent the OEP's Sustainability Office by organizing or participating in periodic meetings with these departments to help them develop and achieve these goals.

7. Coordinates implementation of recommended strategies and action items in UConn's Climate Action Plan (CAP), developed pursuant to the American College & University Presidents' Climate Commitment, and works with the OEP Director to oversee any revision of the CAP.

8. Maintains, develops, edits and publishes the OEP's Sustainability Office (EcoHusky) website, a periodic newsletter and other informational materials with updated campus sustainability progress reports and accomplishments. Oversees the OEP's sustainability-related filing system and shared drive.

9. Represents the OEP's Sustainability Office to the public, by participating in events, conferences and meetings hosted by the town, environmental groups, regulatory agencies, community stakeholders and professional associations, including some activities on weekends and evenings, in order to cultivate partnerships, promote the University's leadership, and advance the principles of UConn's Environmental Policy statement.

10. Assists the Director in defining goals, performance metrics and a long-term plan for sustainability at UConn. Monitors and evaluates program effectiveness, documents performance trends and recommends and implements programmatic changes and improvements.

11. Prepares grant applications and assists the Director and Administrative Coordinator in developing budgets for the OEP's Sustainability Office. Monitors and reconciles expenditure of budgeted funds.

12. Works with the Director and the UConn Foundation on an annual appeal mailing and other fundraising activities for UConn's Campus Sustainability Fund, including meetings with prospective and current donors.

13. Independently researches best practices and compiles data to prepare reports that require thorough knowledge of policies, procedures, and activities. Assists in developing, implementing, and reporting on sustainability assessments and surveys.

14. Performs related duties as required.

May be required to work occasional evenings and/or weekends.
May be required to travel occasionally to regional campuses.

Minimum Qualifications:

Bachelor's degree or equivalent combination of education, training and experience. Master' degree preferred.

One to three years related experience, including experience implementing sustainability initiatives at a college or university.

Administrative, organizational, and supervisory abilities.

Strong writing, communication and presentation skills.

Good interpersonal skills, with the ability to work effectively with University faculty, staff and students as well as external constituents.

Ability to creatively resolve problems, effectively, efficiently, and independently.

Good computer skills, including a working knowledge of Microsoft Office, and an ability to learn new software as necessary.

An ability to work independently with minimal supervision.

- Back to OEP Homepage -

The website URL where information about the sustainability coordinator is available :

http://ecohusky.uconn.edu/suscoordinator.htm

Strategic Plan

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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 :

2009

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 :

Academic Plan: from the section on [3] Focused Areas of Excellence:

"As this introduction suggests, emerging areas of interdisciplinary excellence grounded in traditional academic disciplines will be an important factor guiding the development of our existing research, teaching, and programs of public engagement. These areas of excellence encompass:

• The Environment, including the environment and human health, the environment and sustainable ecosystems, the environment and sustainable energy."

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 :

from the section on [3] Focused Areas of Excellence:

"As this introduction suggests, emerging areas of interdisciplinary excellence grounded in traditional academic disciplines will be an important factor guiding the development of our existing research, teaching, and programs of public engagement. These areas of excellence encompass:

• Health and Human Behavior, including basic and clinical biomedical science; the relations between policy, law, behavior, science, and health; and the translation of discoveries in the basic sciences to products, policies, and practices that improve the health and quality of life of people everywhere.

• Arts, Culture, and Society from a Local to a Global Perspective, including human rights, intellectual property, research on multicultural and international topics, and cultural enrichment in the humanities and fine arts.

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 :

WORKFORCE & ECONOMIC DEVELOPMENT OPPORTUNITIES

"While we are currently confronting a downturn in the economy, the news is not all bad. As noted in various reports and studies, including those published by the Connecticut Center for Economic Analysis, Connecticut Department of Labor, and the Battelle Institute, Connecticut’s economy is rapidly changing from one characterized by a large manufacturing base and blue-collar workforce, to a knowledge economy dominated by a growing services sector and higher paying white-collar jobs. In this transformed economy, higher education plays a critical role in ensuring an expanding population of college-educated workers.
In light of the anticipated decline in the college-age population described above, the growing demand for college graduates poses a challenge for the State, but one that UConn is well-positioned to address. Coelen and Berger, in New England 2020, observed that college students comprise a substantial portion of the new residents attracted to states from outside their borders. These students are then likely to remain in the state following graduation and provide a steady supply of educated professionals who are crucial to growing the state’s economy. As the State’s flagship university and the highest ranked public research university in New England, UConn has the potential to continue to attract a growing number of resident and non-resident students, who are likely to remain in the state to address its workforce demands..."

continued with more in-depth analysis

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

http://www.academicplan.uconn.edu/files/UConnAcademicPlan.pdf

Physical Campus Plan

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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.

Submission Note:

See link for both - the Storrs Campus Master Plan (2006) and the Landscape Master Plan (2010)

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

Does the institution's physical campus plan include sustainability at a high level? :

Yes

A brief description of how the physical campus plan or amendment includes sustainability :

2006 Storrs Campus Master Plan, see website link - 2010 Landscape Master Plan, also see link: in brief, the Landscape Elements Guidelines set standards for the campus to promote consistent quality of design and construction, ease of maintenance, and aesthetic unity across the campus landscape. The goal is to achieve an attractive, integrated landscape design in which all parts of the campus relate to one another regardless of their designer or when they are built.
Site element selection criteria includes sustainability, availability, cost, durability, maintainability, design quality, and compatibility with the character of the campus districts where they will be used."

Additional web site with infromation on the sustainability guidelines that were incorporated into the Landscape Master Plan, including LEED standards for buildings, sustainable design elements, and amendments for sustianability, can be found here:

http://www.masterplan.uconn.edu/storrs.html

The year the physical campus plan was developed or adopted :

2006

The website URL where the physical campus plan is available :

http://www.masterplan.uconn.edu/storrs.html

Sustainability Plan

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

Criteria

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

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

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

Submission Note:

The University's Climate Action Plan serves as the guide for long-term sustainability iniitiatives. The CAP was drafted in 2007, and was last amended in 2012 to add a new Adaptation section.

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

Does the institution have a sustainability plan that meets the criteria for this credit? :

Yes

A brief description of how multiple stakeholder groups were involved in developing the plan :

The University's Climate Action Plan goes beyond emission reduction strategies to provide guidance on long-term climate change framework that encompasses Impact, Mitigation, and Adaptation goals. Over 250 individuals from interdisciplinary UConn departments and the surrounding community were involved in the creation of, and updates to, the Climate Action Plan, which is treated as a living guidance document.

A brief description of the plan’s measurable goals :

2007-2008 The University adopts its first Sustainable Design & Construction Policy, establishing the LEED Silver rating as a minimum performance requirement for all new construction projects exceeding $5 million in costs, and major renovations. Major improvements are made to the University’s recycling program, including the investment of $100,000 towards new containers, postering and campus-wide outreach and education efforts. The School of Engineering, College of Liberal Arts & Sciences, College of Agriculture and Natural Resources, and the UConn Biofuel Consortium host a two day sustainable energy symposium, bringing state and federal policy makers, businesses, and research groups together to discuss alternative energy. The Office of Environmental Policy and the Vice-Provost's office work together to participate in the national Focus the Nation event. More than 3,000 UConn students as well as staff, faculty and

community members participate. The event includes a two-day global warming teach-in with classes from a variety of academic disciplines devoted to discussing climate change. Other events include a free showing of the movie, The 11th Hour, a webcast of The 2% Solution, and a faculty panel discussion. UConn students take their concerns to Congress. Students from the EcoHusky student group and ConnPIRG join over 5,000 other youth in Washington D.C. for Power Shift, a conference which empowers youth to take action against climate change. Students attend three days of conferences and events which culminate with a trip to the United States Capitol Building to speak directly with legislators and rally in the front mall. The Office of Environmental Policy and the Town of Mansfield partner to host a conference on climate change. The conference features faculty experts, as well as state and town officials, who discussed the science and policy of climate change. On March 25, 2008, President Michael Hogan signs the American College & University Presidents Climate Commitment committing the university to establishing an action plan to achieve carbon neutrality by 2050. An eight-member Climate Action Task Force is appointed to oversee the development of a campus Climate Action Plan. UConn Dining Services initiates campus-wide “trayless” dining and begins producing local honey from a campus apiary. The Office of Environmental Policy and EcoHusky partner with the Dining Services Local Routes Program for the first combined “Spring Fling,” the University’s annual Earth Day celebration. The event draws thousands throughout the day to Fairfield Way in the campus center.
2008-2009
6
UConn hires a Climate Action Plan Project Manager to assist in its climate planning efforts. The Climate Action Task Force and associated workgroups meet regularly to develop a campus Climate Action Plan. Student interns in the Office of Environmental Policy develop a set of Sustainable Office Guidelines to encourage students, faculty and staff to incorporate principles of sustainability into all aspects of their daily work environments. To complement this effort the OEP begins offering an in-person training program for interested offices and departments. EcoMadness, the University’s annual inter-residence hall energy and water conservation contest, occurs during September and October. First launched in 2006, the contest now includes all freshman-dominated residence halls. As part of the competition, student volunteers hand out free CFL light bulbs and go door-to-door to talk with their peers about their carbon footprint. The EcoHusky Student Group organizes a "GreenWeek" during November to raise campus environmental awareness. To complement the Climate Action Plan drafting process, each day is themed to match a particular CATF workgroup's initiatives. A Student Climate Action Summit is held to educate students about the University's ACUPCC efforts and to solicit their input. This peer-to-peer event included student-led brainstorming activities and discussions. UConn hosts a campus wide Climate Change Teach-In as part of the nationwide climate change awareness event (formerly known as “Focus the Nation”). During the first week of February, faculty members commit to setting aside a class period for a lesson or discussion of climate change within the context of their discipline. UConn further integrates sustainability into the curriculum and educational experience through the development and release of the University’s 2009-2014 academic plan, Our World, Our People, Our Future, which identifies the environment as one of three focus areas of excellence

A brief description of how progress in meeting the plan’s goals is measured :

Annual review of goals and progress by the Environmental Policy Advisory Council (EPAC)

The website URL where more information about the sustainability plan is available :

http://ecohusky.uconn.edu/pcc/climateactionplan.html

The year the plan was developed or last updated :

2012

Climate Action Plan

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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*.

Submission Note:

Target year 2050 for carbon neutrality goal

"---" *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 :

Overview of Emissions Mitigation Strategies from the UConn CAP:

Overview of Proposed Greenhouse Gas Emissions Reduction Strategies, Energy-Related Strategies.
Energy-related strategies form the 'heart' of the University's Climate Action Plan. According to the 2007 UConn Storrs Campus greenhouse gas inventory, energy related emissions accounted for approximately
1 Greenhouse gas emissions reduction potential of a proposed strategy is described in terms of the estimated percent reduction in current emission levels. Emissions reduction ratings noted in this version of the Climate Action Plan are based upon the potential of the proposed strategy to reduce 2007 emission levels. A strategy with an 'excellent' emissions reduction potential is estimated to avoid more than 10,630 MTeCO2. It is estimated that strategies rated 'Good' and 'Limiting' will reduce 2,126-10,630 and less than 2,126 MTeCO2, respectively.

80% of the University's greenhouse gas emissions. The majority of these emissions occurred in association with the operation of the University cogeneration facility (i.e., electricity and steam generation). Other on-campus stationary sources (e.g., emergency generators, large boilers and stand-alone chillers) and purchased electricity also contributed, to a lesser extent, to the campus emissions profile. Given the significant proportion of the UConn Storrs Campus's emissions profile that is related to campus energy use, energy efficiency improvements will serve as the foundation of campus emissions reductions efforts, especially in the near future. In addition, since the cogeneration facility will serve as the primary energy source for the Storrs campus over the next 20-30 years, the University will strive to

operate the facility at maximum efficiency and reliability. Energy conservation and the exploration of alternative fuels will also remain high priorities.

In general, the University's energy-related greenhouse gas emissions reduction plan relies upon five primary objectives:

1. Plan for the future (i.e., future demand, future technology improvements, etc.).
2. Reduce demand.
3. Increase efficiency.
4. Substitute green technology for existing technologies.
5. Demonstrate alternative technologies.

The Energy portion of this section further elaborates upon the individual emissions reduction strategies identified to achieve the objectives above.

Sustainable Development-Related Strategies

Emissions due to campus energy use can also be indirectly addressed through sustainable development, notably through building design and construction. In addition, sustainable development related strategies can help reduce campus emissions associated with campus land use (e.g., landscaping, agriculture, and forestry), water use (i.e., pumping, distribution and treatment) and waste disposal.

The design of the campus, in particular, how the University chooses to develop or conserve land in the future, has the potential to greatly influence the greenhouse gas inventory. It is therefore recommended that the University continue to abide by the responsible growth policies that have guided recent campus projects. In particular, the University should emphasize growth strategies and patterns that will:

■ Opt for re-development of built parcels over the development of forest or other hydric or vegetated landscapes;
■ Encourage mixed use development;
■ Promote 'alternative' forms of transportation, including walking, bicycling, and public transportation, while discouraging single-occupancy-vehicle (SOV) trips; and
■ Integrate green building and alternative energy design features whenever feasible.

Additional strategies that the University should pursue to reduce campus greenhouse gas emissions include:

1. Greening the campus building and renovation process;
2. Managing the campus forest to maximize carbon sequestration;
3. Refining campus agricultural practices to minimize fuel and chemical inputs, while maximizing sequestration;
4. Minimizing the carbon footprint of campus landscaping;
5. Embodying and implementing low impact development (LID) principles;
6. Maximizing water conservation and reuse; and
7. Increasing campus recycling and waste reduction rates.

The 'Sustainable Development' portion of this section provides additional details regarding these campus greenhouse gas reduction strategies.

Transportation-Related Strategies

The final piece of the University's greenhouse gas emissions profile is related to transportation, specifically emissions associated with operation of the on-campus vehicle fleet; faculty, staff and student commuting to and from campus; and off-campus travel (e.g., rental cars, air travel). Therefore, in order to reduce greenhouse gas emissions associated with these transportation sources, the University will strive to achieve four main objectives:

1. Decrease annual vehicle fleet fuel use (e.g., gasoline, diesel);
2. Increase the proportion of renewable fuel sources (e.g., biodiesel) in annual fuel use;
3. Decrease annual commuter vehicle miles travelled to campus;
4. Minimize the impact of off-campus travel.

The 'Transportation' portion of this section provides additional details regarding campus greenhouse gas reduction strategies designed to achieve reductions in greenhouse gas emissions associated with campus transportation systems and university-related travel.

Conclusion

It will be the role of the Environmental Policy Advisory Council (EPAC) to prioritize implementation of the strategies proposed in this section. Evaluation criteria and ratings for each emissions reduction strategy are provided throughout this section to assist the EPAC with this task. The emissions reduction strategies and associated ratings are based upon the following assumptions about the University over the next 30-40 years:

1. There will be no significant changes in student enrollment.
2. The nature and delivery of education at the University will remain consistent.
3. The cogeneration facility will serve as the primary energy source for the campus.
However, circumstances change over time, and it is therefore recommended that the list of proposed emissions reduction strategies be reviewed on a regular basis (e.g., 5-7 years) to provide an opportunity to revise the ratings, and, if applicable, to allow for inclusion of previously overlooked emissions reduction strategies.

A brief summary of the climate plan's short-term goals :

Overview of Proposed Greenhouse Gas Emissions Reduction Strategies
Energy-Related Strategies
Energy-related strategies form the 'heart' of the University's Climate Action Plan. According to the 2007 UConn Storrs Campus greenhouse gas inventory, energy related emissions accounted for approximately
1 Greenhouse gas emissions reduction potential of a proposed strategy is described in terms of the estimated percent reduction in current emission levels. Emissions reduction ratings noted in this version of the Climate Action Plan are based upon the potential of the proposed strategy to reduce 2007 emission levels. A strategy with an 'excellent' emissions reduction potential is estimated to avoid more than 10,630 MTeCO2. It is estimated that strategies rated 'Good' and 'Limiting' will reduce 2,126-10,630 and less than 2,126 MTeCO2, respectively.
54
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Given the significant proportion of the UConn Storrs Campus's emissions profile that is related to campus energy use, energy efficiency improvements will serve as the foundation of campus emissions reductions efforts, especially in the near future. In addition, since the cogeneration facility will serve as the primary energy source for the Storrs campus over the next 20-30 years, the University will strive to operate the facility at maximum efficiency and reliability. Energy conservation and the exploration of alternative fuels will also remain high priorities.
In general, the University's energy-related greenhouse gas emissions reduction plan relies upon five primary objectives:
1. Plan for the future (i.e., future demand, future technology improvements, etc.).
2. Reduce demand.
3. Increase efficiency.
4. Substitute green technology for existing technologies.
5. Demonstrate alternative technologies.
The Energy portion of this section further elaborates upon the individual emissions reduction strategies identified to achieve the objectives above.
Sustainable Development-Related Strategies
Emissions due to campus energy use can also be indirectly addressed through sustainable development, notably through building design and construction. In addition, sustainable development related strategies can help reduce campus emissions associated with campus land use (e.g., landscaping, agriculture, and forestry), water use (i.e., pumping, distribution and treatment) and waste disposal.
The design of the campus, in particular, how the University chooses to develop or conserve land in the future, has the potential to greatly influence the greenhouse gas inventory. It is therefore recommended that the University continue to abide by the responsible growth policies that have guided recent campus projects. In particular, the University should emphasize growth strategies and patterns that will:
■ Opt for re-development of built parcels over the development of forest or other hydric or vegetated landscapes;
■ Encourage mixed use development;
■ Promote 'alternative' forms of transportation, including walking, bicycling, and public transportation, while discouraging single-occupancy-vehicle (SOV) trips; and
■ Integrate green building and alternative energy design features whenever feasible.

Additional strategies that the University should pursue to reduce campus greenhouse gas emissions include:
1. Greening the campus building and renovation process;
2. Managing the campus forest to maximize carbon sequestration;
3. Refining campus agricultural practices to minimize fuel and chemical inputs, while maximizing sequestration;
55
4. Minimizing the carbon footprint of campus landscaping;
5. Embodying and implementing low impact development (LID) principles;
6. Maximizing water conservation and reuse; and
7. Increasing campus recycling and waste reduction rates.
The 'Sustainable Development' portion of this section provides additional details regarding these campus greenhouse gas reduction strategies.
Transportation-Related Strategies
The final piece of the University's greenhouse gas emissions profile is related to transportation, specifically emissions associated with operation of the on-campus vehicle fleet; faculty, staff and student commuting to and from campus; and off-campus travel (e.g., rental cars, air travel). Therefore, in order to reduce greenhouse gas emissions associated with these transportation sources, the University will strive to achieve four main objectives:
1. Decrease annual vehicle fleet fuel use (e.g., gasoline, diesel);
2. Increase the proportion of renewable fuel sources (e.g., biodiesel) in annual fuel use;
3. Decrease annual commuter vehicle miles travelled to campus;
4. Minimize the impact of off-campus travel.
The 'Transportation' portion of this section provides additional details regarding campus greenhouse gas reduction strategies designed to achieve reductions in greenhouse gas emissions associated with campus transportation systems and university-related travel.
Conclusion
It will be the role of the Environmental Policy Advisory Council (EPAC) to prioritize implementation of the strategies proposed in this section. Evaluation criteria and ratings for each emissions reduction strategy are provided throughout this section to assist the EPAC with this task. The emissions reduction strategies and associated ratings are based upon the following assumptions about the University over the next 30-40 years:
1. There will be no significant changes in student enrollment.
2. The nature and delivery of education at the University will remain consistent.
3. The cogeneration facility will serve as the primary energy source for the campus.
However, circumstances change over time, and it is therefore recommended that the list of proposed emissions reduction strategies be reviewed on a regular basis (e.g., 5-7 years) to provide an opportunity to revise the ratings, and, if applicable, to allow for inclusion of previously overlooked emissions reduction strategies.

Year the climate plan was formally adopted or approved :

2007

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 emissions are currently included

The reduction level (percentage) institution has committed to :

80

The baseline year the institution used in its GHG emissions commitment :

Dec. 31, 2007

The baseline emissions level institution used in its GHG emissions commitment :

208442

The target year the institution specified in its GHG emissions commitment :

The website URL where information about the climate plan is available :

http://ecohusky.uconn.edu/pcc/climateactionplan.html

Diversity and Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Measuring Campus Diversity Culture
Support Programs for Underrepresented Groups
Support Programs for Future Faculty
Affordability and Access Programs
Gender Neutral Housing
Employee Training Opportunities
Student Training Opportunities

Diversity and Equity Coordination

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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 :

Diversity Committee

This committee shall review University policies, practices, and conditions relevant to supporting and promoting diversity among students, faculty, and staff. This committee may recommend any desirable expressions of Senate opinion on these matters. The committee shall include two undergraduate students, one graduate student, and a representative from each of the other Senate Standing Committees.

Members of the committee, including job titles and affiliations :

*Anne Hiskes, Chair
Claire Berube, Undergraduate Student
Tracie Borden, representative of the Growth & Development Committee
Angela Brightly, representative of the University Budget Committee
*Sandra Bushmich
Shaquana Chaneyfield, Undergraduate Student
Elizabeth Conklin, ex-officio representative of the President's Office
Maureen Croteau, representative of the Enrollment Committee
*Michael Darre
*Manisha Desai
*Gay Douglas, representative of the Scholastic Standards Committee
Kathleen Labadorf, representative of the Curricula & Courses Committee
Maria Martinez
Shari Masinda
Morty Ortega
Willena Price

Eugene Salorio
Pamela Schipani
Robert Stephens
*Katharina von Hammerstein

The website URL where information about the diversity and equity committee is available :

http://senate.uconn.edu/diversity.html

Does the institution have a diversity and equity office? :

Yes

A brief description of the diversity office :

Welcome to the Office of Diversity and Equity

This Office is responsible for diversity and equity compliance initiatives and programs that encompass all UConn schools and campuses. We provide support and advice to all University offices on recruitment and retention issues, sexual harassment prevention training, diversity, discrimination and harassment, the Americans with Disabilities Act, and Title IX.

Although ODE has been charged with ensuring the University's compliance to federal, state, and local affirmative action and equal opportunity laws, providing affirmative action and equal opportunity is the shared responsibility of the entire University community.

Our website contains more detailed information about each of our areas of diversity and equity compliance. If you have any questions, please do not hesitate to contact us at (860) 486-2943.

The number of people employed in the diversity office :

11

The website URL where information about the diversity and equity office is available :

http://www.ode.uconn.edu/index.php

Does the institution have a diversity and equity coordinator? :

Yes

Diversity coordinator’s name :

Elizabeth Conklin

Diversity coordinator's position title :

Interim Associate Vice President

A brief description of the diversity coordinator's position :

overseeing search compliance, case management, campus-wide training, and diversity and harassment prevention initiatives. In addition, as the University's Title IX Coordinator, Elizabeth coordinates the University's response to reports of sexual assault.

The website URL where information about the diversity and equity coordinator is available :

http://www.ode.uconn.edu/about/staff/elizabeth.html

Measuring Campus Diversity Culture

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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.

Submission Note:

Information from HR department

"---" *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) :

In January 2001, the President and Chancellor, at the request of the University Board of Trustees, established the Diversity Action Committee which was co-chaired by the Vice Provost for Multicultural and International Affairs and the Dean of the College of Liberal Arts and Sciences. The committee itself was a diverse and widely representative committee. The committee's charge was to prepare a diversity strategic plan which would recommend initiatives to be taken over the next five years to: 1. Create a more welcoming campus environment for all of our students. 2. Enhance our efforts to recruit and retain a diverse student population. 3. Enhance our efforts to recruit and retain a diverse workforce. 4. Diversity university leadership and management. 5. Assign accountability to achieve the goals outlined in the action plan it presents.
The report of the Diversity Action Committee to the University of Connecticut Board of Trustees was completed and presented to the Board in April, 2002. When the Plan was developed, the committee defined diversity as the presence and participation of people who differ by age, color, ethnicity, gender, national origin, race, religion, sexual orientation, socioeconomic background and disability status. However, it should be noted that in defining diversity, it is understood that the definition is ever changing and that it is constantly to be ratified. See

http://www.ode.uconn.edu/docs/Diversity%20Action%20Committee.pdf

Moving forward, the Board of Trustees was provided with updates on the status of the implementation of the report guidelines and the results of the study had a significant impact on the ongoing development of programs and initiatives throughout the 2000's, as outlined below.

In 2006, the Provost's Commission on the Status of Women completed a significant report regarding gender equity on campus including recommendations on how to advance leadership for women on campus, including increasing female academic heads on campus, and utilized those results to focus on continuous advancement of women on campus, an ongoing initiative and priority at UConn. See

http://pcsw.uconn.edu/files/Leadership_Report%2006.pdf

In addition, beginning in 2008, the University made diversity a University-wide priority by mandating all employees– not just supervisors, as mandated under state law – attend training on the topics of Diversity and Sexual Harassment Prevention. To date, the University, through its Office of Diversity and Equity, has trained 4,155 employees on Diversity and 4, 212 employees on sexual harassment prevention. The Office of Diversity and Equity similarly provides ongoing training for all employees regarding the hiring and search process, including providing resources for decreasing inherent bias in the search process and ensuring diverse candidate application pools. See

http://ode.uconn.edu/training/

In its role of ensuring affirmative action and equal opportunity compliance, the Office of Diversity and Equity on campus continuously assesses campus climate issues as related to diversity, and is available for consultation, response to complaints and concerns, and to provide tailored trainings for departments seeking additional resources and education on diversity and harassment issues. See

http://ode.uconn.edu

. Moreover, the University's Senate Diversity Committee and Provost's Commission on Institutional Diversity are actively engaged in diversity and inclusion issues, including discussing campus climate and holding various campus-wide events on a broad range of diversity issues, as well as engaging directly in diversification of faculty and staff initiatives. See

http://pcsw.uconn.edu/

. The University's five Cultural Centers additionally play a critical day-to-day role in fostering an inclusive and diverse climate on campus for all community members, including partnering with ODE in providing campus-wide trainings and educational events on diversity topics. See

http://www.studentunion.uconn.edu/culturalcenters.html

Year the assessment was last administered :

2001

A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives :

Significantly, the culmination of the above initiatives led to the inclusion of diversity as one of five key pillars within University's 2009-2014 Academic Plan, the University's guiding set of goals and strategic steps to advance the University's standing. As the Plan provides: An emphasis on diversity is woven throughout our Academic Plan. Providing opportunities for students to experience different perspectives and cultures is essential to preparing them for their future as citizens of a global society. Our faculty programs of research, scholarship, creative work, and engagement flourish in an environment of diversity that fosters new insights and viewpoints. The value and accessibility of our many contributions to the state and beyond will also be enhanced to the extent that we welcome and engage individuals from a variety of backgrounds. In summary, our tripartite mission of teaching, research, and outreach will thrive in an environment of diversity. The goal and strategies articulated in this section of the Academic Plan complement those related to diversity that appear elsewhere. Our emphasis on a climate that welcomes individuals with different viewpoints, experiences, and values underscores the importance that we place on diversity and the key role we believe that it must play in contemporary higher education. See

http://www.academicplan.uconn.edu/files/UConnAcademicPlan.pdf

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

http://www.academicplan.uconn.edu/files/UConnAcademicPlan.pdf

Support Programs for Underrepresented Groups

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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 :

excerpt from website with centralized list of resources available to assit students from under-represented groups

"Awareness of Cultural Differences

Race, ethnicity, expression and cultural background, sexual orientation, gender identity, and other cultural identities are important to keep in mind as you help a distressed student. Reactions to racism, sexism, homophobia, abelism, etc., can affect the way in which emotional distress is manifested and also can impact help-seeking behavior. General barriers to seeking help — e.g., denial, fear of being labeled in a negative way, lack of information about campus resources — may be even more troublesome for students from underrepresented groups, especially if counseling is not a culturally relevant choice to make when help is needed. Communicating support, concern, and understanding is critical in reaching students who may feel isolated and marginalized.

Your sensitivity to the unique needs of international students, Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) students, students of color, non-traditional-aged college students, and other underrepresented groups can be important in helping students get assistance. Furthermore, being knowledgeable about campus resources that address the unique needs of underrepresented students is also important."

A brief description of the programs sponsored by the institution to support underrepresented groups within the faculty :

The Office of the President and Office of the Provost created the Faculty Excellence & Diversity Program (FEDP), an innovative program to fully fund faculty positions that enhance a School’s diversity and further the goals set out in “Our World, Our People, Our Future: The University of Connecticut Academic Plan, 2009-2014 (Academic Plan). The Office of the Provost shall administer the FEDP

and has the final decision making authority in awarding FEDP funds.

A brief description of the programs sponsored by the institution to support underrepresented groups within the staff :

http://resource.uconn.edu/diversity_equity/index.html

The Office of Diversity and Equity (ODE) supports the University's commitment to diversity, multiculturalism, and social equity in teaching, research, outreach and administration. The division advises Senior Administration on institutional civil rights and social equity policies and issues, and reports to the President and the Provost and Executive Vice President of Academic Affairs.
As a diversity resource unit, ODE provides subject matter expertise and training relative to cultural competence, inclusive learning and working environments, diversity-enhancement of research and teaching, and recruitment and retention of diverse faculty, staff and students.
In addition, ODE’s charge includes a five-fold compliance function, including
monitoring employment systems (faculty and staff recruitment, hiring and retention);
pre-litigation discrimination case management;
Americans with Disabilities Act (ADA) compliance (except for requests for academic accommodations, which are administered by the Center for Students with Disabilities);
training and education relative to diversity and sexual harassment prevention; and
reporting and publishing the University’s progress and compliance with affirmative action and equal employment opportunity regulations

The website URL where more information about the programs in each of the three categories is available :

http://www.ossa.uconn.edu/helping_students/cultural_differences.html

Support Programs for Future Faculty

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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 :

Faculty Development Programs

The Institute for Teaching & Learning offers a full range of faculty development programs to all UConn faculty, at all of the UConn campuses. The formats range from individual consultation services to departmental workshops, from book groups, and learning communities to campus wide teaching institutes. Topics span the continuum from purely pedagogical to purely technical and everything in between. All services are free and confidential.

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

http://fdp.uconn.edu/

Affordability and Access Programs

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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 :

Student Support Services is a TRIO based program

http://peered.uconn.edu/programs/sss_team.htm

The TRiO Educational Talent Search Program is funded by the U.S. Department of Education. The program is designed to encourage and prepare participants to attend post-secondary education. All information is strictly confidential and is used solely for the purpose of determining eligibility of students applying for participation in the Educational Talent Search Program. Please submit a completed

application along with a copy of your latest report card in order to be considered.

http://www.cap.uconn.edu/docs/ETS_Application2010.pdf

A brief description of the institution’s policies and programs to minimize the cost of attendance for low-income students? :

from the University Update 2012

"We Always Take Care of Our Needy Students Regardless
of the Price of Tuition"

■ Our best financial aid packages are provided to instate,
low income students
■ Tuition funded need-based grants increased 32% since FY10
■ Tuition funded need-based grants as a percentage of net tuition revenue
is budgeted at 20.2% for FY12
■ Tuition funded scholarships increased 25.5% since FY10

A brief description of the institution’s programs to equip the institution's faculty and staff to better serve students from low-income backgrounds :

http://fdp.uconn.edu/deptsupport/teachingtogo.html

The Institute for Teaching and Learning provides several informal topics of instruction for managing diversity, including social diversity, in the classroom.

The Center for Academic Progress provides a range of programs for low income students and first generation college students:

The Center for Academic Programs provides educational opportunities and acces to higher education for students who are first generation to college, from underrepresented populations, and/or low income backgrounds.

Guiding Principles:
1.
Promotes student learning and development by helping participants achieve their academic goals, receive high quality support services, and access educational resources.

2.
Advances the well-being of Connecticut's citizens through collaborations, community outreach, and advocacy with the ultimate goal of college preparation, enrollment, retention, and graduation.

http://www.cap.uconn.edu/

A brief description of the institution's programs to prepare students from low-income backgrounds for higher education :

The Upward Bound/ConnCAP Program at UConn has been serving Connecticut students since 1967. The program is designed to make educational opportunities available to eligible high school students from target high schools in following areas:

http://www.cap.uconn.edu/upwardbound.html

About Jumpstart

To combat the crisis in early literacy, Jumpstart, a national early education organization, works toward the day every child in America enters school prepared to succeed. Jumpstart partners 3,500 college student and community volunteers with preschool children in low-income communities for a full school year. Jumpstart helps children develop the language and literacy skills they'll need to thrive in school and in life. During the 2009-2010 school year, Jumpstart served nearly 13,000 children, in partnership with more than 250 early learning centers and 62 universities and colleges throughout the country. Jumpstart's national sponsors include American Eagle Outfitters, AmeriCorps, Pearson, and Sodexo. Jumpstart is the five-time recipient of the Fast Company/Monitor Social Capitalist Award (2004-2008) and has received a 4-star rating from Charity Navigator. For more information, visit the Jumpstart Web site at

www.jstart.org

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http://www.studentactivities.uconn.edu/co_jumpstart.html

Mission and Guiding Principles

The Center for Academic Programs provides educational opportunities and access to higher education for students who are first generation to college, from underrepresented populations, and/or from low income backgrounds. [More

http://www.cap.uconn.edu/

A brief description of the institution's scholarships for low-income students :

A breakdown of statistics for need-based scholarship awards (of which every department maintains its own lists) can be found here:

http://www.oir.uconn.edu/FB-finaid-State-Fall06.pdf

A brief description of the institution's programs to guide parents of low-income students through the higher education experience :

Several Parents guides to financial aid have been developed, and their locations are centralized on this FAQ website designed for parents to easily find information related to their questions about financial aid:

http://parents.uconn.edu/faq/financial.html

A brief description of the institution's targeted outreach to recruit students from low-income backgrounds :

http://www.cap.uconn.edu/edutalentsrch.html

The Educational Talent Search Program identifies young people with potential for post secondary education, encourages them to continue and graduate from secondary schools and to enroll in programs of post-secondary education, and encourages high school dropouts to return to school.

A total of six hundred students, recruited from participating public middle and high schools in New Haven and Windham, Connecticut, are served by the Educational Talent Search project. Students begin participation in the program in the sixth grade and are sustained through successful completion of high school and placement in the appropriate post-secondary institution.

Program services include comprehensive academic and enrichment activities, academic, financial and personal counseling, career exploration and aptitude assessment, assistance with the re-entry process to high school or college, information on post secondary education, information on student financial assistance and assistance in completing college admissions testing, college admissions applications and financial aid applications.

A brief description of the institution's other admissions policies and programs :

Admission to UConn is competitive. When reviewing your application for admission, the University will give the heaviest weight to your high school transcript(s), class rank, academic grade point average and SAT or ACT scores. Students should be in the upper range of their high school class and have competitive SAT or ACT scores.

The Office of Undergraduate Admissions will also consider your required essay, optional letters of recommendation and evidence of your interest in extracurricular activities such as community service, the arts, cultural activities, athletics, politics and leadership positions.

Applicants should be attending an approved high school program. Upon graduation you must have completed at least 16 units, with 15 in college preparatory work. Students should complete, as a minimum, the following college preparatory courses while in high school:

4 years of English
3 years of math (algebra I, algebra II and geometry)
2 years of social studies (including one year of U.S. History)
2 years of a single foreign language (3 years strongly recommended)
2 years of laboratory science
3 years of electives

Your official school transcript(s) must be sent by your high school directly to UConn's Office of Undergraduate Admissions. SAT or ACT scores must be sent directly from the appropriate testing service or be posted on your official high school transcript. Students who graduate from high school in 2006 and subsequent years must submit the new SAT or ACT with writing exam. We encourage students to take the SAT and/or ACT more than once. We will accept the highest scores from your combined test dates.

Note: If you have ever enrolled full-time at a post-secondary institution after graduating from high school, you are a transfer student and must apply as a transfer student.

A brief description of the institution's other financial aid polices or programs :

An overview of the financial aid policies can be found here:

http://financialaid.uconn.edu/index.php/Main_Page

A brief description of the institution's other policies and programs not covered above :

Each department manintains its own admissions policies and recrutiment, work, and incentive programs.

The website URL where information about programs in each of the areas listed above is available :

Gender Neutral Housing

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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

Does the institution offer housing options to accomodate the special needs of transgender and transitioning students (either as a matter of policy or as standard practice)? :

Yes

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

Although there is no specifically “queer” floor or residence, there are 30 gender-neutral spots in five 2-room suites in Hilltop.

For the 2007-2008 Academic Year, the Department of Residential Life tried out a “gender free” housing option in one suite on-campus on a trial basis – this was a suite with 2 rooms attached through a shared bathroom and 3 students assigned to each room (6 students total in the suite) and this was a mix of male and female students assigned together in each room of the suite; a group of students who wanted that option and we worked with during the previous spring semester to place together for the following year. DRL found this was a positive experience for the students and decided to expand this option and continue to offer it to our returning residents.

The Gender Free housing on-campus remains primarily for returning students, but DRL will accept requests from new students if they would like this option. If space is available in Gender Free Housing, DRL will offer it to new students who request it.

DRL has found the Gender Free option to be desirable to some of the LGBTQA students on-campus, but through focus groups DRL has found that not all members in this community necessarily identify themselves as LGBTQA or as friends of LGBTQA. The students in Gender Free Housing have a wide variety of reasons for wanting this housing option.

Regarding transgender, genderqueer, and student seeking gender-neutral housing for other reasons (such as a brother and sister who want to live together), DRL doesn’t ask students for their reasons for applying for Gender Free housing, though sometimes they do self-disclose their reasons. DRL is careful to grant specific roommate requests for those students who apply for Gender Free Housing – they very often have specific individual(s) they want as roommates. Through assessments DRL has done for the students living in Gender Free Housing, their reasons for this housing option has included their self-identity as transgender or LGBTQA; or they want to live with friends and/or siblings who are a mix of male and female students; or they don’t tend to get along as well with students of the same gender and want roommates who identitfy as another gender.

All of the rooms in Gender Free Housing are currently located in 6-person/2-bedroom suites on-campus. There are 2 bedrooms in each suite connected through the bathroom for that suite; 3 students live in each bedroom of the suite (6 students total in each suite). DRL sets aside 30 spaces (5 suites total) for Gender Free Housing on-campus. A mix of male and female students will be assigned together within the same suite.

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

http://rainbowcenter.uconn.edu/index.php/newhuskies/faqs/

Employee Training Opportunities

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

"---" *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 :

Cultural competency is covered under diversity training, which is state-mandated for all full-time employees.

The website URL where information about the trainings and activities are available :

http://www.ode.uconn.edu/training/diversity%20training.html

Student Training Opportunities

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

"---" *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 :

FYE 1800 University Learning Skills

A component of the First Year Experience (FYE) program, this course is intended to acquaint students with the university and expand their learning experiences in order for them to adjust to the new expectations they will face. The course involves assignments that will provide opportunities for students to enhance their academic and interpersonal skills.

These courses are available to all students

The website URL where information about the trainings and activities are available :

http://www.fye.uconn.edu/instructors.htm

Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

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

Credit
Sustainable Compensation
Employee Satisfaction Evaluation
Staff Professional Development in Sustainability
Sustainability in New Employee Orientation
Employee Sustainability Educators Program
Childcare
Employee Wellness Program
Socially Responsible Retirement Plan

Sustainable Compensation

Responsible Party

Richard Miller
Director
Office of Envirnmental Policy

Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

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

Submission Note:

UConn is a public institution and is subject to various state and federal laws that ensure sustainable compensation. We are in a high income, high cost of living state, so this is somewhat subjective.

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

Total number of employees working on campus (including contractors) :

7321

Number of employees (including contractors) that the institution ensures earn sustainable compensation :

6900

A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation :

95% of UConn's workers belong to one of 5 state collective bargaining units, including the lowest paid workers.The remaining 5% are either part-time or management exempt. Our "contractor" or part-time employees are classified as "special payroll" and are limited to 17

hours per week, they are durational and they constitute approximately 3% of the total work force over the course of a year.

The most recent year total compensation for the institution's lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable :

2012

The website URL where information about the institution's compensation policies and practices is available :

http://resource.uconn.edu/personnel/bargaining.html

Employee Satisfaction Evaluation

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

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

Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit? :

No

A brief description of the institution's methodology for evaluating employee satisfaction :

A graduate student led initiative in 1999 compiled data for Human Resources

The year the employee satisfaction evaluation was last administered :

2000

The website URL where information about the institution's employee satisfaction evaluation process is available :

http://advance.uconn.edu/1999/990222/02229908.htm

Staff Professional Development in 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

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

Sustainability in New Employee Orientation

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

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

Employee Sustainability Educators Program

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

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

Childcare

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of students, faculty, and staff? :

Yes

A brief description of the child care program, policy, or practice :

The University of CT, through an agreement with the Mansfield Discovery Depot, Willow House Preschool and Early Learning Center and the Community Children's Center, provides a financial subsidy to these centers in return for priority placement of children of University faculty, staff and students and to assist with affordability and quality of care.
Additional information on these centers can be found under the Directory of Early Care and Education Providers and by accessing their websites at the links below. When inquiring of possible services at these facilities, inform the center of your UConn affiliation.

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

http://worklife.uconn.edu/family/childcare.html

Employee Wellness Program

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

"---" *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 :

from the enrollement forms for the Health Enhancement Program:

"My enrolled spouse and dependents and I agree to participate in the State of Connecticut Health Enhancement Program sponsored by my employer, the State of Connecticut. Information regarding my personal health and the health of my dependents will continue to be protected by all applicable state and federal laws and regulations. I and my enrolled dependents agree to comply with the requirements of the program including the applicable schedule of physical examinations, the applicable schedule of preventive screenings, and participation in any of the five disease counseling and education programs should I or any dependent be diagnosed with one or more of the five listed chronic diseases (Diabetes, Chronic Obtrusive Pulmonary Disorder or Asthma, Hypertension, Hyperlipidemia (high cholesterol), or Coronary Artery Disease (heart disease/heart failure). I understand my participation may be revoked should I not comply with my commitment to the Health Enhancement Program. I understand and agree that my revocation will make me responsible for higher premium co-shares of $100 per month, a $350 deductible per participant per year, and would make me ineligible for reductions in the co-pays for certain prescriptions and office visits. I recognize that I am required to sign this authorization as a condition of my participation and the participation of my enrolled dependents, if any, in the Health Enhancement Program."

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

http://www.hr.uconn.edu/docs/HRPY_Nov_2011_thru_Jan__2012.pdf

Socially Responsible Retirement Plan

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term "sustainable investment" is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Shareholder Advocacy
Positive Sustainability Investments
Student-Managed Sustainable Investment Fund
Sustainable Investment Policy
Investment Disclosure

Committee on Investor Responsibility

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

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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.

Submission Note:

We are a public University and this question does not apply to us.

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

Positive Sustainability Investments

Responsible Party

Richard Miller
Director
Office of Envirnmental Policy

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

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

"---" *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 :

Student Managed Fund Managers are selected through a highly competitive application process. Each team has three fund managers, with one Lead Manager per team. Student Fund Managers apply the knowledge they learn in the classroom to real investment portfolios, traditionally earning impressive returns even in today's volatile economic environment.

Additionally, EcoHouse Learning Community provides students with instruction on socially and environmentally responsible investing.

The website URL where information about the fund is available :

http://www.business.uconn.edu/cms/p1768

Sustainable Investment Policy

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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

Investment Disclosure

Responsible Party

Richard Miller
Director
Office of Envirnmental Policy

"---" *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 UConn Foundation's financial dealings are subject to public disclosure in the following ways:
The Memorandum of Understanding between the University and the Foundation is signed by the President of the University, the Chief Financial Officer, the Chair of the Foundation Board of Directors, the Foundation President and the Executive Vice president of the Health Center. It is then sent for approval by the Attorney General's Office in Hartford.
Existing state law requires foundations supporting state agencies with receipts and earnings from investments totaling in excess of $100,000 per year or more to retain an independent certified public accountant to perform a full audit of the foundation's books and accounts. The Foundation retains PricewaterhouseCoopers to conduct this audit (link: audited financial statements).
The audit results are reviewed by the President of the University and its Chief Financial Officer. The University is then required by statute to file a copy of the audit results with state auditors (see Conn. Gen. Stat. Sec. 4-37f(8)).
The Foundation publishes an annual report that includes its audited financial statements and significant fundraising activities. The annual report is available on the Foundation's Web site (link: annual report).
The UConn Foundation is required by federal law to file a newly expanded annual Form 990, in the same manner as numerous other public charities across the country.

In addition, the UConn Foundation is subject to outside scrutiny by debt rating agencies such as Moody's and Standard & Poor's. Also the Foundation submits financial information to the National Bond Depositories, which is available for public inspection. Finally, the UConn Foundation, in accordance with its Board-approved information disclosure policies, voluntarily discloses a number of documents and other information related to its activities, including a conflict of interest policy for our Board of Directors and a whistle blower policy to encourage staff reporting of any corruption, unethical practices, violation of state laws or regulations, mismanagement, waste of funds, abuse of authority or danger to public safety.

The website URL where information about investment disclosure available :

http://www.foundation.uconn.edu/faq.html

Public Engagement

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

Credit
Community Sustainability Partnerships
Inter-Campus Collaboration on Sustainability
Sustainability in Continuing Education
Community Service Participation
Community Service Hours
Sustainability Policy Advocacy
Trademark Licensing
Graduation Pledge
Community Service on Transcripts
Farmers' Market

Community Sustainability Partnerships

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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

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

The website URL where information about sustainability partnerships is available :

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

Inter-Campus Collaboration on Sustainability

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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 :

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

The names of local, state, regional, national, and other campus sustainability organizations or consortia in which the institution participates and/or is a member :

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

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

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

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

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

"The University of Connecticut and Stony Brook University (part of SUNY
system) are exploring the formation of a research consortium to understand the full range
of environmental interactions that transpire in the Sound, its coastal margins, and

associated watersheds. The intent is to be highly inclusive of patterns and processes in terrestrial, freshwater, and marine compartments, including atmospheric, biological, and hydrological dynamics. As a result, research could encompass population and community studies of wildlife and fishery species; biogeochemical dynamics of urbanizing watersheds; plant-animalmicrobe interactions in terrestrial or aquatic systems; multi-jurisdictional conflicts and climate change adaptation; salt marsh restoration, aquaculture; infectious disease dynamics; landscape ecology of litter invertebrates; efficacy of N-credit policies; fate, transport, and effects of pharmaceuticals; regional circulation models, urban forestry; air pollution and human health; food web dynamics; atmosphere-biosphere interactions"

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

The Office of Environmental has worked over the last few years to assist other regional UConn camouses in developing their own sustainability programs and student initiatives. Examples include collaborations with the UConn Law School for sustainable curriculum development, inclusion of West Hartford representatives at Recycling Workgroup meetings, collaboration with EcoHusky student groups in Avery point, and regional collaboration in the annual sneaker recycling campaign.

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

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

Sustainability in Continuing Education

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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.

Submission Note:

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

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

Does the institution offer continuing education courses that are focused on or related to sustainability? :

Yes

Number of sustainability continuing education courses offered :

14

Total number of continuing education courses offered :

42

Does the institution have a sustainability-related certificate program through its continuing education or extension department? :

Yes

A brief description of the certificate program :

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

Residency, below.)

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

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

Year the certificate program was created :

2005

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

http://continuingstudies.uconn.edu/mps/programs/hsa.html

Community Service Participation

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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:

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

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

The number of students engaged in community service :

13260

Total number of students, which may exclude part-time, continuing education and/or non-credit students :

22761

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

http://www.studentactivities.uconn.edu/co_about.html

Community Service Hours

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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 :

1124609

Total number of students, which may exclude part-time, continuing education and/or non-credit students :

22761

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

http://www.studentactivities.uconn.edu/co_about.html

Sustainability Policy Advocacy

Responsible Party

Richard Miller
Director
Office of Envirnmental Policy

Criteria

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

The policy advocacy must be done by the institution, not by students or a student group.

Submission Note:

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

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

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 :

During the CT general assembly's legislative session, the Director of the Office of Environmental Policy (sustainability officer)receives copies of all environmental and sustainable energy legislation that is being tracked by UConn's Government Relations department, for his review and comment. The director has occasionally testified at the State Capitol on legislation or spoken with state agency (e.g., DEEP, DPH) legislative liaisons or other state agency staff responsible for drafting or advocating some of those legislative proposals. UConn has advocated for stronger renewable energy requirements in the state's Renewable Portfoilo Standards law, which amounts to a state cap-and-trade law for greenhouse gas emissions. We have also advocated for full-funding of the CT Energy Efficiency Fund and other state incentives for energy efficiency projects. That kind of policy advocacy work at the legislature, or in coordination with members of CT's congressional delegation is coordinated through UConn's Government Relations office (see URL below).
We have also worked with DEEP and other state agencies on advocacy for state regulations pertaining to clean diesel, biodiesel, and high performance building regulations, and have encouraged state financial incentive programs for things like procurement of plug-in electric vehicles. A number of UConn faculty and staff techcnial or scientific experts serve on state advisory committees for topics such as Climate Change Adaptation, Low Impact Development/ Stormwater Management, brownfield remediation, the Long Island Sound Study and air quality (State Implementation Plan Revision Advisory Committee). All of these advisory committees develop policy, typically through proposed regulations and guidance documents, that advance environmental sustainability goals and standards.
Also, the OEP director is a member of the President's Committee on Corporate Social Responsibility (PCCSR). Among other things, the

PCCSR examines fair trade and "green" standards for various products, goods and services. The committee is more focused on social and economic sustainability issues and occasionally meets or corresponds with representatives of major UConn vendors and/or the certifying agencies or NPOs (e.g., Rain Forest Alliance, Grean Seal cleaning products) to discuss, compare, and suggest revisions to these kinds of standards, or changes to the products offered by the vendors (e.g., bottled water, RFA coffee).

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

http://govrel.uconn.edu/

Trademark Licensing

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

Criteria

Part 1

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

Part 2

Institution has signed on to participate in the Designated Suppliers Program.

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

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

No

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

No

Has the institution expressed intention to participate in the Designated Suppliers Program? :

Yes

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

http://www.csr.uconn.edu/docs/minutes/2012_03_21.pdf

Graduation Pledge

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

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

Community Service on Transcripts

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

"---" *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 :

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

The website URL where information about the practice is available :

http://www.studentactivities.uconn.edu/co_index.php

Farmers’ Market

Responsible Party

Richard Miller
Director
Office of Envirnmental Policy

Submission Note:

UConn's director of dining services has been a leader in organizing local farmers' markets in Storrs, adjacent to the UConn campus. DDS also purchases produce and herbs from UConn's student-run ecogarden club plot and student Spring Valley Farm living/learning community

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

Does the institution host a farmers' market for the community? :

Yes

A brief description of the farmers’ market :

The UConn Dairy Bar sells University-produced dairy products and eggs, and educates the public about the farm-to-plate process.

The website URL where information about the market is available :

http://dairybar.uconn.edu/history.htm

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Responsible Party

Richard Miller
Director
Office of Envirnmental Policy

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.

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

A brief description of the innovative policy, practice, program, or outcome :

During the past year, UConn convened multiple inter-disciplinary task force meetings and developed an Adaptation section to its 2010 Climate Action Plan (CAP). On March 26, 2012, UConn's new president, Susan Herbst, who joined the University in 2011, signed a pledge reaffirming and renewing UConn's commitment to the ACUPCC and the 2010 CAP and simultaneously approved the Adaptation amendment. Although Adaptation was not part of the original ACUPCC template/guidance for developing CAPs, UConn is a land and sea grant university in a state with significant property, environmental and public health risks as a result of climate change and associated sea level rise, especially among its coastal communities. Given these circumstances and our fundamental education, research and outreach

mission, UConn decided to forge a leadership path among institutions of higher education on the subject of climate change adaptation. From 2011- 2012, more than 75 individuals with varying backgrounds and levels of expertise participated on interdisciplinary climate adaptation task force by sharing their expertise, explaining UConn's ongoing adaptation-related activities and programs, discussing the University's role in this regard, and brainstorming and ranking potential action items. The group drafted a novel section of the University's Climate Action Plan, specifically devoted to leveraging exisiting resources and promoting future research and collaboration related to climate change impact analysis on human and natural ecosytems; and to encourage development of strategies for climate risk management and mitigation (climate change adaptation). On March 26, 2012, new University President Susan Herbst publicly reaffirmed UConn's ACUPCC commitments to climate change mitigation strategies, and signed the Adaptation amendment into practice.

UConn's director of environmental policy, along with Professor and Political Science department head, Dr. Mark Boyer, presented during a plenary session at the NECSC annual conference at Syracuse in April about Dr, boyer's coastal community climate adaptation research and UConn's Adaptation Plan. As far as we know, in correspondence with AASHE's Judy Walton and from polling the audience at the NECSC event, this makes UConn the first U.S. college or university to add an adaptation section to its CAP.

From the web site:

"Past efforts under the CAP have focused mostly on what is known as climate change "mitigation," strategies for creating overall reductions in greenhouse gas emissions and otherwise reducing the carbon footprint of the University. The inclusion of a climate change "adaptation" piece will bring us into new territory - seeing the University tap its resources that monitor, document and describe climate change impacts that are already occurring, and are projected to occur. This important research by our scientists and economists is increasingly needed as major decisions are made at the community and state level. Everything from community storm water management to valuation of farmland to summer electric grid capacity, will be impacted by climate change.

As a major land-grant University with a strong focus on natural sciences, UConn is well positioned to provide expertise that will be crucial in making statewide and regional land-use policies, upgrading infrastructure, making recommendations on energy and grid usage, augmenting emergency response and providing the tools for improving sustainability in local economies. The vision of the ad-hoc task force is to build off of our great resource base in order to maintain, improve and expand on UConn activities that comprise the nuts and bolts of local, state and global climate change adaptation strategies. When President Herbst renews UConn's commitment to the CAP in March, she will be ushering in a new era of thinking about climate change. UConn will be among the first major universities to incorporate an adaptation section into its CAP."

http://ecohusky.uconn.edu/docs/pcc/recommitment%20signing%20of%20the%20PCC%203.26.12.pdf

A letter of affirmation from an individual with relevant expertise :

CAP Adaptation recommitment to PCC 3.26.12.pdf

The website URL where information about the innovation is available :

http://ecohusky.uconn.edu/pcc/adaptation.html

Innovation 2

Responsible Party

Richard Miller
Director
Office of Envirnmental Policy

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.

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

A brief description of the innovative policy, practice, program, or outcome :

Renewable/Sustainable Energy Strategic Plan (RESP):

In Spring 2011, the Office of Environmental Policy (OEP), collaborating with the School of Engineering (SOE) and the SOE's Center for Clean Energy Engineering (C2E2) , engaged consultants from CT's Center for Advanced Technology (CCAT) to begin a preliminary siting and feasibility study for installing various forms of on-campus renewable/sustainable energy generation. The process began with a survey of faculty members identified as having research interests in alternative energy and fuels. Respondents were then interviewed

about their work, in order to identify likely candidates for creating demonstration and/or working-scale projects to showcase their work on the University grounds. Investigators working on geothermal, solar thermal, solar PV, wind turbine efficiency, fuel cells, biofuel, biomass, micro-grids, and smart building systems, were interviewed.

In addition to the interviews and during the course of developing the RESP,
UConn convened two meetings of faculty and operational staff in order to update participants on progress with the plan and to (i) ensure the alignment of academic and operational goals, (ii) encourage staff who occupy and manage potentially suitable host facilities to come forward, (iii) promote faculty grant applications for demonstration-scale renewable installations, and (iv) identify and apply for other state and federal incentives.

CCAT recently completed the final RESP report listing more than a dozen locations for installing various types of clean/sustainable energy generation on UConn's main and Depot Campus and preparing basic pro formas in order to estimate the costs and anticipated payback periods for each technology. The RESP process and final report create essential momentum and establish an ongoing "critical mass" of internal collaboration and external partnerships (public and private), along with a vital "roadmap," to facilitate siting, capital budgeting, and development of purchase power agreements for these installations over the next five to seven years.

For example, in April 2012, working with the state agencies like the Clean Energy Finance and Investment Authority and UTC Power, UConn has already developed a long-term PPA and installed one of the first projects considered under the RESP - a 400 kW hydrogen fuel cell that provides most of the electricity and some of the heat for the various research and administrative buildings at UConn's Depot Campus (located 1 mile from the main campus). This fuel cell replaces purchased grid energy and reduces GHG and other air emissions compared with energy sources on the grid. The fuel cell will also provide a test bed for C2E2's evolving micro-grid research.

http://today.uconn.edu/blog/2012/04/uconn-commissions-fuel-cell-power-plant/

A letter of affirmation from an individual with relevant expertise :

RESP CCAT contract-NOT SIGNED - for reference only.pdf

The website URL where information about the innovation is available :

http://today.uconn.edu/blog/2011/09/utc-power-fuel-cell-to-serve-uconn%E2%80%99s-depot-campus/

Innovation 3

Responsible Party

Richard Miller
Director
Office of Envirnmental Policy

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.

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

A brief description of the innovative policy, practice, program, or outcome :

In 2011, UConn began construction of an on-site reclaimed water facility. Because UConn owns and operates the public water supply system for the main campus in Storrs, nearby Depot Campus, and a number of surrounding town, residential and commercial users, the reclaimed water facility (RWF) is needed to reduce demand for potable water on the system and enable responsible growth of the campus and town. In recent years, UConn has conducted "instream flow" studies, which have shown that pumping of our water supply wells during drought periods can exacerbate low flow conditions in the two rivers near our wellfields. Thus, in addition to a formal drought response plan with voluntary and mandatory water conservation measures, UConn decided to take the next step and construct this $30

million RWF. The facility provides tertiary treatment of effluent from the University's adjacent sewage treatment plant and pumps the reclaimed water directly to our central utility plant/cogen facility, for use as cooling water, and to certain athletic fields, for irrigation purposes.

"The new facility will use a tertiary treatment process for the University’s waste water. This process uses microfiltration and ultraviolet disinfection, which will allow UConn to divert a maximum of 1 million gallons of non-potable – not drinkable – water each day to meet the aforementioned campus needs that don’t require fresh water.

First among them is the CoGen power plant, which meets most of the electricity and thermal demands for the Storrs campus. CoGen uses anywhere between 250,000 and 450,000 gallons of cooling water each day – depending on demand – as needed to cool the turbines that create power. This is currently done using potable water. The reclaimed water facility will allow the University to use the treated non-potable water to meet this need instead, replacing the need to pump and treat hundreds of thousands of gallons of potable water from our two major water supply wellfields.

“This will be the first facility of its kind in Connecticut,” said Thomas Callahan (formerly) of UConn’s Administration and Operations office, which is spearheading the project. “This represents a better way to manage the different demands on our water supply in a way that is very environmentally-friendly.”

This is a $30 million investment by UConn in a more sustainable water supply system, during very difficult economic times. Other operational programs and activities in 2011 were either curtailed or eliminated in order to budget for and enable this environmental stewardship project to go forward. The RWF is expected to be constructed and operational by December 2012/January 2013.

A letter of affirmation from an individual with relevant expertise :

RWF DEP approval ltr - Stacey.pdf

The website URL where information about the innovation is available :

http://today.uconn.edu/blog/2010/12/reclaiming-water-a-green-leap-forward/

Innovation 4

Responsible Party

Richard Miller
Director
Office of Envirnmental Policy

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.

Submission Note:

Attached Powerpoint above includes an e-mail of affirmation from UConn's environmental/sustainability officer to organizers of the town-sponsored CIMA events, as well as slides and photos highlighting most of the CIMA events.

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

A brief description of the innovative policy, practice, program, or outcome :

In March, 2012, UConn hosted its first week-long regional CIMA (Climate Impact, Mitigation, and Adaptation) event as a means to build awareness and promote discussion in the University and regional community about climate change. The organizing committee began as three faculty members and UConn's director of environmental policy meeting over coffee to plan for the arrival of UConn's new president, with hopes that climate change and sustainability would be high on her agenda, and to discuss ways to counter the disturbing national trend among college students that showed a surprisingly diminished interest in climate change. Over the ensuing six months of bi-monthly meetings, the organizing committee grew to more than a dozen members, adding students, additional faculty members, UConn Communications staff, and town representatives. Ultimately, the four-day series was a huge success, garnering large crowds at events held in both on-campus and off-campus venues, featuring well-known speakers (e.g., IPCC scientist Michael Mann, DEEP Commissioner Dan Esty), and fostering several empowering discussions about climate change and mitigation and adaptation measures that have been, and could be, done at all levels, from individual to state, national and global. This was an innovative event for the state because it opened the forum for dialogue between University leaders, local and state legislators and policy-makers, local NGOs (more than 17 local organizations exhibited and spoke at the town-sponsored CIMA forum), as well as residents, students, scientists, journalists and others. This occurred at a time when many other universities were reporting less interest in climate change and environmental issues among their students, and expressing frustration about their inability to reverse these trends. By contrast UConn's CIMA event planning was ambitious, proactive and engaging. The event was sponsored by dozens of academic and operational departments, and attended by thousands of members of the University community. For example, the CIMA-concluding lecture by Michael Mann had to be broadcast live in several different classrooms across campus because of the overflow, standing-room-only-crowd at the live venue.

A letter of affirmation from an individual with relevant expertise :

CIMA 2012 highlights.pptx

The website URL where information about the innovation is available :

http://cima.cese.uconn.edu/

Supplemental

Supplemental Data

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

Credit
New Student Orientation
Food Education
Food and Beverage Purchases
Confinement-Free Food Purchases
Vegetarian-Fed Food Purchases
Hormone-Free Food Purchases
Seafood Purchases
Dishware
Energy Initiatives
Energy Use by Type
Procurement
Bike Sharing
Water Initiatives
Endowment
Sustainability Staffing

New Student Orientation

Responsible Party

Richard Miller
Director
Office of Envirnmental Policy

Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

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

Does new student orientation include presentations, speakers, or skits that address sustainability and take place in large venues that most or all first-year students attend? :

No

Provide a brief description of the presentations, speakers or skits :

Does new student orientation incorporate sustainability information into presentations (e.g., made by Residential Advisors to individual dorm floors)? :

Yes

Provide a brief description of the presentations :

RAs include recycling and conservation into their individual orientation presentations.

Does new student orientation actively engage students in activities that raise awareness about sustainability, highlight how sustainability plays out on campus, or allows students to take part in a productive green activity? :

Yes

Provide a brief description of the activities :

During the first month of the fall semester, UConn conducts an annual EcoMadness competition among approximately 23 dormitories that house the largest percentage of first-year students. This is an outreach event in the form of a friendly inter-dorm competition to conserve water and energy over the course of a month. Winning dorms in water and energy categories of rate of reduction over a baseline period and total consumption (measured by sub-metering system) receive a carbon offset certificate, a water conservation trophy and ice cream socials featuring UConn Dairy Bar (premium) ice cream.

Does the institution make new student orientation more sustainable via efforts such as a zero-waste meal or carbon offsets? :

Yes

Provide a brief description of the efforts :

New students in the residence halls each receive a free reusable recycling bag for sorting recyclables from trash in their dorm rooms. The bag includes a "turn out the light" graphic and reminder. This fall, students who have a UConn meal plan - virtually all first year students - will each receive a free reusable water bottle for use at the dining halls or hydration stations installed around campus.

Does the institution incorporate sustainability into new student orientation in other ways? :

Yes

Provide a brief description :

The University's environmental/sustainability director conducts a sustainability training session in early-May for the student orientation leaders. They learn about important sustainability activities, clubs and green features on campus, which information they share with new students during the orientation tours and related sessions. During the orientation tour, they pass the model dorm room and gather in the lobby, alongside the sustainability wall mural, where they discuss some of the campus green facts and features highlighted on the mural.

http://www.ecohusky.uconn.edu/waterconservation.html

Food Education

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

Criteria

Institution provides education about eco-positive food and gardening techniques.

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

Are students educated in an academic class about how to make eco-positive food choices? :

Yes

Provide a brief description :

Several of the offerings for undergraduates relate to food policy, sustainability, sustainable resource use, resource valuation, sustainable animal production, and human right to food.

Are students educated in dining facilities about how to make eco-positive food choices? :

Yes

Provide a brief description :

The Dining Halls provide comprehensive information about the food the students eat, including nutritional information, information about locally grown and organic offerings, information about the UConn apiaries, and information about sustainably raised meat and eggs.

Are students educated during orientation about how to make eco-positive food choices? :

No

Provide a brief description :

Are students educated in other venues about how to make eco-positive food choices? :

Yes

Provide a brief description :

The annual Earth Day event invites local sustainable growers and farmers to the University to discuss food with students, and over 2000 students attend this event annually. Many of our agriculture, food, and nutrition programs involve outreach and field trips to regional farms and farmers markets. Targeted events throughout the year offer programs in nutrition and wellness.

Is there a program by which students are encouraged to and/or taught how to grow their own food? :

Yes

Provide a brief description of the program :

Many of our agriculture programs and animal science programs are food-system management based, includign the grwoing and raising of plants and animals for food, apiary and dairy. These programs also employ students to work for them. The Spring Valley Farm is a living/ learnging community for students interested in learning organic farming on a 1 acre farm. There is also a student-run CSA.

Food and Beverage Purchases

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

Criteria

Institution provides details of its food and beverage purchases.

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

The percentage of food and beverage expenditures that were processed within 100 miles of the institution by a company that is not publicly traded :

8.81

The percentage of food and beverage expenditures that were grown within 100 miles of the institution :

31.26

List what tool your institution is using to track this information (e.g. Center for Environmental Farming Systems or CBORD) :

internal record-keeping an third party (Fresh Point) supply chain tracking

List items procured for dining services from on-campus organic garden(s) :

seasonal fruits and vegetables from our one-acre farm, ice cream from our dairy

The percentage of total food and beverage expenditures spent by dining services to procure items from on-campus organic garden(s) :

0

List all Fair Trade certified items purchased :

87% of the coffee purchased is Fair Trade certified. Due to changes to the certification standard itself, the University is moving towards using Rainforest Alliance certified instead in the near future, which has a stricter standard than new Faie Trade regulations.

Confinement-Free Food Purchases

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

Criteria

Institution provides details of its confinement-free animal product purchases.

Submission Note:

grass-fed beef is used, but the records do not indicate how much of our purchases are from grass-fed sources

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

Type of cage-free / free-range eggs purchased :

Cage free eggs

Percentage purchased :

26.40

Comments :

Type of confinement-free product purchased (1st product) :

Beef

Percentage purchased (1st product) :

Comments (1st product) :

Type of confinement-free product purchased (2nd product) :

Percentage purchased (2nd product) :

Comments (2nd product) :

Type of confinement-free product purchased (3rd product) :

Percentage purchased (3rd product) :

Comments (3rd product) :

Type of confinement-free product purchased (4th product) :

Percentage purchased (4th product) :

Comments (4th product) :

Vegetarian-Fed Food Purchases

Criteria

Institution provides details of its vegetarian-fed animal product purchases.

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

Hormone-Free Food Purchases

Criteria

Institution provides details of its hormone-free animal product purchases.

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

Seafood Purchases

Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

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

Dishware

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

Criteria

Institution provides details of the dishware its provides at its dining services locations.

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

Does the institution offer reusable dishware at its dining services locations? :

Yes

Does the institution offer plastic dishware at its dining services locations? :

Yes

Does the institution offer polystyrene (Styrofoam) dishware at its dining services locations? :

No

Does the institution offer post-consumer recycled content dishware at its dining services locations? :

Yes

Does the institution offer biodegradable / compostable dishware at its dining services locations? :

Yes

Does the institution offer other types of dishware at its dining services locations? :

Yes

Provide a brief description. :

Energy Initiatives

Responsible Party

Richard Miller
Director
Office of Environmental Policy

Criteria

Institution provides details about its energy initiatives.

Submission Note:

Lighting retrofits cover 3,913,293 square feet of building space

Energy retrocommissioning projects cover 2,605,128 square feet

Total space, excluding duplicate entries, is 5,639,078

An additional 1,000,000+ square feet is currently in process of retrocommisioning and/or relamping.

Review of the energy expenditures at UCONN by the Costs, Operations & Revenue Efficiencies Task Force (CORE) formed by President Austin in November 2008 revealed opportunities to conserve. One opportunity given approval was Retro-commissioning (RCx), the process of measuring and verifying that a building's systems are operating at maximum efficiency as designed and currently used.
The RCx projects were developed as a joint initiative pursuant to the CORE recommendations and the proposed energy action items in UConn's Climate Action Plan, which, at the time, had been written and was pending approval.

RCx is a four step process where:
1.An engineering firm performs a quick initial SURVEY to determine if energy conservation opportunities exist at the location provided. UCONN is responsible to ensure that all needed maintenance or repairs are complete prior to the next step.
2.From the survey a Master List of Findings is developed enumerating the energy conservation opportunities which the engineering firm determines to INVESTIGATE in order to develop costs and savings data. UCONN and the utility review and approve the Energy Conservation Measures (ECMs) prior to investigation.
3.From the investigation, the engineering firm develops the IMPLEMENTATION PLAN which includes quotes for all work and final determination of savings. UCONN and the utility review and approve the plan. UCONN issues purchase orders to the vendors and payment does not occur until final acceptance by both UCONN and the utility that the selected ECMs have been fully implemented functioning as intended, UCONN staff are trained, and all documentation received.
4.All ECMs must be reviewed one year after implementation under a MEASUREMENT AND VERIFICATION PLAN to prove the energy conservation and savings.

Using utility bills, campus sub-metering, campus Andover Building Management System (BMS) trending, and reports by building tenants and Facilities Operation maintenance staff the CORE Energy Team identified and prioritized the most energy usage intensive buildings and infrastructure systems.

Consulting with the local utilities and the CT Clean Energy Fund determined that certain projects would be eligible for rebates and incentives. The CORE Energy Team developed three phases or groups of twelve buildings to commence RCx due to manpower and budget considerations. The RCx program is designed to:
•achieve a return on investment within 5 years for each building selected,
•demonstrate the program applicability to diverse building classes,
•reduce campus greenhouse gas emissions and carbon footprint,
•leverage the available incentives, and
•provide a noticeable impact on campus stakeholders to raise awareness of conservation measures.
.

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

The percentage of total building space square footage that has undergone energy retrofits or renovations within the past three years :

55

The percentage of overall energy consumption reduced as a result of retrofits and renovations completed within the past three years :

6

The percentage of electricity consumption reduced as a result of retrofits and renovations completed within the past three years :

6.18

The percentage of thermal energy consumption reduced as a result of retrofits and renovations completed within the past three years :

5.11

The combined gross square footage of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled :

0

The names of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled :

No buildings are explicitly Energy Star labeled

The combined gross square footage of all buildings that are ENERGY STAR labeled :

0

The names of all buildings that are ENERGY STAR labeled :

No buildings are explicitly Energy Star labeled

Energy Use by Type

Responsible Party

Richard Miller
Director
Office of Envirnmental Policy

Criteria

Institution reports its energy use by type.

Submission Note:

UConn generates most of its electricity for the main campus through a natural gas-fired highly efficient 25 MW cogen facility, which came on-line in 2006. In CT the cogen qualifies as a class 3 renewable resource based on its natural gas fuel and efficiency as an on-site source of combined heat and power. Earlier this year, UConn activated a new 400 kW hydrogen fuel cell for the portion of the main campus referred to as the Depot Campus, taking most of the Depot off-grid. For the remaining electricty needs at the main campus (20%) UConn is under a long-term contract that specifies at least 25% renewable energy sources to be delivered by CL&P. We divided this equally among solar, wind and hydro for 2% each.

The University's Cogeneration facility uses natural gas, with ultra-low sulfur fuel oil (ULSF) as a back-up fuel source, to fire three Solar Taurus 70 combustion turbine generators to produce electricity. Waste heat from the turbines is used to produce high pressure steam, which is then used in a steam turbine generator to produce additional electricity. The steam turbine exhaust or reduced steam is supplied to internal plant use, to provide Chilled Water via the three York absorption chillers or to the campus distribution network. The network reduces the steam to low pressure 65 psig for building heating and kitchen service. As UConn's cogeneration facility is classified as a Class III Renewable Energy source by the State of Connecticut, it generates Class III Renewable Energy Credits (RECs).

Working with the CT Center for Advanced Technologies (CCAT) and pursuant to our Climate Action Plan, UConn recently developed a Renewable/Sustainable Energy Strategic Plan that will facilitate the installation of up to six different types of distributed generation on our campus, including solar (PV and thermal), wind, geothermal, biomass/biofuels and fuel cell technologies.

http://today.uconn.edu/blog/2012/04/uconn-commissions-fuel-cell-power-plant/

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

The percentage of total electricity use from coal. :

0

The percentage of total electricity use from wind. :

2

The percentage of total electricity use from biomass. :

0

The percentage of total electricity use from natural gas. :

80

The percentage of total electricity use from solar PV. :

2

The percentage of total electricity use from geothermal. :

0

The percentage of total electricity use from nuclear. :

2

The percentage of total electricity use from hydro. :

2

The percentage of total electricity use from other. :

12

Provide a brief description. :

Oil is still used in back-up generators and as a fuel source on the grid, which still provides about 20% of our electricity, in total ~10% oil. The new fuel cell operates near capacity at 400 kW, which represents about 2% of our average daily demand

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. :

1

The percentage of total energy used for heating buildings from natural gas. :

89

The percentage of total energy used for heating buildings from geothermal. :

0

The percentage of total energy used for heating buildings from fuel oil. :

10

The percentage of total energy used for heating buildings from other. :

0.02

Provide a brief description. :

The Shenkman Training Center, one of UConn's first LEED Silver certified buildings, uses highly-efficient infrared radiant heating

If cogeneration, please explain. :

Low pressure steam from the COGEN facility (natural gas-fired) is used for campus heating. Buildings not connected to the steam loop are heated by either natural gas or fuel oil, or electric heat.

Procurement

Responsible Party

Richard Miller
Director
Office of Envirnmental Policy

Criteria

Institution provides details about its procurement efforts.

Submission Note:

FSC certified paper - second page letterhead, colored paper, offset paper = ~50%

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

The percentage of institutionally purchased appliances that are ENERGY STAR rated (of eligible appliance categories) :

100

Does the institution have a policy to purchase ENERGY STAR appliances whenever possible? :

Yes

The percentage of expenditures on Forest Stewardship Council (FSC) certified office paper (US/Canadian dollars) :

50

Does the institution's vendor code or policy require vendors to use less packaging? :

No

Bike Sharing

Responsible Party

Richard Miller
Director
Office of Envirnmental Policy

Criteria

Institution reports the number of bicycles available through bike sharing programs.

Submission Note:

The bike sharing program - UConn Cycles - is in pilot stage, and there are plans to expand it.

http://www.ecohusky.uconn.edu/transportation/cycling/uconn_cycles.html

http://today.uconn.edu/blog/2010/10/on-campus-bike-loan-program-to-begin-soon/

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

The number of bicycles available through bike sharing programs :

20

Water Initiatives

Responsible Party

Rachael Shenyo
Sustainability Coordinator
Office of Environmental Policy

Criteria

Institution provides details about its water initiatives.

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

Is there is a ban or restriction on selling or distributing bottled water on campus? :

No

Provide a brief description of any bottled water ban or restriction :

Does the institution meter any of its non-potable water usage? :

Yes

The percentage of urinals on campus that are waterless :

0.01

Endowment

Responsible Party

Richard Miller
Director
Office of Envirnmental Policy

Criteria

Institution provides details about its endowment.

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

The institution's total endowment market value as of the close of the most recent fiscal year :

341000000 *US/Canadian $*

Date as of :

Dec. 31, 2011

Does the institution offer donors the option of directing gifts to an investment fund that considers environmental/sustainability factors? :

Yes

If yes, or if currently under consideration, provide a brief description :

the University Foundation maintains the Campus Sustainability Fund for these endeavors

Has the institution made investments in on-campus energy and/or water efficiency projects through the endowment (as an endowment investment and not a payout or using operating budget funds) :

No

Size of capital commitments made within past 3 years :

Provide a brief description :

Does institution lack the ability to vote proxies on environmental and social resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)? :

No

Does the institution lack the ability to vote proxies on corporate governance resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)? :

No

Do investment managers handle the details of proxy voting on environmental and social resolutions? :

Yes

Do investment managers handle the details of proxy voting on corporate governance resolutions? :

Yes

Are investment managers provided with general guidelines that determine proxy votes on environmental and social resolutions? :

Yes

Are investment managers provided with general guidelines that determine proxy votes on corporate governance resolutions? :

Yes

Are investment managers provided with specific guidelines that determine proxy votes on environmental and social resolutions? :

Yes

Are investment managers provided with specific guidelines that determine proxy votes on corporate governance resolutions? :

Yes

Does a single administrator determine proxy votes on environmental and social resolutions? :

No

Does a single administrator determines proxy votes on corporate governance resolutions? :

No

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on environmental and social resolutions? :

No

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on corporate governance resolutions? :

No

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy

votes on enviromental and social resolutions? :

No

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on corporate governance resolutions? :

No

Is institution community feedback incorporated into proxy voting decisions on environmental and social resolutions through town hall meetings or a website? :

No

Is institution community feedback incorporated into proxy voting decisions on corporate governance resolutions through town hall meetings or a website? :

No

Sustainability Staffing

Responsible Party

Richard Miller
Director
Office of Envirnmental Policy

Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

Submission Note:

Full-time director and full-time administrative coordinator who each spend most of their time on sustainability related management or adminiistrative support = 2 FTEs

half-time graduate student/GA sustainability coordinator = 0.5 FTE

4-8 undergraduate interns at 1/3 time (8-12 hours per week) = 2 FTEs

3 FTE environmental compliance analysts in the OEP who each spend approximately 15% of their time on sustainability-related projects and activities = 0.5 FTEs

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

The amount of weekly time worked by people employed in the sustainability office (in full-time equivalent) :

5

FTE staff on payroll :

2

FTE student intern/fellow :

2.50