

Green Mountain College

The following information was submitted through the [Campus Sustainability Data Collector](#) to be shared with Sierra magazine for consideration in their Cool Schools publication.

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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

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

Criteria

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

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

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

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

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

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

650

Program name (1st program) :

Student Campus Greening Fund (SCGF) Eco-Rep Program: 2010-2011

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

562

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

The Eco-Rep program was initially funded by a Fall 2011 SCGF proposal, and was designed to create students leaders for campus sustainability. Eco-Reps have a number of responsibilities including:

- Running Green Move Out in the spring and Green Move In in the fall
- Designing and maintaining a bulletin board of sustainability related information
- Maintaining the campus Free Store located in the basement of GMC's Student Center, Withey Hall
- Organize residence hall hub garbage and recycling bins to ensure proper waste management
- Attending residence complex meetings to assist RAs in sustainability education

- Hosting one sustainability related project/program per semester
- Serving as a sustainability resource for their assigned residence hall, GMC Eco-Reps help spread the word to all residential students about waste reduction, water use reduction, supporting local businesses, environmentally friendly cleaning practices, and energy conservation.

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

Eco-Reps are selected by an application and interview process with Eco-Rep managers and a screening by the Sustainability Coordinator and Director of Residence Life. Eco-Reps are chosen based on quality of application, interest in campus sustainability, and demonstrated leadership.

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

Student Eco-Rep managers run 1-hour weekly meeting with all Eco-Reps to provide training on topic areas, facilitate discussion, and assist Eco-Reps with goal setting.

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

The student who designed the program used a Student Campus Greening Fund grant to initially support the program. The Sustainability Coordinator (full-time staff member) advised the Eco-Rep student managers and provided limited financial support for special events.

The website URL for 1st Program :

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

Program name (2nd program) :

Resident Assistant Training in Sustainability for Sustainability Programming Sustainability Programming

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

562

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

All RAs are required to hold at least one program on sustainability for the residents of their floor. Some examples from the 09-10 academic year include: Growing and Caring for Plants, Yogurt Making, Mending and Patching, Local Food Sampling, Sustainable Christmas, Floor-Wide Clothing Swap, Recycling, and Sustainable Living Efforts.

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

RAs are selected by the Residence Life Department and all are members of the GMC Green Job Corps (See Innovation Point #2.) All RAs are required to conduct one session of sustainability programming for their floor per semester.

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

The Sustainability Coordinator conducts training sessions on campus sustainability for all RAs.

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

Each academic year, RAs are provided with approximately \$740 to support their programs focused on sustainability.

The website URL for 2nd program :

Program name (3rd program) :

ENV 2005, Fall 2009: GMC Eco-Reps

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

80

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

Students enrolled in this course learned about GMC's GHG emissions inventory, Climate Action Plan, and goals to achieve climate neutrality by 2011. Students discussed how campus sustainability was connected to environmental, social and economic issues at the local, state, national and global level. Issues related to waste, energy, transportation, food and water were researched and discussed in class. Outreach activities were coordinated and executed among the student body. These included activities in residence halls, the dining hall, and other public spaces. The Eco-Reps produced a Campus Sustainability Zine as their final project.

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

Students enrolled in this Environmental Studies Elective Course after they had completed one semester of the GMC Environmental Liberal Arts Core Curriculum (course 1-Images of Nature). At this point, they had some familiarity with sustainability principles and were ready to communicate what they had learned from the course with the rest of the community.

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

In fall 2009, 7 students enrolled in this course. They learned about GMC's GHG emissions inventory, Climate Action Plan, and goals to achieve climate neutrality by 2011. Students discussed how campus sustainability was connected to environmental, social and economic issues at the local, state, national and global level. Issues related to waste, energy, transportation, food and water were researched and discussed in class. Outreach activities were coordinated and executed among the student body. These included activities in residence halls, the dining hall, and other public spaces. The Eco-Reps produced a Campus Sustainability Zine as their final project.

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

The Sustainability Coordinator was paid to teach this 1.5 hr/week course for one semester. Students completing the course received one academic credit.

The website URL for 3rd program :

Program name (All other programs) :

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

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

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

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

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

The website URL for all other programs :

Student Sustainability Outreach Campaign

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

Criteria

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

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

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

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

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

The following impacts are not sufficient for this credit:

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

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

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

Yes

The name of the campaign(s) :

Student Campus Greening Fund

A brief description of the campaign(s) :

The Student Campus Greening Fund (SCGF) is a student-run program designed to help facilitate greening initiatives that increase awareness and decrease the school's ecological impact. Every GMC student contributes to the fund through a \$30 allocation from their college activities fee every semester. The Fund-Loving Committee, comprised wholly of students, advertises the annual grant sums, advises students in the grant-writing process, and provides technical assistance for the implementation of approved projects. Students design projects and submit proposals. Awards are based on a student vote.

In 2010, the Fund-Loving Committee began a new outreach campaign to involve more students in the campus greening process. Co-directors of SCGF gave a presentation about the greening fund to every Images of Nature class, a class required of all first-year students, with the goal of having more first and second year students write SCGF grants. Encouraged by their instructors, many Images of Nature students developed a sustainability project using the format of a Student Campus Greening Fund proposal.

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

NEW 2011-2012:

In 2011 SCGF funded a wide variety of projects including the purchase of an electric truck which is part of a larger educational project. The College has received a \$50,000 grant from Constellation Energy's "E2 Energy to Educate" program to build a solar-power recharging station for a plug-in vehicle on campus. The educational project, called "Design/Build Challenge: Solar Plug-In Vehicle Charging Station for Cold Climates," is led by professor. Lucas Brown who administers the College's Renewable Energy and EcoDesign (REED) program, and professor Steve Letendre, who has significant research experience in integrating battery and hybrid electric vehicles with the utility grid.

Additional projects funded include:

- The weatherization of a dorm attic which will improve dorm energy efficiency.
- A trailer and bike for GMC's recycling crew. The change in transportation method reduces collection time by 1/3 and allows the recycling crew to complete more recycling educational and outreach activities on campus.
- Materials for a shade structure for the Champlain Valley Native Plant Restoration Nursery which is now located on Green Mountain College's campus.
- Spring break trip to Red Bird Mission in Kentucky to help rebuild homes.
- Hosted mycologist David Rose as the keynote speaker for a student run mycology symposium

In 2010 nearly \$50,000 of funding was approved for campus sustainability projects. Large projects which have now been implemented include a new freezer/refrigeration unit for the College's food service provider (Chartwells) to increase the amount of local food served in the dining hall, a new Eco-Rep Program, and a bridge built by a class conducted by the Yestermorrow Design/Build School for the College's Deane Nature Preserve.

Fifteen projects in 2009 were funded for a total of \$49,653.91. Completed projects include: indoor compost buckets for dorm kitchens and a student position to collect the compost; a green bikes shelter and manager, repair of the campus wind-turbine, additions to existing native garden beds; purchase of 20 more recycling bins to be placed at locations across campus, building and landscaping of an outdoor classroom, purchase of a building dashboard to monitor energy use and a thermal efficiency audit performed on campus buildings.

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

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

Sustainability in New Student Orientation

Responsible Party

Beth Clarke

Sustainability Coordinator
Sustainability Office

Criteria

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

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

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

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

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

Yes

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

GMC's "green" orientation originated as a student project in 2008. The current orientation incorporates practices and activities that instill the message of sustainability in new students and introduces them to the values and mission of the college. These activities include:

Paperless communication & registration

Provision to all students moving into the dorms a list of energy saving tips and a "green guide" created by Eco-Reps.

Selection of convocation speakers who are environmental leaders. For example, in 2009 activist & author Lois Marie Gibbs who helped establish the Superfund site legislation of EPA, spoke about environmental justice and sustainability. All newly matriculated students are required to attend convocation.

Creation in 2009 of a carbon output map specifying the distance each new student traveled to attend GMC and the GHG emissions created by this travel. The map was displayed near the student mailboxes as an educational and informative tool.

Participation of all new students in a walking tour, led by GMC's sustainability coordinator, of new sustainability projects on campus. On the tour, the students are introduced to the history of student activism as well as the strategies used to create a more sustainable campus.

Tour destinations include the new biomass facility and SAGE Hall (a LEED Gold certified residence hall) as well as the campus farm and past Student Campus Greening Fund projects.

Introduction on methods to reduce waste. New students receive a re-usable gift, such as coffee mugs, bamboo cutlery or water bottles, t-shirts made of 100% organic materials that display messages about campus sustainability, or biodegradable laundry totes made of 100% organic cotton, printed with the Campus Programming Board's Fall activities calendar.

Instead of balloons, streamers, or other decorations, new students receive fresh cut flowers from the campus farm in their dorm rooms.

Orientation leaders incorporate education about composting. Activities have included dressing up as fruit and educating new students about how to compost in the dining hall, or performing a trash audit of dining hall waste to show potential waste diversion. Faculty-led discussions about sustainability through the Environmental Liberal Arts (ELA) curriculum and about the environmental mission of the institution through the core ELA "Images of Nature" course. Images classes meet with their instructors during Orientation to begin this process.

Participation in a scavenger hunt or skills workshop to acclimate students to campus and to teach them about various sustainable behaviors and practices (e.g. composting, recycling, and carbon footprint).

Invitation to all entering students to participate in a 16-mile bike ride with the president of the institution to introduce them to the administration and encourage bike ridership in the local area.

Invitation to all entering students to participate in service learning activities in the community, e.g. work on local hiking trails for the conservation district to learn about the local ecosystem and sustainable practices.

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

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

Sustainability Outreach and Publications

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
 - A sustainability newsletter
 - 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 :

Created by the Sustainability Office, this website consolidates the Living and Learning, Facilities and Operations, and the Leadership and Outreach domains of sustainability on the Green Mountain College Campus. It highlights new events and initiatives related to sustainability such as the new biomass facility, The Climate Action Plan and sustainability policies, Awards and Accolades, and student run projects through the Student Campus Greening Fund. The Sustainability Website was created to reflect the STARS Reporting Tool outline in order to standardize the campus sustainability information tracked.

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

sustainability efforts :

<http://sustainability.greenmtn.edu/>

Does the institution have a sustainability newsletter? :

Yes

A brief description of the sustainability newsletter :

The GMC Journal is a weekly electronic publication sent to the GMC community. It keeps faculty, staff and students up to date about campus events and activities, and provides a forum for students and faculty to publicize their work. Since a major focus of GMC is sustainability in education, much of the work students and faculty undertake has a sustainability component.

The website URL for the sustainability newsletter :

http://greenmtn.edu/news_events/journal.aspx

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

No

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

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

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

Yes

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

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

GMC Eco-Spots are located in various locations around campus, highlighting green features such as recycling, vending misers, lighting projects, locally sourced furniture, water saving devices, and thermal envelope improvements. SAGE Hall, a LEED Gold certified residence hall, has Eco-Spots highlighting various green features throughout the building.

The biomass co-generation facility has an educational sign outside, purchased by students and faculty who came up with the initial idea for the project. The sign not only explains the technology in the facility, but also tells the story of student activism and cross-campus collaboration that made the conversion from a #6 fossil fuel oil heating facility to a renewable fuel facility a reality.

The biomass facility also hosts signage throughout the building explaining the technology in depth, so that visitors can walk through on a self-guided tour.

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 :

Signage for composting was created by the Sustainability Office; signs were placed in the dining hall above the trash and compost receptacles. These signs are used to prevent unwanted materials in the compost piles by informing students, staff, faculty, and visitors the proper procedures for separating compost contents and ensuring better quality of compost and less trash and waste.

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

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

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

Yes

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

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

This signage highlights the college's goal to increase native species throughout the campus.

With assistance from the National Park Service Rivers and Trails program and the support of the Town of

Poultney, VT, a walking trail was developed by the Poultney Mettowee Natural Resources Conservation District that connects the various educational, recreational and environmentally important sites in the town. At various locations on GMC campus along the Poultney River, permanent wooden signs have been placed to inform visitors and students about the characteristics of the location and the environmental management it receives.

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

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

No

A brief description of the sustainability walking map or tour :

The website URL of the sustainability walking map or tour :

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

Yes

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

The GMC Sustainability Website offers an online resource guide for alternative transportation provided to the Green Mountain community. This site includes information on the free shuttle, various bus routes/prices, train information, carpool matching services and Zipcar registration, as well as blogs about students stories regarding alternative transport ("Car Free Semester" blog). This information is also available in printed/poster form through the Auxiliary Services Office, and through the Student Life Office.

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

<http://sustainability.greenmtn.edu/operations/transportation.aspx>

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 :

GMC Eco-Reps produced a Green Guide in spring 2011 addressing issues such as waste management, sustainable room furnishings, transportation, a local business guide, and local food resources. The Green Guide was distributed to new students at Orientation.

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

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

Yes

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

The Mountaineer is GMC's student-run campus newspaper. The Greenpages section of the newspaper highlights campus sustainability initiatives and practices, as well as local and global community initiatives in the field of sustainability.

Some recent publications and topics include:

- Student Greening Fund goes Big
- Farm Crew Retreat
- UN Climate Change Conference At a Glance
- Diversification of Energy Sources: A 2008 Investor's Perspective Today

[Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

- Notes from the Community Conversation: Striving for Sustainability
- Green Mountain College Biomass Facility Update
- Solar Thermal Research Project to Take Place at Cerridwen Farm
- Tips for Greening your Dorm Room

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

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

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

:

Yes

A brief description of this material :

Created by the Sustainability Office, instructional signs are located by every recycling bin highlighting what should and should not be placed in each bin. Although the primary purpose of these signs is to increase the amount of recyclable waste collected, these signs are also beneficial for clearing up public misconceptions about recycling and making the job of collecting and sorting of materials easier.

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

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

material) :

No

A brief description of this material :

The website URL for this material :

Responsible Party

Beth Clarke

Sustainability Coordinator
Sustainability Office

"---" 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 :

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

Vegetarian and Vegan Club: The primary purpose of the Veggie Club is to provide vegetarian meals in a cooperative environment and to engage the campus community in learning about the benefits of a vegetarian lifestyle. The club is dedicated to helping educate vegetarians attending GMC on nutrition and cooking, to exploring a diversity of meatless cuisine, and providing meals in a community setting for vegetarians and non-vegetarians alike. Veggie Club aims to promote the vegetarian lifestyle at GMC through campus events, educational activities, and most importantly meals.

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

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

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

Club Activism: The mission of Club Activism is to promote awareness and education regarding local and global sustainability issues to both the Green Mountain College campus and local communities through educational documentaries, non-violent direct actions, and awareness-raising events.

Herbal Tribe: Herbal Tribe promotes the use of the knowledge on herbal remedies for practical purposes and to help educate the community about the health benefits of herbs.

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

1. Focusing on social sustainability, students hosted a series of activities for Martin Luther King Day.

Students from Club Activism and the Black Culture Club organized a teach-in with different professors speaking about civil rights, social justice and environmental justice. After the teach in a community potluck was held and a movie featuring civil rights leader Bayard Rustin was shown.

Dr. Martin Luther King Day Celebrations

In honor of Martin Luther King Day, the College is holding a number of activities today, January 16, to celebrate the life and times of civil-rights activist Dr. Martin Luther King Jr.

Service Fair

From 11 a.m.-1 p.m. in Withey lobby, GMC clubs and local organizations will host tables with sign-up sheets and information about how people can volunteer to help with projects during the spring semester.

As part of the service fair, there will be an open mic from 12 – 1 p.m. where anyone can share a story, read a poem, or play a song. During the lunch hour, there will be MLK speeches. Come and hear the inspiring prose of MLK's speeches while enjoying lunch.

Teach-in

From 2 – 5 p.m. in the East room, GMC professors will be speaking on civil rights and social justice in their respective fields.

Tom Williams (history): 2 – 2:30 p.m.

John Nassivera (theater): 2:30 – 3 p.m.

Vance Jackson (psychology): 3 – 3:30 p.m.

Paul Hancock (economics): 3:30 – 4 p.m.

Sarah Mittlefehldt (environmental studies): 4 – 4:30 p.m.

Alan Marwine (psychology): 4:30 – 5 p.m.

Free Feast

Green Mountain College's Black Culture Club will be hosting a free feast from 5:15 – 6:30 p.m. in the Gorge that will be open to the entire GMC community – staff, faculty, and students.

Film Showing: "Brother Outsider: The Life of Bayard Rustin"

The film *Brother Outsider: The Life of Bayard Rustin* will be shown in the Gorge at 6:30 p.m. Bayard Rustin's historical import is well-known to serious civil rights scholars, but he never became a household name at the level of many other civil rights strategists because many of the other leaders in the movement objected to Rustin's open homosexuality, both on the grounds that it might impede the already-difficult struggle for public acceptance of racial equality and for their own personal reasons.

Rustin was a behind-the-scenes power during the 1956 Montgomery, Ala. Bus Boycotts, and the chief organizer of the 1963 March on Washington for Jobs and Freedom, at which Dr. King delivered his famed "I Have a Dream" speech. Born to a West Chester, Penn. Quaker family, Rustin made a lifelong study of the principles of peace and social change through nonviolent resistance and was an important influence on Dr. King's adoption of the precepts of Gandhi.

Today's events are sponsored and organized by the Black Culture Club and Club Activism.

2. Students Attend Keystone XL Protest in D.C.

President Obama requested a 12-18 month review period for the controversial Keystone XL project, a 1,661-mile pipeline that would carry oil from Canada's tar sands to refineries in Texas.

This move has delayed the project and public advocacy played a big role in the president's decision. Among the peaceful protesters of Keystone XL were eight GMC students who were arrested on September 3, along with 250 others, for failure to obey lawful order by the United States Park Police.

"We elected to post money to forfeit, which does not acknowledge any wrongdoing or crime, and were released immediately after processing," said one of the students, Amanda Yates '11.

The group returned to Washington on Nov. 6 to join ranks again with Keystone XL protesters.

Students are organizing a local community-wide discussion and strategy session after Thanksgiving break to inform the community about the Keystone project and efforts to stop it from moving forward.

3. International Awareness Club: Model UN

Keeping social, economical, and environmental sustainability in the forefront of their minds, student from the International Awareness Club attended Model United Nations, New York and represented Ethiopia this April.

Fourteen GMC students participated along with 5,400+ peers from 315 schools on six continents in the 2012 National Model United Nations-NY (NMUN-NY) conference, held earlier this month.

The GMC delegates were Binh Bui '14, Denise Castro ■ '14, Minh Ho ■ '12, Laura Huley ■ '12, Lian Kariuki '15, Daniel Kimatarle '13, Jesoni Kuruyawa '12, Bruna Lobato ■ '15, David Newlands ■ '12, Daniel Riley '12, Mark Thiong'o '12, and Bianca Zanella '15.

Bruna and Binh, who served on the Rio+20 Committee of Sustainable Development, passed two resolutions by acclamation.

"I had a thrilling time at the NMUN conference this year. This will be my last ever as a delegate for NMUN and I am proud to have represented GMC for three years," said Mark Thiong'o.

Kirstin Kelley '13 and Asadullah Sohail '13 represented People's Republic of China serving on the Security Council as one of the five permanent member states that have the power to veto substantive resolutions.

Delegates discussed several issues at the forefront of international relations with UN Headquarters as a backdrop. Most of the delegates had their resolutions passed.

"NMUN-NY helped me shape my skills to work in the international community. It was an experience I'll never forget," said Lian Kariuki.

In addition, Asadullah was chosen to be a reporter for the Organization of Islamic Cooperation, where he worked with alumnus Olesea Cojohari '11 as his director.

Prof. Keith McDade was the faculty advisor for the delegation, which received extensive support from the International Awareness Club.

4. Herbal Tribe and Slow Foods Clubs: Get the Kinks out Event

Student hosted activities including make your own Kumbucha, healthy snacks featuring local foods, massages, and hollering/yodeling sessions. This event was held in conjunction with a prospective student day to highlight different sustainable activities at Green Mountain College.

List other student groups that address sustainability :

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

<http://www.greenmtn.edu/life/activities/clubs.aspx>

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

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

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

Yes

A brief description of the garden :

The College's 22-acre Cerridwen Farm began as a half-acre garden in 1997. By increasing the acreage and incorporating organic agriculture and sustainable farming systems courses into the development of the college farm practices, this organic garden soon expanded composting efforts and added livestock and rotational grazing by 2002. In the last 8 years, the farm has expanded dramatically -- multiple greenhouses (solar and wind powered) have been constructed, additional livestock and oxen power have been integrated, and the administration has adopted sustainable food purchasing guidelines.

The website URL where information about the garden is available :

http://greenmtn.edu/farm_food.aspx

Model Room in a Residence Hall

Responsible Party

Beth Clarke

Sustainability Coordinator

Sustainability Office

"---" 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 :

The model dorm room, which is shown to prospective students on campus tours, is an important tool used to share the culture of sustainability at Green Mountain College. Within the room are items that promote a more sustainable lifestyle, including reusable dishware that can be brought to events, green cleaning and bath products, a bike helmet, and a rug made of recycled materials. Locally made furniture and hub compost bins are also highlighted.

Tour Guides use the model dorm room as an opportunity to demonstrate ways that students can live responsibly while on campus and to encourage them to bring environmentally & socially friendly products to campus when they move in. Other highlights on the campus tour include SAGE Hall, GMC's LEED Gold certified residence hall, Cerridwen Farm and the biomass facility.

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

Themed Housing

Responsible Party

Beth Clarke

Sustainability Coordinator

Sustainability Office

"---" 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) :

Green Mountain College has many specialty floors, one of which is directly related to sustainable living practices.

The Sustainable Living Floor's mission is to promote campus sustainability as individuals and as a community.

The members of the floor do this by eating locally, saving resources, composting their own food waste, and creating a model for the dorm community.

The Sustainable Living Floor is a living place where seven students live as a co-ed community with each student making personal efforts towards sustainability in their everyday lives. This community eats and shares meals together. Each member of the floor is assigned one night a week to cook dinner. An important aim of the Sustainable Living Floor is to eat local food whenever possible, and to share food with one another. The floor sponsors one campus wide potluck every year with local, vegetarian and vegan options.

There is an application process to gain residency on the Sustainable Living Floor. Each current member of the floor gets one vote for each open room. Only one vote is allowed per applicant. Voting works on a ballot system. The president of the floor is elected democratically at the beginning of the semester. Elections take place when the previous president is no longer a member of the floor.

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

The total number of residents in themed housing. :

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

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

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

Yes

A brief description of the enterprise :

The Blue Moon Raccoon Coffeehouse is a student-managed and run coffee shop located in the center of campus in Moses Hall. Students do all purchasing, waste disposal and accounting for the coffee house. In 2011, students in the sustainable business program will take over the management of the coffee house. Hours of operation are Monday-Friday 8-11 am, 2-4pm and 8-11pm. Organic and local drinks are served, including farm fresh milk from GMC's Cerridwen Farm. The space is often used to host open-mic events, club meetings and student sponsored films and workshops.

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

Sustainability Events

Responsible Party

Beth Clarke

Sustainability Coordinator
Sustainability Office

"---" 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) :

NEW 2011-2012:

- James Gustave "Gus" Speth as the speaker at the annual Thomas L. Benson Environmental Lecture.
- Master's of Science in Environmental Studies (MSES) Scholars in Residence Juliet Eilperin and Andrew Light.
- Master's of Business Administration in Sustainable Business (MBA) Scholar in Residence Juliet Schor.
- Commencement Speaker Majora Carter, a nationally known eco-entrepreneur and MacArthur "genius" Fellow.
- World-Renowned Population Expert William Ryerson.
- Dr. Karen M. Emmons, associate dean for research and professor of society, human development, and health at the Harvard School of Public Health, as the keynote speaker for the College's 2011 Convocation, addressing health disparities.

Original Submission:

Convocation held during September and the Benson Lecture held during Earth Week almost always have a sustainability/environmental related theme. Recent speakers include environmental writer and activist Rick Bass as the 2011 Benson lecturer and environmental activist and community organizer Ms. Lois Gibbs as the 2009 convocation speaker.

October 27, 2010: "Invasive Pull Campus Clean-Up Initiative" welcomed volunteers to go on a hike to help pull invasive species in the area and discuss the threat of invasive plants.

November 2010: Carbon Offsets Presentation - the Campus Sustainability Council brought three carbon offsets providers to GMC to discuss their initiatives. Feedback was solicited from students to ensure that GMC offsets purchases coincided with the goals of the entire community.

December 2010: Movie & Discussion – "Gasland" - Narrator Josh Fox encounters EPA whistle-blowers, congressmen, world recognized scientists, and some of the most inspiring and heart-wrenching stories of ordinary Americans fighting against fossil fuel giants for environmental justice. Film was followed by a nation-wide interactive panel discussion.

February 01, 2011. Dr. Ted Auch, Post-doctoral researcher in sustainable agriculture. Dr. Auch presented his research, "The Circuitous Path of Carbon, Nitrogen, and Phosphorus From Atmosphere to Agriculture."

February 09, 2011: Presentation and Discussion with Dr. Alan Betts. Participants discussed what climate change means for Vermonters and how they can act together to create a future for Poultney that is abundant and prosperous!

April 06, 2011: Free Film Showing and Conversation. "A Crude Awakening: The Oil Crash," produced and directed by award-winning European journalists and filmmakers Basil Gelpke and Ray McCormack, tells the story of how our civilization's addiction to oil puts it on a collision course with geology.

April 19, 2011: "The Greenhorns" Movie Screening. The Greenhorns documentary film explores the lives of America's young farming community - its spirit, practices, and needs. Event was followed by group discussion.

April 27th, 2011: Beehive Collective Presentation and discussion. The Beehive Collective's mission is to cross-pollinate the grassroots, by creating collaborative, anti-copyright images that can be used as educational and organizing tools. Students were exposed to the realities of energy production and consumption through intricate art work.

May 05, 2011: Farm to School Workshop. Farm to School enthusiasts from Bennington, Addison, and Rutland counties came to celebrate the rapidly emerging Farm to School programs and initiatives in our region. The event consisted of multiple workshops, all aimed at strengthening the vitality of Vermont's regional food system and the quality of food in public schools.

Fall 2009

The Fall semester was marked with speakers including author Alan Weisman (*The World Without Us*), visiting artists including J. Henry Fair and Ken Morgan; and guest lecturers including Mark McPeck of Dartmouth and U.S. Congressman Steve Israel.

November 16th, 2010, Claire Sandrock, from the U.S. Department of Agriculture, spoke about Dairy Sheep Production in North America.

On November 17, 2008, Green Mountain College hosted a public forum on "The Future of Energy in Vermont." The forum was sponsored by the DEEP Scholars. Panelists included David Dunn from Central Vermont Power Service Cow Power program; Jeffrey Wennberg from Vermont Community Wind; David McElwee from Entergy Vermont Yankee and Dan Brown from Foxfire Solar Energy Company. GMC Prof. Steven Letendre (management & environmental studies) introduced the panel.

November 20, 2010, Mark McPeck, an evolutionary biologist from Dartmouth University, presented two talks on how past climate change influenced the biota we see today. He spoke to Prof. Mike Blust's (biology) "Winged World" class at 10 a.m. and gave a public presentation at 4 p.m.

Spring 2010

On January 28, 2010, students and community members were invited to a Home Energy Efficiency Volunteer Training Session. The session, which was held on campus, sought to train the residents of the Rutland Region to help their neighbors make their homes more energy efficient through the Vermont Community Energy Mobilization Project. Local volunteers were trained to conduct free home visits designed to help residents learn about energy saving opportunities in their homes. Volunteers installed energy saving products (such as compact fluorescent light bulbs and low-flow shower-heads), assisted in identifying inefficient uses of energy in the home, and provided information resources available to help residents make energy-efficiency improvements.

On February 15, 2010, Environmental activist Dave Cooper from Lexington, Kentucky explained human rights issues associated with Mountaintop Removal in Appalachia. In Virginia, West Virginia and eastern Kentucky, coal companies blast as much as 600 feet off the top of mountains, then dump the rock and debris into mountain streams. Mountaintop removal mining increases flooding, contaminates drinking water supplies, cracks foundations of nearby homes, and showers towns with dust and noise from blasting.

On February 16, 2010, a plenary discussion focused on the prospects of biodiesel in Vermont and the greater Rutland area. Panelists included Heather Darby of UVM Agricultural Extension, Scott Gordon of Green Technologies, Netaka White of the Vermont Sustainable Job Fund, and Kenneth Mulder, GMC Farm Manager and Research Associate. The plenary and the discussions that followed were intended to jump-start the cultivation of oilseed crops and the use of renewable liquid fuels in this region of Vermont. Technical know-how, funding sources, and opportunities for collaboration were discussed. The plenary was sponsored by Prudent Fuels, Inc. and the GMC Family Farm Forum.

On February 16, 2010, Brian Donahue, associate professor of American Environmental Studies at Brandeis University, presented a lecture entitled "Wildlands, Woodlands, and Farmlands: Natural Infrastructure and Sustainability in New England." Donahue is an award-winning environmental history scholar, earning the George Perkins Marsh Prize for the Best Book in Environmental History for his 2004 work, *The Great Meadow: Farmers and the Land in Colonial Concord*. He is also the author of *Reclaiming the Commons: Community Farms and Forests in a New England Town*. His talk was sponsored by the GMC Family Farm Forum and the history program.

On February 19, 2010, Green Mountain College hosted a screening of the award-winning documentary *Food Fight: Revolution Never*

Tasted So Good, by Chris Taylor. The film "is a fascinating look at how American agricultural policy and food culture developed in the 20th century, and how the California food movement has created a counter-revolution against big agribusiness." Following the film, there was a discussion with the filmmakers. The event was sponsored by the Green Mountain College Family Farm Forum, the GMC Voices of Community Film Fest and Rutland Area Farm & Food Link (RAFFL).

In April 2010, Tseming Yang, professor of law and director of the VLS/Sun Yat-Sen University Partnership for Environmental Law in China Program, kicked off the Pre-Law Speaker Series with a talk entitled "Globalization and Global Environmental Rights."

The spring 2010 Colloquium Series featured many professors and their research findings related to sustainability.

Dr. Andrew Duffin spoke on March 24, 2010. His discussion focused on the question of environment and history in two distinct regions of the American West: The Palouse region of Washington and Idaho, and the Yaak Valley in northwestern Montana. In each, the commodification of nature has resulted in a dramatic alteration of the landscape. Dr. Duffin explored the extent to which these unique landscapes have been irretrievably lost, and the steps that have been taken to restore them.

Dr. Steve Fesmire on April 7, 2010 provided a presentation to the community that explored some eastern and western intellectual resources for conceiving interrelatedness, and briefly explained the notion of ecological imagination. Fesmire concluded his discussion with some aims for contemporary moral education and its contribution to greater environmental responsibility.

Professor Phillip Ackerman-Leist on May 5, 2010 discussed his year long sabbatical research and writing project that culminated in the publication of his book, *Up Tunket Road; The Education of a Modern Homesteader*.

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

http://sustainability.greenmtn.edu/leadership/partnerships/speaker_series.aspx

Outdoors Program

Responsible Party

Beth Clarke

Sustainability Coordinator
Sustainability Office

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

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

Yes

A brief description of the program :

The Green Mountain Adventure Programming Office (GreenMAP) provides outdoor programs. GreenMAP trips are free, student led outings open to the entire Green Mountain College community. Many of the trips require no prior experience, and student leaders are trained to teach all participants.

Examples of spring 2010 programs include:

- 1.Backcountry Skiing/Snowboarding/Snowshoeing Day Trip
- 2.Adirondacks Ice Climbing Day Trip
- 3.Kiteboarding and Backpacking on the Georgia Coast
- 4.Wilderness First Responder Training and Certification
- 5.Telemark Ski Clinic
- 6.Whitewater Kayaking
- 7.Sea Kayaking
- 8.ACA Essentials of Canoeing Course
- 9.Rock Climbing

Ice climbing, mountaineering, backpacking, tele-ski, rock climbing, and paddling equipment can be rented at any time for only \$1 per day.

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

The website URL where information about the program is available :

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

Themed Semester or Year

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

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

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

Yes

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

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

The summer reading for first year students introduces them to elements of the themes addressed in the first year.

For example in fall 2012, students in the first-year core Images of Nature course will discuss Thomas Thwaites The Toaster Project. Thwaites will be on campus to discuss his work in multiple venues.

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

The Toaster Project by Thomas Thwaites

The website URL where information about the theme is available :

http://www.greenmtn.edu/news_events/new_releases/2009-grad-residencies.aspx

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

Beth Clarke

Sustainability Coordinator

Sustainability Office

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? :

At Green Mountain College, the entire general education curriculum is explicitly focused on cultivating the skills, knowledge and dispositions necessary for citizens to enhance the sustainability of their communities and the local, national, and global systems in which they participate. The faculty has identified 23 specific learning outcomes that are systematically addressed throughout the general education curriculum, The Environmental Liberal Arts (ELA) Program. The College measures its success, in part, through e-Portfolios that document student achievement on each of the 23 learning outcomes. Since all faculty teach in the ELA program, all share elements of a common understanding of sustainability, which in turn permeates much of their teaching in the majors.

Because sustainability is treated holistically in this curriculum, not on a course-by-course basis, it has been challenging to agree upon definitions for sustainability-focused and sustainability-related courses. The following definitions seem to best fit the College's approach to teaching sustainability and the AASHE STARS categories.

A course is sustainability-focused if the majority of its learning outcomes consist of skills, knowledge, and dispositions that are explicitly aimed at enabling students to enhance the functioning of environmental, social, and economic dimensions of a system. The course need not emphasize all three of these dimensions of a system, but it must consider the interplay of these dimensions and the impact of actions on each.

A course is sustainability-related if some, but not a majority, of its learning outcomes consist of skills, knowledge, and dispositions that are explicitly aimed at enabling students to enhance the functioning of environmental, social, and economic dimensions of a system. Typically such courses either focus on one of the key dimensions of sustainability or treat sustainability in only one of the course modules.

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

Yes

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

A definition of sustainability related and sustainability focused courses was created by a committee of three faculty members appointed by the Green Mountain College Campus Sustainability Council. The definition was approved by the Campus Sustainability Council and the Faculty Council.

All GMC full time and adjunct faculty were notified of the course definitions and asked to respond to the Sustainability Office with self-designated courses. This provided a partial but incomplete list that needed to be vetted.

The Provost appointed a committee, consisting of one faculty member, the Registrar and the Sustainability Coordinator, which reviewed all course syllabi for the 2010 calendar year. The committee compared the learning outcomes to the approved definitions and designated courses as Sustainability-Related, Sustainability-Focused, or Not Applicable.

This list was then distributed to all faculty, with the opportunity to appeal to the committee. Comments were submitted and reviewed by the committee and the Provost, resulting in the list of sustainability-related and sustainability-focused courses posted on the GMC sustainability website.

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

Yes

The website URL where the sustainability course inventory is posted :

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

Sustainability-Focused Courses

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

Criteria

Institution offers sustainability-focused academic courses.

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

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

The number of sustainability-focused courses offered :

50

The total number of courses offered :

384

Number of years covered by the data :

One

A list of sustainability-focused courses offered :

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

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

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

A copy of the sustainability course inventory :

[STARS Courses 2010 Final.pdf](#)

Sustainability-Related Courses

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

Criteria

Institution offers sustainability-related academic courses.

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

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

The number of sustainability-related courses offered :

128

The total number of courses offered :

384

Number of years covered by the data :

One

A list of sustainability-related courses offered :

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

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

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

A copy of the sustainability course inventory :

[STARS Courses 2010 Final.pdf](#)

Sustainability Courses by Department

Responsible Party

Beth Clarke

Sustainability Coordinator
Sustainability Office

Criteria

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

Submission Note:

In 2007, Green Mountain College eliminated its eight academic departments in order to streamline administrative structures and increase interdisciplinary collaboration. The College created three academic divisions, Environmental Studies and Management; Science and Outdoor Leadership, and Humanities; Education and Arts, which play the role that departments play in larger universities. The division chairs oversee and evaluate the 15 to 20 faculty in their division; they are responsible for the quality of all degree programs offered by the division. Faculty are assigned to one or more degree programs, many of which have only one to three full-time faculty. Since degree program faculties do not function as departments and since many faculty contribute to multiple degree programs, we have chosen to use divisions as the operative category for responding to STARS items related to department level assessments. We note, however, that requiring institutions to quantify sustainability courses using standard academic departments presupposes that an institution's means of addressing the inherently interdisciplinary field of sustainability should be assessed by distribution of courses/research across disciplinary areas. We believe that institutions that emphasize sustainability education across the curriculum will best advance this project by eliminating discipline-based departments.

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

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

3

The total number of departments that offer courses :

3

A list of departments that offer sustainability courses :

Three years ago Green Mountain College eliminated its eight academic departments in order to streamline administrative structures and increase interdisciplinary collaboration. The College created three academic divisions: Environmental Studies and Management; Science and Outdoor Leadership, and Humanities; Education and Arts, which function in a similar manner as departments in larger universities. The division chairs oversee and evaluate the 15 to 20 faculty in their division and they are responsible for the quality of all degree programs offered by the division. Faculty are assigned to one or more degree programs, many of which have only one to three full-time faculty. Since degree program faculties do not function as departments and since many faculty contribute to multiple degree programs, we

have chosen to use divisions as the operative category for responding to STARS items related to department level assessments. We note, however, that requiring institutions to quantify sustainability courses using standard academic departments presupposes that an institution's means of addressing the inherently interdisciplinary field of sustainability should be assessed by distribution of courses/research across disciplinary areas. We believe that institutions that emphasize sustainability education across the curriculum will best advance this project by eliminating discipline-based departments.

Each of our three Divisions listed below offer many sustainability courses:

Environmental Studies and Management

Science and Outdoor Leadership

Humanities, Education and Arts

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

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

A copy of the sustainability course inventory :

[STARS Courses 2010 Final.pdf](#)

Sustainability Learning Outcomes

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

Criteria

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

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

Submission Note:

At the heart of the College's environmental mission is the 37-credit Environmental Liberal Arts general education curriculum, which all GMC students complete. ELA Learning Outcomes apply to all courses.

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

The number of graduates covered by the sustainability learning outcomes :

156

Total number of graduates :

156

A list of degree programs that have sustainability learning outcomes :

All undergraduate majors require completion of the ELA program, which has 23 sustainability learning outcomes.

List of undergraduate majors:

Adventure Recreation (BS)

Art (BA)

Biology (BA/BS)

Business (BS)

Communications (BA)

Elementary Education (BS)

English (BA)

Fine Arts (BFA)

Environmental Management (BS)

Environmental Studies (BA)
History (BA)
Interdisciplinary Studies (BA)
Natural Resources Management (BS)
Philosophy (BA)
Progressive Program (BA/BS)
Psychology (BA)
Resort & Hospitality Management (BS)
Sociology/Anthropology (BA)
Sustainable Agriculture & Food Production (BA)
Writing (BFA)
Youth Development & Camp Management (BS)
All GMC graduate programs have a sustainability focus:
MS in Environmental Studies
MBA in Sustainable Business
MS in Sustainable Food Systems (new)

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

A copy of the sustainability course inventory :

[STARS Courses 2010 Final.pdf](#)

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

Green Mountain College

Environmental Liberal Arts (ELA) Goals & Learning Outcomes

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

I. Systems Thinking

Students will understand the structure and dynamics of representative social and natural systems and their interrelationships.

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

II. Critical Thinking and Communication

Students will develop and apply strong problem-solving skills and communication skills.

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

III. Environmental Awareness

[Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

Students will understand the factors contributing to our domestic and global ecological challenges and demonstrate the ability to evaluate proposals for creating a more sustainable future.

1. Students will understand contemporary environmental issues such as climate change, resource depletion and biodiversity loss as well as the complexity of proposed solutions.
2. Students will understand the history of land use and the changing relationship between humans and nature over time.
3. Students will be able to articulate a positive vision for a just and sustainable society.

IV. Reflective Self Awareness and Responsibility

Students will demonstrate ethical responsibility, aesthetic sensitivity, and multicultural awareness.

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

V. Liberal Arts Understanding

Students will demonstrate interdisciplinary integration of traditional liberal arts areas.

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

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

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

Undergraduate Program in Sustainability

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

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) :

Sustainable Agriculture and Food Production

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

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

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

New 2011-2012 Renewable Energy and Ecological Design (REED)

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

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

Environmental Studies

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

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

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

[Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

Graduate Program in Sustainability

Responsible Party

Beth Clarke

Sustainability Coordinator

Sustainability Office

Criteria

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

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

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

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

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

Yes

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

Master of Science in Environmental Studies

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

<http://www.greenmtn.edu/mses.aspx>

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

Master of Business Administration

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

<http://www.greenmtn.edu/mba.aspx>

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

Master of Science in Sustainable Food Systems

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

<http://msfs.greenmtn.edu/>

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

Sustainability Immersive Experience

Responsible Party

Beth Clarke

Sustainability Coordinator

Sustainability Office

Criteria

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

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

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

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

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

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

Yes

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

For over a decade, Green Mountain College has offered a series of immersion courses focused on regional issues.

Taught by four to five faculty members, these nine to fifteen credit block courses engage students in understanding the complex social, economic and ecological dynamics of the region and wrestle with competing visions of the region's future. For example, in 2009, an economist, a biologist, and two policy professors taught a block course on the Poultney River in which students conducted research on the economic valuation of increased water quality in the Poultney Watershed. They presented their results to several Vermont state agencies and at the Gund Institute at the University of Vermont. Other block courses have focused on the northern forest, the Champlain basin, the Hudson River, local food systems in Vermont, and the Tyrolean region in Northern Italy.

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

<http://www.greenmtn.edu/block-courses.aspx>

Sustainability Literacy Assessment

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

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 :

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

National Survey of Student Engagement(NSSE)SUSTAINABILITY EDUCATION CONSORTIUM
Academic and Intellectual Experiences

In your experience at your institution during the current school year, about how often have you done each of the following? 1=Very Often, 2=Often, 3=Sometimes, 4=Never

1. Completed an assignment that evaluates the sustainability of some activity.
2. Analyzed the economic and social dimensions of an issue.
3. Integrated knowledge from multiple academic disciplines in accomplishing a project
4. Completed an assignment that evaluates our responsibilities to future generations.

Mental Activities

During the current school year, how much has your coursework emphasized the following mental activities?

1=Very much, 2=Quite a bit, 3=Some, 4=Very little

5. Understanding the complex relationships between economic, social, and ecological systems.

6. Evaluating the moral dimensions of social and environmental problems.
7. Comprehending ways in which human activities may exceed the carrying capacity of systems that support us.

Additional Collegiate Experiences

During the current school year, about how often have you done each of the following? 1=Very Often, 2=Often, 3=Sometimes, 4=None

8. Participated in a campus or community sustainability project.
9. Altered your behavior to become more sustainable.
10. Went on a field trip in your bioregion.

Time Usage

About how many hours do you spend in a typical 7-day week doing each of the following? 1= More than 30 hrs/wk, 2=26-30 hrs/wk, 3=21-25 hrs/wk, 4=16-20 hrs/wk, 5=11-15 hrs/wk, 6=6-10 hrs/wk, 7. 1-5 hrs/wk, 8=1=0 hours/wk

11. Participating in service that enhances community life.
12. Leading or facilitating group activities.
13. Engaging in activities that reduce environmental impact.

Institutional Environment

To what extent does your institution emphasize each of the following? 1=Very much, 2=Quite a bit, 3=Some, 4=Very little

14. Taking responsibility for the health of your communities.
15. Learning about sustainability.
16. Understanding local economies and ecosystems.

Educational and Personal Growth

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

1=Very much, 2=Quite a bit, 3=Some, 4=Very little

17. Articulating a vision of a just and sustainable society.
18. Acquiring skills to work for social change.
19. Understanding the consequences of one's choices.
20. Understanding complex systems.

A brief description of how the assessment was developed :

Green Mountain College (GMC) and Luther College (LC) created a National Survey of Student Engagement (NSSE) sustainability education consortium in fall 2010. GMC Provost William Throop and LC faculty member Jon Jensen developed a draft set of 20 sustainability questions to be added to the standard NSSE survey which is administered at an average of 700 colleges annually. The survey instrument was circulated to the Association for Advancement of Sustainability in Higher Education (AASHE) board of directors for comments and to the NSSE survey team. After revisions, the survey questions were presented at the 2010 AASHE conference. The survey will be administered to first year and senior students at eight colleges during spring 2011 and the data will be available in summer 2011. This survey will provide a baseline evaluation of first year students' sustainability understanding which will be compared with the same cohort when it is administered four years later.

Green Mountain also uses an e-Portfolio based system to assess sustainability competencies faculty have written into the general education learning outcomes. This assessment system was initiated in fall 2008 with the help of a grant from the Davis Educational Foundation. Faculty track student performance on the learning outcomes through the four environmental liberal arts (ELA) core courses and seven distribution courses. By the time students have completed their ELA requirements, the College will have a record of each student's sustainability competencies, and an evaluation of the percentage of graduates who meet these competencies. We believe that this richer form of competency-based sustainability assessment provides more useful data for program improvement than simple survey-based sustainability literacy assessments, but we will continue to use both to assess sustainability literacy.

A brief description of how the assessment was administered :

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

A brief summary of results from the assessment :

The results of the survey assessment will be available in the August of 2011.

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

Incentives for Developing Sustainability Courses

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

Criteria

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

As the College has revised its sustainability-themed general education curriculum (the ELA program), it has provided faculty a \$1,000 stipend for creating a new course that addresses at least three of the sustainability learning outcomes and a \$500 stipend for revising an existing course to explicitly address at least these outcomes.

Additionally, the College offers workshops each year to revise the four ELA core courses (Images of Nature, Voices of Community, Dimensions of Nature, A Delicate Balance). These workshops are required for core course faculty and open to all. These faculty development opportunities maximize understanding of and support for the structure of the sustainability-focused or sustainability-related courses that are required of all students. Faculty receive a small stipend for attending these workshops.

And lastly, faculty as a whole have two to three full day workshops during the academic year, some of which focus on sustainability. For example, the fall 2009 workshop focused on teaching systems theory across the ELA curriculum.

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

See above description.

The website URL where information about the program is available :

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

Beth Clarke

Sustainability Coordinator

Sustainability Office

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 :

A research project is sustainability-related if the explicit objectives for the research include producing outcomes to increase the social, environmental or economic vitality and longevity of a system, or if the research project expands scholarly/creative discourse about sustainability.

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

Yes

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

A committee of faculty developed the sustainability research definition and submitted it to the Campus Sustainability Council for approval. The Sustainability Office reviewed the college faculty websites and cv's of faculty to develop a draft list of faculty engaged in sustainability research projects. The Provost reviewed and suggested revisions to this list, and it was then reviewed by a faculty subcommittee of the Campus Sustainability Council before it was sent out to all faculty members for their response.

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://sustainability.greenmtn.edu/living_learning/research.aspx

Faculty Engaged in Sustainability Research

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

Criteria

Institution's faculty members conduct research on sustainability topics.

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

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

The number of faculty members engaged in sustainability research :

20

The total number of faculty members engaged in research :

50

Names and department affiliations of faculty engaged in sustainability research :

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

- *Ackerman-Leist, Philip: Sustainable Agriculture/Environmental Studies
- *Brown, Lucas: Environmental Studies/REED
- *Christensen, Laird: English/Environmental Studies
- *Coe, Natalie: Biology
- *Edwards, Sam: Environmental Studies
- *Fesmire, Steven: Environmental Studies/Philosophy
- *Graves, James: Biology/Environmental Studies
- *Hancock, Paul: Business and Economics
- *Jackson, Vance: Psychology
- *Jordan, Mark: Biology
- *Letendre, Steven: Environmental Studies
- *Mayberry, Matt: Business and Economics
- *McDade, Keith: Natural Resource Management/Psychology
- *Mittlefehldt, Sarah: Environmental Studies
- *Mulder, Kenneth: Sustainable Agriculture/Environmental Studies
- *Park, Jacob: Business and Economics
- *Prado, Bill: Business and Economics
- *Sutheimer, Susan: Chemistry

*Throop, William: Philosophy/Environmental Studies

*Van Hoesen, John: Geology/Environmental Studies

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

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

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

[STARS Research Final .pdf](#)

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

The website URL where information about sustainability research is available :

Departments Engaged in Sustainability Research

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

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:

In 2007, Green Mountain College eliminated its eight academic departments in order to streamline administrative structures and increase interdisciplinary collaboration. The College created three academic divisions, Environmental Studies and Management; Science and Outdoor Leadership, and Humanities; Education and Arts, which play the role that departments play in larger universities. The division chairs oversee and evaluate the 15 to 20 faculty in their division; they are responsible for the quality of all degree programs offered by the division. Faculty are assigned to one or more degree programs, many of which have only one to three full-time faculty. Since degree program faculties do not function as departments and since many faculty contribute to multiple degree programs, we have chosen to use divisions as the operative category for responding to STARS items related to department level assessments. We note, however, that requiring institutions to quantify sustainability courses using standard academic departments presupposes that an institution's means of addressing the inherently interdisciplinary field of sustainability should be assessed by distribution of courses/research across disciplinary areas. We believe that institutions that emphasize sustainability education across the curriculum will best advance this project by eliminating discipline-based departments.

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

The total number of academic departments that conduct research :

3

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

3

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

Three years ago Green Mountain College eliminated its eight academic departments in order to streamline administrative structures and increase interdisciplinary collaboration. The College created three academic divisions: Environmental Studies and Management; Science and Outdoor Leadership and Humanities; Education and Arts, which function in a similar manner as departments in larger universities. The division chairs oversee and evaluate the 15 to 20 faculty in their division and they are responsible for the quality of all degree programs offered by the division. Faculty are

assigned to one or more degree programs, many of which have only one to three full-time faculty. Since degree program faculties do not function as departments and since many faculty contribute to multiple degree programs, we have chosen to use divisions as the operative category for responding to STARS items related to department level assessments. We note, however, that requiring institutions to quantify sustainability research using standard academic departments presupposes that an institution's means of addressing the inherently interdisciplinary field of sustainability should be assessed by distribution of research across disciplinary areas. We believe that institutions that emphasize sustainability education across the curriculum will best advance this by eliminating discipline-based departments.

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

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

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

[STARS Research Final .pdf](#)

Sustainability Research Incentives

Responsible Party

Beth Clarke

Sustainability Coordinator

Sustainability Office

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 :

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

The "Delicate Balance Project" Assignment

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

1. Project Proposal (group, 5%)
2. Annotated Bibliography (individual, 5%)
3. Research Paper (for peer and instructor review, 12-15 pages) (individual, 20%)
4. Project Presentation (group, 5%)
5. Final Paper/ Project Report (revision of #3, 12-15 pages) (individual, 5%)

Project Description: This is where you are to put your idealism into action. The project is the real-world expression of your environmental and social ethics—a public activity that addresses a need. You are to find a problem involving community sustainability (broadly defined), research it, and deliver a solution through civic engagement. The topic and service component of the Project are open, though you must include supporting evidence drawn from scholarly and professional research. Projects are most often cooperative: look for others with similar interests. Your instructor will make past

examples available, but do not be limited by what has been done. Be creative. The default is that you'll work in a small group;working
[Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

individually requires instructor approval.

In addition, the College has a trustee research award of up to \$10,000 available to teams of faculty and students to work on projects to enhance the sustainability of the local community. Past awards have included research on local support for a Poultney community energy plan and research on the cost-effectiveness of weatherization of housing stock in Poultney.

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

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

No

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

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

Interdisciplinary Research in Tenure and Promotion

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

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 :

In all contract renewal and promotion decisions, the College positively recognizes research that crosses disciplinary boundaries. Indeed, in the faculty search process, preference is given to individuals who have interdisciplinary research interests and whose expertise can serve multiple academic programs. There is no need for a written policy regarding interdisciplinary research, as the College has eliminated academic departments in favor of multi-disciplinary divisions in order to foster more interdisciplinary dialog, teaching, and research. Purely disciplinary assessments of research have no priority in the promotion and contract renewal processes. (Green Mountain College does not have a tenure system.)

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

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

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

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

Building Design and Construction

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

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" :

6100 *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 :

0 *Square Feet*

New building space that is LEED Gold certified :

6100 *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 :

An electronic copy of the guidelines or policies :

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

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

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

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

Indoor Air Quality

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.

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

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

Beth Clarke
Sustainability Coordinator
Sustainability Office

Criteria

Part 1

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

Part 2

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

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

The website URL where the GHG emissions inventory is posted :

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

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

Yes

Does the inventory include emissions from air travel? :

Yes

Does the inventory include emissions from commuting? :

Yes

Does the inventory include embodied emissions from food purchases? :

No

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

No

Does the inventory include emissions from solid waste disposal? :

Yes

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

No

If yes, please specify :

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

If yes, please specify :

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

No

If yes, please specify :

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

No

If yes, please specify :

Greenhouse Gas Emissions Reduction

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

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:

GMC's 2009 GHG Emissions Inventory was used as the basis for the performance year.

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

Scope 1 and 2 gross GHG emissions, 2005 :

4882 Metric Tons of CO2 Equivalent

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

0 Metric Tons of CO2 Equivalent

Third-party verified carbon offsets purchased, 2005 :

0 Metric Tons of CO2 Equivalent

On-campus residents, 2005 :

463

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

264

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

Scope 1 and 2 gross GHG emissions, performance year :

3810 Metric Tons of CO2 Equivalent

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

0 Metric Tons of CO2 Equivalent

Carbon offsets purchased, performance year :

5800 Metric Tons of CO2 Equivalent

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

July 1, 2008 to June 30, 2009

On-campus residents, performance year :

241

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

241

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

69

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

July to July

Air Travel Emissions

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

Local Offsets Program

Responsible Party

Beth Clarke

Sustainability Coordinator

Sustainability Office

"---" 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 :

In 2011 the College achieved climate neutrality. To meet this goal, a small number of carbon offsets were purchased from Central Vermont Public Service's (CVPS) Cow Power Program, a Vermont-based program that provides revenue to local dairy farmers who generate electricity using methane capture projects on their farms. CVPS uses an anaerobic digester on dairy farms to capture methane from cow manure and then burns this gas to produce electricity. Green Mountain College is committed to buying clean, local, renewable energy wherever possible and in 2006 the College became one of Cow Power's biggest customers. Since 2007 the College has purchased 50% of its main campus electric usage from Cow Power and 100% on all its other accounts including the president's house, the College farm, the College inn, and an off-campus residence hall in Killington, VT in the form of RECs. The College pays a premium of four cents per kilowatt hour, which goes to participating farm-producers. When the College proposed buying carbon offsets to reach its goal of climate neutrality, CVPS was among the companies that offered a package which benefited the local economy. CVPS verified the methane capture project on Blue Spruce Farm, just 37 miles from the GMC campus, with AgRefresh, an offset verifier based in Burlington, VT. The offsets were then certified and retired on the Chicago Climate Exchange. A public process of selecting an offset provider helped the Campus Sustainability Council conclude that local, socially and economically beneficial carbon offset projects were a priority to the College, leading to the partnership with CVPS for local offsets. CVPS is now investigating expansion of this type of project to other utility customers.

The website URL where information about the program is available :

http://sustainability.greenmtn.edu/climate_neutrality/building_partnerships/cvps.aspx

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

Beth Clarke

Sustainability Coordinator
Sustainability Office

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) :

14.38

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

Green Mountain College's Sustainable Food Purchasing Initiative (in conjunction with Chartwell's Dining Services) Tracking Methods & Results: STARS Submission: Dining Services July 2011. Green Mountain College has created what may be the most rigorous "sustainable food" assessment of any college in the United States. For the past five years, the College has tracked invoices for every single food purchase made for its dining operations during the academic year. Each year, faculty, staff, and students have worked to refine the methodology and the criteria utilized to categorize these purchases. As a result of this careful documentation and extensive research of its food sources, GMC has the ability to: 1. make precise claims as to the sustainability of the foods used in its dining services; 2. research options for increasing these food sources; 3. clarify the budgetary and sourcing challenges involved in furthering its sustainable food purchasing initiative. Each item purchased from every distributor is entered into a master spreadsheet. By analyzing this spreadsheet at the end of each academic year, Green Mountain College is able to determine the exact percentage of purchases that are organic and/or local (as defined by STARS, as well as other metric systems) with accuracy and precision. Green Mountain College is committed to sustainable agriculture and strives to serve local and responsibly produced foods in the dining hall whenever possible. In addition to offering a new masters program in Sustainable Food Systems, the College is nationally known for its major in Sustainable Agriculture & Food Production, an academic program that offers students the opportunity to work on the college's on-campus farm.

Through a combination of coursework and experience working on the farm, students are able to explore vegetable production, livestock management, development of farm infrastructure, and marketing techniques as they take part in producing some of the vegetables, eggs, and meats featured in the dining hall. Along with Chartwells dining services, students and faculty have long been exploring new ways to offer local, organic, and other sustainable food options. These efforts became more formal after a nine-credit block course, entitled "Food, Agriculture, and Community Development in the Northeast," was offered in the fall of 2006. Students and three faculty members wrapped up the course by developing a set of sustainable purchasing guidelines for the dining hall. In the 2009-2010 academic year, GMC's Chartwells dining services purchased \$6,425 dollars worth of produce and meat from the college farm to be served in the GMC dining hall. The purchase of five pigs raised by students on the college farm prompted a celebratory localvore feast which featured the pork and an array of seasonal vegetables and other Vermont products. In addition to sourcing ingredients from the college farm, Chartwells spent another \$84,974 in support of Vermont businesses. These sources included Vermont-based producers such as Thomas Dairy and Champlain Orchards and Vermont-based distributors and suppliers such as Black River Produce and Green Mountain Coffee Roasters. These purchases represented 16% of the College's total food purchases. The College also strives to support local businesses in purchases of non-food items such as linens and kitchenware. Green Mountain strives to increase sustainable purchasing and uses small-scale New England based distributors when logistically and financially feasible. In 2009-2010 Green Mountain College spent \$155,500 or 27% of the entire budget on products distributed by New England based companies such as Sid Wainer, Black River, Green Mountain Coffee Company. These companies are small and local, and as such can be more readily held accountable in terms of environmental and social responsibility than some of the larger and more inaccessible corporations. However, due to the college's careful documentation of its food sources, GMC recognizes that some of the products provided by these regionally-based companies do not meet STARS guidelines. To be precise, making the claim that 27% of the college's food budget is STARS certified would be approximately 13% too high. Some other colleges seem to be less assiduous in their tracking and assessment and more readily inclined to categorize food items provided by regional distributors as STARS certified, regardless of the actual origin/processing location of those foods. \$84,974 includes all purchases from Black River Produce, Champlain Orchards, Green Mountain Coffee Company, Koffee Kup Bakery, Sid Wainer, & Son Specialty Foods, Thomas Dairy, Vermont Roots, and some purchases made using P-Card (credit card for Chartwells) and cash. Together with \$6,423.75 spent on produce from Cerridwen Farm, these purchases total \$91,219.94, or 16% of total purchases. \$155,500 or 27% of the total food budget was spent on products sourced from distributors that are based within 250 miles of the college. This number excludes third-party certified (organic, fair trade, etc) produce that was sourced from distributors based farther than 250 miles from the college. \$168,883.23 or 29.2% of the total food budget was spent on products sourced from distributors within 250 miles and third-party certified products that are sourced from distributors farther than 250 miles.

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

<http://sustainability.greenmtn.edu/media/392901/stars%20submission%20dining%20service>

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

"---" 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 :

As part of the Project Clean Plate program, Chartwells, Green Mountain's dining service, has been trayless for the past three years.

List the year the program was started :

Nov. 2, 2009

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

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

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

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

The website URL where information about the program is available :

http://www.chartwellshighereducation.com/Chartwells_360_CHE.cfm

Vegan Dining

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

"---" 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 :

Green Mountain College offers vegetarian and vegan food choices at every meal. At breakfast, lunch, and dinner Chartwells offers protein rich vegetarian and vegan options as well as non-vegetarian options.

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

http://www.chartwellshighereducation.com/Nutrition_Philosophy_CHE.cfm

Trans-Fats

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

"---" 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 :

Chartwells uses no trans fat oils, including olive, canola or soybean oils. We use non-hydrogenated canola oil for fried preparations.

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

http://www.chartwellshighereducation.com/Nutrition_Philosophy_CHE.cfm

Guidelines for Franchisees

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

Institution does not have food service franchisees operating on campus.

Pre-Consumer Food Waste Composting

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

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

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

Yes

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

Pre-consumer food waste is collected and sorted into compost buckets by Chartwells staff members. These food scraps, kept separate from all post-consumer compost, are collected every evening by members of the compost crew and fed to the pigs on the campus farm. During the winter, some paper is shredded and composted by the pigs. During the 2010-2011 academic year, 7000 lbs of food scraps were fed to the pigs.

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

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

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

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

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

http://sustainability.greenmntn.edu/operations/sourcing_resourcing.aspx

PostConsumer Food Waste Composting

Responsible Party

Beth Clarke

Sustainability Coordinator

Sustainability Office

"---" 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 :

The GMC Compost Program is directed by the Sustainability Office. A work-study funded Compost Coordinator and SCGF funded Assistant Compost Coordinator are responsible for daily collection of compost from kitchen/dining hall and transportation of compost to Cerridwen Farm. Food scraps are fed to pigs (when appropriate) and all other food waste is put into rotating compost piles. Leaves from campus operations are used as source of nitrogen, as are animal manures. Compost Coordinators work with Farm Manager for direction on compost pile processing. Compost coordinators are responsible for weighing compost and keeping records of amounts of waste diversion for the Sustainability Office.

Compost is being collected from 4 residence hall floors on a weekly basis.

Compost coordinators are responsible for educational outreach and volunteer recruitment.

Composted at GMC: Non-meat waste from the dining hall is composted, as well as animal manures from late fall to mid spring. All college leaves are used in either the composting process or as mulch on the vegetable fields. Worms perform a large portion of the composting process and are plentiful in the compost piles. Compost is primarily used by the farm, and helps produce beautiful vegetables for the dining hall, Poultney Farmers' Market, and CSA shares. During the 2010-2011 academic year, 7000 lbs of dining hall waste was processed in the compost piles on the farm.

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

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

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

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

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

[Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

Food Donation

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

"---" 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 :

Leftover and surplus food is fed to pigs raised on the campus farm or it is collected and donated to local farmers to feed their pigs, when requested. This helps to raise awareness about the waste cycle and strengthens the College's relationships with local farms.

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

Recycled Content Napkins

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

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

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

Yes

A brief description of the purchasing behavior :

All napkins used in the dining hall are made of non-bleached, post consumer recycled materials. They are included in the composting processes, which also helps to minimize waste.

The website URL where information about the purchasing is available :

Reusable Container Discounts

Responsible Party

Beth Clarke

Sustainability Coordinator

Sustainability Office

"---" 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 :

Chartwells allows students, faculty, and staff to use their own coffee mugs in the dining hall. These mugs can be filled with product and taken out of the dining hall at no extra charge.

Takeout coffee in a paper cup is also available in the dining hall, but patrons must pay the full price for a cup of coffee. This policy has the effect of encouraging widespread use of reusable coffee mugs.

The Buttery is Chartwells' off-hours coffee and sandwich shop, located next to the GMC dining hall. Anyone can bring in a reusable mug and receive a "refill" for \$1. Depending on the mug size, this represents a 25% to 75% discount on a cup of coffee in a reusable mug.

Amount of the discount offered for using reusable mugs :

0.25

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

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

Reusable To-Go Containers

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

"---" 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? :

No

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

The only containers Chartwells provides that can be taken to go are ice cream bowls. These bowls are compostable, but are rarely reused. Reuse is on an individual basis and not clearly intended by Chartwells.

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

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

Beth Clarke
Sustainability Coordinator
Sustainability Office

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:

*Data reflects Poultney campus only.

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

Total building energy consumption, 2005 :

50483 MMBtu

Building space, 2005 :

390000 Gross Square Feet

Total building energy consumption, performance year :

49864 MMBtu

Building space, performance year :

400000 Gross Square Feet

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

July 1, 2009 to June 30, 2010

Responsible Party

Beth Clarke

Sustainability Coordinator
Sustainability Office

Criteria

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

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

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

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

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

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

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

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

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU

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

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

294 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 :

3684960 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 :

6824000 MMBtu

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

A 150 kW steam turbine was installed at the end of the performance year and operates in conjunction with the wood chip gasification heating plant on campus. It produces electricity as it converts high pressure steam to low pressure steam to be distributed around campus through steam pipes.

The following systems are currently not metered to feed into GMC's tracking mechanisms for renewable energy, and provide additional renewable energy to the answers above.

-A 500 watt PV system on the Cerridwen Farm greenhouse provides electricity for fans and vents.

-A 1.5 kw wind turbine on Cerridwen Farm feeds into the greenhouse battery pack to provide power for greenhouse operations.

-A PV system on the Cerridwen Farm Hay Mow consists of two 4' x 8' panels that generate thermal hot water for farm operations.

-A PV system that heats hot water distributed through the a high-tunnel greenhouse to heat the root zone of the soil.

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

Steam production for campus heat and hot water is produced by a combined heat and power (CHP) biomass plant. The plant is powered by locally sourced wood chips which are gasified to produce heat and hot water for campus. This plant, commissioned during the performance year, converted the old heating plant that burned #6 fuel oil to renewable fuel. Once the plant is operating at full capacity, wood chips should replace 85% of the heating oil used in prior years.

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

In 2006, Green Mountain College became the largest consumer of the CVPS Cow Power™ Program, which directly links electricity consumers and farmers. GMC pays a 4 cent premium on 50% of the main campus electricity supply, as well as 100% of all off campus buildings. That premium has funded the development of a methane capture project on Blue Spruce Dairy Farm in Bridport, Vermont. Methane from the dairy operation is converted to electricity and sold to the CVPS grid. Because the GMC demand and the Blue Spruce Farm supply match almost perfectly, GMC's partnership with CVPS Cow Power program has helped to provide additional economic benefits to this local dairy farm while purchasing clean electricity for the College. Other air and water quality issues are also significant. Farm methane that would otherwise be released into the atmosphere is 20 times more potent than CO2 as a greenhouse gas. Additionally, the methane digestion process removes harmful pathogens from the manure. This process results in a material that is used on the farm as bedding, which eliminates the need to truck large shipments of sawdust to the farm, and also provides compost and non petroleum based fertilizer which is then used on the farm and sold to local businesses.

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

A brief description of cogeneration technologies deployed :

A 150 kW steam turbine co-generation unit operates in conjunction with the wood chip gasification heating plant on campus. As high pressure steam is converted to low pressure steam for distribution around campus, it passes through the co-generation unit. A turbine within the unit utilizes that "waste" steam and converts it to electricity.

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

http://sustainability.greenmtn.edu/operations/buildings_energy/renewable_energy.aspx

Timers for Temperature Control

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

"---" 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 :

GMC uses a web-based platform to control heating zones, thermostats, air handling equipment. We are able to program set points and timers campus-wide and trend data for our PM program.

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

The website URL where information about the practice is available :

Lighting Sensors

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

"---" 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 :

Motion detecting light fixtures are used in the newly renovated residence hall, SAGE. In all public rooms such as bathrooms, vending machine rooms, laundry room, and common rooms, light sensors have been installed. Two hundred dual technology occupancy sensors which are triggered by motion or body temperature have been installed in offices and classrooms across campus.

The percentage of building space with lighting sensors :

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

http://sustainability.greenmtn.edu/operations/buildings_energy/efficiency.aspx

LED Lighting

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

"---" 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 in the main parking lot on campus. In addition, 16 LED wall pack units have been installed on the exteriors of all buildings to replace HID fixtures.

The percentage of building space with LED lighting :

The percentage of parking deck space with LED lighting :

The percentage of outdoor space that uses LED lighting :

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

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

Vending Machine Sensors

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

"---" 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 :

Green Mountain College has installed motion sensors on all of the soda vending machines on campus. Provided by VendingMisers, these sensors allow the machines to lay dormant with reduced electricity consumption until someone passes by or needs to use them.

The percentage of vending machines with sensors :

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

Energy Management System

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

"---" 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 :

GMC uses an Automated Logic WebCTRL system that feeds data into a central location monitored by the Facilities Director. This system enables GMC to track and trend energy usage in most buildings. Real-time data are fed into a building dashboard that can be viewed on the GMC website and on a touchscreen in Withey Hall.

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

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

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

Energy Metering

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

"---" 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 :

With the implementation of a new web-based energy management system, we are able to add meters every year to track resource usage per building. Currently we have the ability to track electricity in all residence halls, along with steam heat and hot water in several buildings.

The percentage of building space with energy metering :

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

Grounds

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

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

Integrated Pest Management

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

Criteria

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

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

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

The size of the campus grounds :

155 Acres

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

155 Acres

A brief description of the IPM plan(s) :

GMC's land management procedures emphasize the prevention of pests on managed lands through the use of native species, which provide food and habitat for bird populations that control insects. Plants for landscaping are purchased from local growers to help reduce the transmission of pests. Grounds crew look to identify problems early and use have-a-heart traps and environmentally sound pest treatments minimally when necessary. Cerridwen Farm practices organic control methods that rely primarily on crop rotations and diversity for pest control and only use organically approved pest control methods when thresholds of economic damage have been passed. This management applies to 3 acres of crops land, 9.5 acres of pasture and 5 acres of hayfield.

In addition, the 14.2 acre Buffer Zone along the Poultney River was designated in 1997 to restore the health of the river and act as an educational resource for the GMC community. Within this zone, vegetation is allowed to grow up naturally in some areas and it was planted with native species in other areas, establishing riparian forest with both educational and ecosystem values.

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

[Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

Native Plants

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

"---" 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 :

Plant communities in college natural areas are managed to promote native wildflowers, trees, and other plants through control of non-native species. Garlic mustard, Morrow' honeysuckle, glossy buckthorn, and Japanese knotweed are actively removed by a summer Natural Areas Crew of students as well as several classes. GMC has several completely native gardens maintained by faculty and students. A plan was approved in 2010 to replace invasive ornamental plants on campus with native species; Norway maples will be replaced with sugar maples over the next three years.

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

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

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

"---" 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 Poultney River Buffer Zone is a natural area preserve on the Green Mountain College campus alongside the Poultney River, generally occupying land within 35 meters of the annual high-water line.

The buffer zone was approved by the College in 1997 to improve stream habitat, reduce bank erosion, restore floodplain forest, provide a corridor for movements of animals and plants, reduce overland flow of non-point source pollution from agricultural fields and other land uses, protect scenic and recreation values, and provide field sites for courses at the college.

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

http://sustainability.greenmtn.edu/operations/grounds_water/land_use.aspx

Tree Campus USA

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

Snow and Ice Removal

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

"---" 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 :

Low-environmental impact snow and ice removal techniques and products are used by UGL Services, GMC's Facilities provider.

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

<http://www.greenservice.com/>

Landscape Waste Composting

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

"---" 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 College uses leaves in either the composting process on Cerridwen Farm or as mulch on the vegetable fields and campus grounds. They provide a natural carbon source when added to food waste compost. Worms perform a large portion of the composting process and are plentiful in the compost piles. During the winter, some shredded paper is added as an additional carbon source.

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

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

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

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

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

Beth Clarke
Sustainability Coordinator
Sustainability Office

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.

Submission Note:

Purchased 2009-2010: HP EliteBook 8540p Notebook PC

6@1329.00

7974.00 Gold iMac 21.5", Intel Core 2 Duo

7@1329.05

10632.40 Gold HP Z200 Workstation

32@879.00

27128.00 Gold HP LA1951g 19" LCD Monitor

32@180.00

5,760.00 Gold TOTAL

51494.40

"---" 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://sustainability.greenmtn.edu/leadership/social_responsibility/purchasing.aspx

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

The College purchases only EPEAT Gold-rated computers

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

Yes

Expenditures on EPEAT Gold desktop and laptop computers and monitors :

51494.40 *US/Canadian \$*

Expenditures on EPEAT Silver desktop and laptop computers and monitors :

0 *US/Canadian \$*

Total expenditures on desktop and laptop computers and monitors :

51494.40 *US/Canadian \$*

Cleaning Products Purchasing

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

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:

http://sustainability.greenmtn.edu/leadership/social_responsibility/purchasing.aspx

"---" 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.greenservices.com/>

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

UGL Green Clean Policy:

1. Scope

This policy applies to the general cleaning activities at Green Mountain College.

2. Performance Metrics

Staff training records and equipment maintenance logs must be maintained by the Janitorial vendor. APPA audit and/or customer

satisfaction survey results will measure the effectiveness of this program. Purchasing records will serve as documentation for compliance to the chemical and equipment portions of this policy. See section four below for goals and performance measures for each component of the policy.

3. Goals

The goal of this policy is to have a high performance cleaning program in place that reduces the exposure of building occupants and maintenance personnel to potentially hazardous chemical, biological, and particulate contaminants, which adversely affect the air quality, human health, building finishes, building systems, and the environment.

4. Procedures and Strategies

4.1 Sustainable Cleaning Products and Materials

- The use of sustainable cleaning products and materials carries a goal of 100% compliance to sustainable purchasing policy, practices, and spend. This will be measured through a cost analysis and product use verification on a quarterly basis and reviewed regularly for compliance. Ongoing analysis for improvements to products and spend of 3% year over year until the overall goal is met.

- The cleaning products meet one or more of the following standards for the appropriate category:

- o Green Seal GS-37, for general purpose, bathroom, glass, and carpet cleaners used for industrial and institutional purposes.

- o Environmental Choice CCD-110, for cleaning and degreasing compounds.

- o Environmental Choice CCD-146, for hard surface cleaners.

- o Environmental Choice CCD-148, for carpet and upholstery care.

- Disinfectants, metal polish, floor finishes, strippers, or other products not addressed by the above standards meet one or more of the following standards for the appropriate category:

- o Green Seal GS-40, for industrial and institutional floor care products.

- o Environmental Choice CCD-112, for digestive additives for cleaning and odor control.

- o Environmental Choice CCD-113, for drain or grease traps additives.

- o Environmental Choice CCD-115, for odor control additives.

- o Environmental Choice CCD-147, for hard floor care.

- o California Code of Regulations maximum allowable VOC levels for the specific product category.

- Disposable janitorial paper products and trash bags meet the minimum requirements of one or more of the following programs for the applicable product category:

- o U.S. EPA Comprehensive Procurement Guidelines for Janitorial Paper and Plastic Trash Can Liners.

- o Green Seal GS-09, for paper towels and napkins.

- o Green Seal GS-01, for tissue paper.

- o Environmental Choice CCD-082, for toilet tissue.

- o Environmental Choice CCD-086, for hand towels.

- o Janitorial paper products derived from rapidly renewable resources made from tree-free fibers.

- Hand soaps meet one or more of the following standards:

- o No antimicrobial agents (other than as a preservative) except where required by health codes and other regulations (i.e., food service and health care requirements).

- o Green Seal GS-41, for industrial and institutional hand cleaners.

- o Environmental Choice CCD-104, for hand cleaners and hand soaps.

4.2 Sustainable Cleaning Equipment – Equipment will be selected based on its ability to protect and enhance: air quality, occupant health, building finishes, and operating systems. Equipment must be maintained and operated in a manner that will reduce exposure of building occupants and cleaning personnel to potentially hazardous conditions, and reduce the disposition of contaminants in the building. The equipment used on site has a goal of 100% to carry the appropriate sustainable seal of green standards. Equipment will be tracked through the equipment inventory list which notes the compliance of green requirements. The measurement will be documented through spend analysis for compliant replacement equipment and ongoing measurements will be the repair cost of compliant equipment in relation to non compliant equipment repair costs.

The following standards will apply:

- Vacuum cleaners meet the requirements of the Carpet & Rug Institute “Green Label Program”, and are capable of capturing 96% of

particulates 0.3 microns in size and operate with a sound level less than 70dBA

- Hot water extraction equipment for deep cleaning carpets is capable of removing sufficient moisture such that carpets can dry in less than 24 hours, and is certified by the Carpet and Rug Institute Seal of Approval.
- Powered maintenance equipment including floor buffers, burnishers, and automatic scrubbers is equipped with vacuums, guards and/or other devices for capturing fine particulates, and shall operate with a sound level less than 70dBA
- Propane-powered floor equipment has high-efficiency, low-emissions engines with catalytic converters meeting the CARB or EPA standards and operate with a sound level less than 90dBA.
- Automated scrubbing machines are equipped with variable-speed feed pumps and on board chemical metering to optimize the use of cleaning fluids. Alternatively, the scrubbing machines use only tap water with no added cleaning products.
- Battery-powered equipment is equipped with environmentally preferable gel batteries
- Where appropriate, active microfiber technology is used to reduce cleaning chemical consumption and prolong life of disposable scrubbing pads
- Powered equipment is ergonomically designed to minimize vibration, noise, and user fatigue
- Equipment has rollers or rubber bumpers to deduce potential damage to building surfaces
- A log will be kept for all powered housekeeping equipment to document the date of equipment purchase and all repair and maintenance activities, and include vendor cut sheets for each type of equipment in use in the logbook

4.3 Floor Care – The site will establish standard operating procedures (SOPs) that address effective cleaning of hard floor and carpeted surfaces. These SOPs may be part of the Janitorial vendor’s SOPs. Compliance to the SOP is 100% and measured through regular inspection of staff performance.

4.4 Hand Hygiene – The staff will be trained in the importance and methods of hand hygiene. The preferred method of cleaning hands is to lather and scrub your hands using simple soap and warm water for 20 seconds. An alternate method, when soap and warm water are not available, is the use of alcohol-based hand sanitizer. The use of antibacterial soaps is not recommended because they are no more effective in killing germs than regular soap and may lead to the development of bacteria that are resistant to the products’ antimicrobial agents, making it even harder to kill these germs in the future. As a component of training and vital to the health and safety of the employee and the building occupants a 100% compliance goal is required. Those not compliant will be retrained on the proper procedures and training time documented.

4.5 Chemical Handling & Storage (& spill response) – Bulk storage of cleaning chemicals should be in a centralized secure area with containment that will protect against an inadvertent release to the environment (i.e.no floor drains in the vicinity). Cleaning chemicals shall be stored neatly using a shelving system that will allow for safe handling of the material. If necessary, appropriately designed step-stools or step-ladders shall be provided to access the upper shelves. Point-of-use storage, such as in janitorial closets, shall maintain the

minimum quantity of chemicals as practical. Where appropriate, cleaning chemical dispensing systems shall be used to minimize the handling exposure to the employees and to measure the proper amount of cleaning solution for dilution. Proper Personnel Protective Equipment (PPE) shall be provided to employees handling the cleaning chemicals. All personnel that use the cleaning chemicals shall be properly trained in their handling, use, and spill cleanup. Hazardous spills or mishandling incidents shall be managed to minimize personnel exposure, damage to the environment, and damage to the building. All spills shall be reported immediately to building management and emergency response in accordance with the appropriate emergency response procedure. Critical to the health and safety of the employee and the building occupants a 100% compliance goal is required. Monthly inspections by the onsite Safety Manager will be conducted and documented. Those not compliant will be retrained on the proper procedures and training time documented.

4.6 Training – The building’s janitorial staff shall be trained in elements of the Green Clean Policy and in the associated Green Clean SOPs. This training will ensure that the staff is fully educated on the products, equipment, and procedures, as well as the goals and priorities that are critical to the success of the green cleaning program. All Manulife buildings will follow the established Green Clean Programs 100% of the time. Additional trainings will be provided for safety, skills training, and any other requirements or needs as identified on the site. All training will be documented and tracked for each employee by training type documenting the hours monthly, and reported to the Property Manager.

4.7 Continuous Improvement – The effectiveness of the Green Cleaning Program shall be evaluated periodically through either customer satisfaction surveys to the tenants or through an APPA (Association of Physical Plant Administrators) audit that determines the appearance level of the facility, or both. A quarterly goal of four (4) improvements is required. These improvements are evaluated, vetted,

and approved by the client prior to implementation. The improvements are then tracked by the appropriate metric to determine if the delivery matches the expected return.

4.8 Customer Feedback is encouraged throughout the building tenants. The building occupants can comment on service through multiple tools: 1) enter a complaint work order through the CMMS, 2) an on-line survey request is sent to the service requester upon completion of a work order, and 3) a “man on the street” survey is conducted throughout each month. With this, the Facilities Manager will stop people in the hall and ask them a series of questions regarding their satisfaction with the work environment. This is rated on a scale of 1-5 and data compiled and reported on monthly to the Property Director.

5. Responsible Party

The site Property Director is responsible for ensuring compliance with this policy.

6. Time Period

This policy is effective immediately upon issue

Policy Approved April 1, 2010

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 :

14394.36 *US/Canadian \$*

Total expenditures on cleaning products :

21865.83 *US/Canadian \$*

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

Office Paper Purchasing

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

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:

All paper purchased at GMC in FY 2009/2010 was 30% recycled. Cail Clark is the Administrative Assistant for IT/Library Services, the department responsible for about 30% (\$2713.22) of the total paper purchases from last FY. The rest of the purchases were made through the Office Services department, by Gerry Fitzgerald. Thus, we are naming Gerry Fitzgerald the responsible party for this credit.

"---" 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://sustainability.greenmtn.edu/leadership/social_responsibility/purchasing.aspx

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

The College adopted a sustainable paper purchasing policy in the spring of 2007 based on a project researched by a Public Policy and Environment course. The policy aims to significantly increase the purchase of recycled paper and to reduce paper consumption at the College.

The College's communications office prints most college materials using post consumer, FSC-certified paper for all of its pieces including annual reports, periodicals, and admission materials.

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 :

11272.42 *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 :

11272.42 *US/Canadian \$*

Vendor Code of Conduct

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.

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

Historically Underutilized Businesses

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

Responsible Party

Beth Clarke

Sustainability Coordinator

Sustainability Office

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

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

Yes

A brief description of the program :

As per the GMC Sustainable Purchasing Policy:

Biomass:

Whenever possible, the College purchases wood chips from within a 100 mile radius to fuel its biomass facility.

The College is investigating ways to track and increase the percentage of wood chips acquired through sustainable harvesting practices.

Furnishings:

Dorm room and classroom furniture are to be purchased from regional furniture makers whenever possible.

Preference will be given to recycled or re-purposed furniture and to vendors who use low-emitting glues and adhesives.

In addition to these categories outlined in GMC's Sustainable Purchasing Policy, many departments make an effort to purchase from local vendors whenever possible. For example, GreenMAP (GMC Adventure Programming) purchases bulk food for Wilderness Challenge (orientation trips for new students) and backcountry trips from local food cooperatives. The Student Involvement and Residence Life offices support local businesses when promoting student activities on and off campus. The Farm and Food Project and the REED program, as well as the Facilities Department make a intentional effort to purchase materials from Williams Hardware, a locally owned business in Poultney.

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

http://sustainability.greenmtn.edu/leadership/social_responsibility/purchasing.aspx

Transportation

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

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

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

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

Criteria

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

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

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

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

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

0

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

0

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

1

100 percent electric vehicles in the institution's fleet :

0

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 :

10

Student Commute Modal Split

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

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.

Submission Note:

A survey was sent to all students in the fall of 2010 asking them to identify themselves as residential or commuter students and to identify how they get to and from school. Records are kept in the GMC Sustainability Office.

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

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

93

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 :

7

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

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

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

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

The website URL where information about alternative transportation is available :

<http://sustainability.greenmtn.edu/operations/transportation.aspx>

Employee Commute Modal Split

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

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 :

41.50

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 :

58.50

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 :

31

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

10.50

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

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

The website URL where information about alternative transportation is available :

<http://sustainability.greenmtn.edu/operations/transportation.aspx>

Bicycle Sharing

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

"---" 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.) :

The Green Bikes program was created in 2009 through funding by the Student Campus Greening Fund, a student run grant program that funds GMC campus greening initiatives. A grant purchased 10 bicycles to be used for this program. An additional grant funded a paid student manager to facilitate this project, under the supervision of a staff adviser.

This is a student run bicycle sharing program. Any GMC community member may check out a bike free of charge, for 24-48 hours.

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

Facilities for Bicyclists

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

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

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

Yes

A brief description of the facilities :

The GMC Athletic Department allows all bicycle commuters to use shower and locker facilities. In addition, covered bike storage is available in some residence halls.

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

Bicycle and Pedestrian Plan

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

Mass Transit Programs

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

"---" 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) :

GMC operates a free campus shuttle.

In addition, in 2010 GMC ran a pilot program funded by SCGF (Student Campus Greening Fund) to provide free bus passes to 50 GMC community members and solicit feedback for the Marble Valley Transit District on ways to improve bus routes and services for students.

The website URL where information about the program is available :

<http://sustainability.greenmtn.edu/operations/transportation/getting-around-at-gmc.as>

Condensed Work Week

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

"---" 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 :

Faculty members have the ability to arrange their work week so that they do not have to be on campus for the full week as long as their Division Chair and Dean of Faculty approves.

The website URL where information about the program is available :

Telecommuting

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

Carpool/Vanpool Matching

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

"---" 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 :

GMC encourages employees and commuting students to use Go Vermont, a carpool matching program offered by the Vermont Agency of Transportation. The Go Vermont website is linked from the GMC Sustainable Transportation page, and information is available through Auxiliary Services and Student Life.

The website URL where information about the program is available :

<http://www.connectingcommuters.org/carpool-vanpool>

Cash-out of Parking

Submission Note:

GMC does not charge employees for 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

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

Prohibiting Idling

Responsible Party

Beth Clarke

Sustainability Coordinator

Sustainability Office

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

Has the institution adopted a policy prohibiting idling? :

Yes

A brief description of the policy :

Green Mountain College No-Idling Policy

Applicability

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

Rationale

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

Purpose

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

Guidance

- When drivers arrive at loading or unloading areas to drop off or pick up passengers, they should turn off their vehicles as soon as possible to eliminate idling time and reduce harmful emissions. Vehicles should not be restarted until passengers are ready to depart and there is a clear path by which to exit the pickup area.

Exceptions include conditions that would compromise passenger safety, such as:

- o extreme weather

- o idling in traffic

- At bus and facility vehicle depots, limit idling time during early-morning warm-up to what is recommended by the vehicle manufacturer (generally 3 to 5 minutes) in all but the coldest weather.

- All service delivery vehicles should turn off their engines while making deliveries to the facility.

- All drivers of any vendor or GMC vehicle should receive a copy of this bulletin and be encouraged to discuss it at the beginning of every year.

Approved by Cabinet Spring 2011

The website URL where information about the policy is available :

<http://sustainability.greenmtn.edu/operations/transportation.aspx>

Car Sharing

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

"---" 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 :

GMC students, faculty, and staff can join ZIPCAR for only \$35/year. They receive \$35 in free driving to use during their first month. They have access 24/7 to two Zipcars parked right on campus. Cars may be reserved online or via text message.

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

<http://sustainability.greenmtn.edu/operations/transportation.aspx>

Waste

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

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

Beth Clarke
Sustainability Coordinator
Sustainability Office

Criteria

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

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

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

Weight of materials recycled, 2005 baseline year :

11.20 Tons

Weight of materials composted, 2005 baseline year :

3 Tons

Weight of materials disposed as garbage, 2005 baseline year :

187 Tons

Weight of materials recycled, performance year :

45 Tons

Weight of materials composted, performance year :

8 Tons

Weight of materials disposed as garbage, performance year :

171 Tons

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

July 2010 to June 2011

On-campus residents, 2005 :

Campus Sustainability Data Collector | AASHE | Sierra Magazine

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

264

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

63

On-campus residents, performance year :

582

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

241

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

69

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

July to July

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 :

Green Mountain College reaffirmed its commitment to being a leader in sustainability by joining Casella Waste Systems Power of Three™ closed loop recycling initiative. The Power of Three is Casella's newest solution for its customers who are intent on bringing a new meaning to the term "zero-waste."

The Power of Three picks up a customer's recycling, processes that recycling into new products, and then provides those products back to the customer in the form of new hand towels, tissue paper, and toiletry items; a process that redefines closed-loop recycling. The Green Mountain College program is accomplished through a partnership among Casella, SCA Paper, Foley Distributing and UGL Services.

With Zero-Sort®, all of Green Mountain College's paper, plastic, glass, and metal will be combined together in one single container. Casella's Zero-Sort processing facility located in Rutland, Vermont mechanically sorts all of the material. Once sorted, the baled paper will travel just 45 miles to the SCA plant in Glens Falls, New York to be made into 100% recycled paper content products that will then be delivered back to Green Mountain College by Foley Distributing and UGL Services.

Businesses that have converted over to Zero-Sort typically see a 20-40% or more improvement in their recycling efforts, which typically saves them money on disposal costs, time in sorting, and streamlines their collection processes internally.

"The words 'reuse' and 'recycle' are a big part of our vocabulary, and we're always looking for ways to make campus operations more sustainable," states Green Mountain College President Paul Fonteyn. "This project is a great demonstration of how non-profit institutions and for-profit companies can work together to create a greener economy."

Casella is very hopeful for the future of this program and the positive impact it will have on the environment and its customers. “One of our goals as a company is to help our customers ensure that as few resources as possible are wasted,” said John Casella, Chairman and CEO of Casella. “We are intent in our mission of taking the things our customers do not want and transforming them back into things that they do. Our partnership with SCA paper and Foley Distributing allows us to do just that.”

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

<http://www.presidentsclimatecommitment.org/supporters/corporate/case-studies/casella>

Waste Diversion

Responsible Party

Beth Clarke

Sustainability Coordinator
Sustainability Office

Criteria

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

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

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

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

55.60 Tons

Materials disposed in a solid waste landfill or incinerator :

171 Tons

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

The GMC Compost Program.

This program is directed by the Sustainability Office. A work-study funded Compost Coordinator and SCGF funded Assistant Compost Coordinator are responsible for daily collection of compost from kitchen/dining hall and transportation of compost to Cerridwen Farm. Food scraps are fed to pigs (when appropriate) and all other food waste is put into rotating compost piles. Leaves from campus operations are used as a source of nitrogen, as are animal manures. Compost Coordinators work with Farm Manager for direction on compost pile processing. Compost Coordinators are responsible for weighing compost and keeping records of amounts of waste diversion for the Sustainability Office. Compost collection in the residence hall hubs is a new extension of this program. Following a successful trial period in the spring of 2011, all residence halls will have one compost bin that will be collected by the Compost Coordinators 2-3 time/week.

Compost Coordinators are responsible for educational outreach and volunteer recruitment. Regular "compost sorts" are performed outside the dining hall to display the amounts of compostable waste thrown away in the garbage. Compost Coordinators assist with leading New Student Orientation and the training of resident assistants, EcoReps and other members of the Green Job Corps to help with outreach.

GMC Recycling Program

The GMC Recycling Program is directed by the Sustainability Office. Four Recycling Crew members are responsible for collection of all household recyclable items and dual-sorting of recyclables (paper or containers). The Recycling Crew schedule is coordinated by the Sustainability Office Manager. Volunteers often help sort recyclable materials at the trailer to fulfill

service hours. Recycling Bins in all buildings and outside are purchased by the Student Campus Greening Fund on as-needed basis. Carts for collection are paid for by Sustainability Office.

Green Move Out 2011

The 2011 Green Move Out at GMC diverted an estimated 5,700 lbs of waste from the landfill (as compared with 2,950 lbs in 2010). A team of 5 Eco-Reps, led by two student managers, worked during the last week of finals through the day after commencement on this project. Signs and emails advertised the event in the residence halls the week before students began to vacate the campus for the summer holiday. Students were encouraged to bring unbroken, working and pre-owned items to designated areas in the lounges of their residence halls. Many students left a number of items in the hubs of each floor. The Green Move Out Team moved usable items that could be donated/saved down to the lounges the week of move-out. "Lounge Shopping" was advertised among the campus community from 3-6 daily during the week prior to graduation. Most undergraduates moved out during this week. A number of faculty, staff and other students took advantage of this opportunity to take unwanted items. An estimated 500lbs of clothing, furnishing, bedding, appliances, etc were taken to new homes.

Before Commencement, the Green Move Out Team bagged up unwanted clothes and bedding and donated them to local charities (Poultney thrift store), the Rutland Women's Shelter and the Rutland Area Humane Society (all items went through quality control to ensure cleanliness and usability). Non perishable food items were donated to the Poultney Food Shelf.

Three thousand pounds of goods will be re-purposed on campus. Reusable items were placed in storage in Bogue and the Free Store to be given away/sold to new students in the fall. Eco Reps will be allowed to move back into the residence halls a few days early to help facilitate this Green Move-In Sale during Orientation as a fundraiser. Office Freepo was created in the basement of Pollock Hall and will re-purpose the 500lbs of office supplies collected. E-waste was also collected, stored in IT offices and will be recycled by Facilities. This project was sponsored by the Sustainability Office in collaboration with the Office of Residence Life.

Construction and Demolition Waste Diversion

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.

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

Electronic Waste Recycling Program

Responsible Party

Beth Clarke

Sustainability Coordinator

Sustainability Office

Criteria

Part 1

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

Part 2

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

Submission Note:

The URL above is for American Retroworks Middlebury, the final destination of our e-waste. The Rutland County Solid Waste District

"---" 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 :

All e-waste is sent to the Rutland County Solid Waste District, where system components are aggregated and then delivered to Vermont RetroWorks in Middlebury for refurbishment, cannibalization or safe disposal

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

While many colleges have a 4-year computer replacement cycle, GMC has a 5-6 year computer replacement cycle. Sometimes we use desktops for 7 years. Part of the explanation is, of course, driven by finances. But there is more to it than budgetary considerations as we believe that it is good environmental practice to maximize the life-cycle of computers by deliberately keeping them in use for as long a time period as feasible. To this end, IT staff and work-study employees are dedicated to keeping machines maintained and in good working order. When a machine is finally recycled, all reusable parts are culled at GMC: we take out the memory, reuse the monitor, keyboard, mouse, and any other parts that can be salvaged. Only then is the machine sent to the Rutland County Solid Waste District.

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

The IT department provides assistance, when feasible, to students to repair, refurbish, and/or recycle their broken machines. At the end of each semester, all student machines brought to IT are recycled through the same program as institutional products.

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

<http://www.retroworks.net/ourprocess.html>

Hazardous Waste Management

Responsible Party

Beth Clarke

Sustainability Coordinator

Sustainability Office

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 :

Science Laboratories

Biology and chemistry laboratories are intentionally structured to produce little to no hazardous waste.

Where possible, biology labs use safe alternatives to hazardous materials, such as using non-hazardous electrophoresis gel stains (Sybr-safe™ for example instead of ethidium bromide) and running buffers. Animals for dissection are purchased in Caro-safe™ preservatives.

Where possible, all chemistry laboratory experiments replace toxic and/or volatile organic compounds with more innocuous substances, reduce energy use and maximize the atom economy of all reactions to produce less waste.

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

Science Laboratories

Innocuous (non-regulated) chemical waste from the biology and chemistry laboratories is disposed of with typical trash after appropriate treatment. For example, innocuous chemicals in aqueous solution are evaporated under a chemical hood before disposal. Others may be safely disposed of down sink drains.

Some materials require treatment, for example we do use some ethidium bromide, which is then filtered through appropriate media prior to disposal. Biohazards (such as experimental plates of bacteria or potential pathogens) are autoclaved before disposal with typical trash.

Untreated animal parts are buried off-campus at an appropriate site in accordance with Vermont state regulations.

Because the volume of hazardous chemical waste is so small, these materials are taken to the Poultney Transfer Station during the times that hazardous waste is accepted.

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

Materials Exchange

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

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

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

Yes

A brief description of the program :

Office Freepo, started by the administrative assistant to the Dean's Office in 2011, is located in the basement of the campus administration building, Pollock Hall. Unwanted office supplies are collected in official boxes around campus and during Green Move Out. These items are then weighed and organized in Office Freepo, a "shop" where faculty, staff and students can get free office supplies as needed. A white board facilitates community re-use opportunities for larger or non-office related objects.

The website URL where information about the program is available :

<http://www.themountaineer.org/2011/05/office-freepo-to-open-on-campus-reduce-reuse-re>

Limiting Printing

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

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

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

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

Yes

A brief description of the practice :

As of the 2010 Academic Year, all directories and course schedules were only available online. Beginning fall 2011, the college catalog will only be available online.

The website URL where information about the practice is available :

Chemical Reuse Inventory

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

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

Has the institution implemented a campus-wide inventory system to facilitate the reuse of laboratory chemicals? :

Yes

A brief description of the program :

The Chemistry Department keeps an inventory of all chemicals used in labs. During purchasing times, the inventory is reviewed and new chemical purchases are made only when necessary.

The website URL where information about the practice is available :

Move-In Waste Reduction

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

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

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

Yes

A brief description of the program :

Green Move-Out is a campus-wide effort to reduce waste upon move-out at the end of the spring semester. The Sustainability Office and GMC Eco-Reps invite all students to leave their unwanted, usable items in a specified area of the residence hall. Once the items are there, they are considered free for the taking. GMC and Poultney community members are invited to browse and take what they will use; whatever is left is donated to area shelters, sold in rummage sales as a fundraiser, or added to the campus Free Store, a clearinghouse for free used items.

The website URL where information about the program is available :

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

Move-Out Waste Reduction

Responsible Party

Beth Clarke

Sustainability Coordinator
Sustainability Office

Submission Note:

Green Move Out 2011

The 2011 Green Move Out at GMC diverted approximately 5,700 lbs of waste from the landfill (as compared with 2,950 lbs in 2010). A team of 4-5 Eco-Reps, led by two student managers, worked throughout the last week of finals through the day after commencement on this project. Signs and emails advertised the event in the residence halls the week before students began to vacate the campus for the summer holiday. Students were encouraged to bring unbroken, working and pre-owned items to designated areas in the lounges of their residence halls. Many students left a number of items in the hubs of each floor. The Green MoveOut Team moved usable items that could be donated/saved down to the lounges the week of move-out. "Lounge Shopping" was advertised amongst the campus community from 3-6 daily during the week prior to graduation. Most undergraduates moved out during this week. A number of faculty, staff and other students took advantage of this opportunity to take unwanted items. An estimated 500lbs of clothing, furnishing, bedding, appliances, etc were taken to new homes. Before Commencement, the Green Move Out Team bagged up unwanted clothes and bedding and donated them to local charities (Poultney thrift store), the Rutland Women's Shelter and the Rutland Area Humane Society (all items went through quality control to ensure cleanliness and usability). Non perishable food items were donated to the Poultney Food Shelf. Three thousand pounds of goods will be repurposed on campus. Reusable items were placed in storage in Bogue and the Free Store to be given away/sold to new students in the fall. Eco Reps will be allowed to move back into the residence halls a few days early to help facilitate this Green Move-In Sale during Orientation as a fundraiser. Office Freepo was created in the basement of Pollock Hall and will repurpose the 500lbs of office supplies collected. E-waste was also collected, stored in IT offices and will be recycled by Facilities. This project was sponsored by the Sustainability Office in collaboration with the Office of Residence Life.

Donations: Thrift Store: 1320 lbs Animal shelter: 400 lbs Women's shelter: 360 lbs Food Shelf: 150 lbs Total

Donations: 2230 lbs

Office Freepo Tally

1. Folders (pocket + manilla): 30 lbs.
 - a. Number of pocket folders: 40
 - b. Number of manilla folders: 225
2. Binder/File Organizers (labeled inserts): 8.4 lbs
3. Books: 175 lbs. Approximately 200
4. Three-ring binders: 93 lbs. 120 total
5. Printer paper: 40 lbs
6. Markers (90), Pens (150), Pencils (75), Erasers (20), Butterfly-clip (35), Tape, Rulers (8), Staplers (3), Highlighters (15), Crayons (1 box of 64) and other random supplies: 40 lbs total
7. Hole Punchers: 4 total, 8 lbs
8. College-ruled Loose Paper: 20 lbs
9. College-ruled subject notebooks: 35, 23 lbs
10. Graphing Paper: 3 lbs
11. Clipboards 3, 2 lbs
12. Dry-erase and tack boards: 13, 5 lbs
13. Paper Holders – 10 lbs

14. Ethernet Cables: 5, 1.7 lbs
15. Miscellaneous (Clock, mouse pads, picture frames, photo paper, un-identifiables): 5 lbs
16. Non-usable: 20 lbs
Freepo Total Weight: 484.1 lbs

IT Storage E-Waste Tally (Student Generated):

1. 2 monitors – 66 lbs total
2. 3 laptops – 30 lbs total
3. 2 min-fridges – 100 lbs total
4. 15 lamps – 75 lbs total
5. 3 vacuums – 40 lbs
6. Miscellaneous Items (Printer parts, radios, computer chips, cables, batteries, unidentifiable jazz) – 150 lbs
IT E-Waste Total Weight: 461 lbs

Bogue Storage Items for Green Move In:

1. Refrigerators: 12 total, 450 lbs combined
a. Smaller size – 10, 35 lbs each, 350lbs total
b. Larger size – 2, 50 lbs each, 100 lbs total
2. Carpets: Approximately 18. Unknown dimensions, 30 lbs each. 540 lbs total
3. Coffee Makers: 4, approximately 20lbs total
4. Televisions: 6, approx 180lbs total
5. Microwaves: 2, approx 40 lbs total
Bogue Storage Total Weight: 1680lbs

FreeStore

Tally: 1. 1 TV - 40 lbs
2. 1 Computer monitor – 33 lbs
3. Dishware – 45 lbs
4. Assorted Electronics (speakers, radio) – 65 lbs
5. Miscellaneous (Shelving, helmets (horse, lacrosse, bike), fish tank, mops, rake, snowboard bindings, assorted clothing and fabric) – 170 lbs
FreeStore Total Weight: 353 lbs

Lounge Shopping: est 500 lbs

TOTAL: 5,700 lbs

"---" 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 :

The Sustainability Office and GMC Eco-Reps invite all students to leave their unwanted, usable items in a specified area of the residence hall. Once the items are there, they are considered free for the taking. GMC and Poultney

community members are invited to browse and take what they can use; whatever is left is donated to area shelters, sold in rummage sales as a fundraiser, or added to the campus Free Store, a clearinghouse for free used items.

The website URL where information about the program is available :

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

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

Beth Clarke
Sustainability Coordinator
Sustainability Office

Criteria

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

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

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

Water consumption, 2005 baseline year :

7057006 Gallons

Water consumption, performance year :

6928097 Gallons

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

January 2008 to January 2009

On-campus residents, 2005 :

463

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

264

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

63

On-campus residents, performance year :

582

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

241

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

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

January to January

Indication of whether institution has a stated commitment to water use reduction goals :

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

The website URL where information about the institution's water conservation initiatives is available :

http://sustainability.greenmtn.edu/operations/grounds_water/water.aspx

Stormwater Management

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

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 :

GMC's most recent landscaping plan approved in March, 2011 includes several new initiatives to improve stormwater management on campus. New developments include plans for rain gardens to accept roof spout gutter flow, consideration of pervious pavements as well as rain water collection and re-use systems. Stone and vegetated swales will be used to prevent stormwater runoff. A buffer zone by the Poultney River also aids in these efforts.

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

Does the institution have a living or vegetated roof? :

No

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

Does the institution have porous paving? :

Yes

A brief description of the institution's porous paving :

Gravel paving is used in the lower parking lot nearest the river.

Does the institution have retention ponds? :

No

A brief description of the institution's retention ponds :

Does the institution have stone swales? :

Yes

A brief description of the institution's stone swales :

A stone swale is planned for the athletic fields to help to manage stormwater.

Does the institution have vegetated swales? :

Yes

A brief description of the institution's vegetated swales :

Athletic fields and main parking lot contains vegetated swales to manage stormwater.

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

Yes

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

The Poultney River Buffer Zone, alongside the Poultney River, is a natural area preserve on the Green Mountain College campus. It occupies land within 35 meters of the annual high-water line.

The buffer zone was approved by the College in 1997 to improve stream habitat, reduce bank erosion, restore floodplain forest, provide a corridor for movements of animals and plants, reduce overland flow of non-point source pollution from agricultural fields and other land uses, protect scenic and recreation values, and provide field sites for courses at the college.

Waterless Urinals

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

Building Water Metering

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

"---" 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 :

Williams House, Bentley House, the Solar Harvest Center, and the Wellness Center have their own water accounts and meters.

The percentage of building space with water metering :

The website URL where information about the practice is available :

Non-Potable Water Usage

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

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

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

Yes

A brief description of the source of non-potable water and how it is used :

The new OVaL (Occupy Vacant Lots) shed designed and built by professor Lucas Brown's design/build class is located on the west side of campus and serves as a greenhouse and storage shed for the Champlain Valley Native Plant Restoration Nursery. The nursery will provide hands-on laboratory experience for GMC students and provide a reliable source of native plants for local landowners. Non-potable water is captured in a rain barrel and reused for watering.

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

Beth Clarke
Sustainability Coordinator
Sustainability Office

Submission Note:

In Vermont, drought is not a problem and thus xeriscaping is not an appropriate landscaping technique. We use native plants in our landscaping, which do well in this climate without the irrigation of our grounds.

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

Weather-Informed Irrigation

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

"---" 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 :

GMC's Cerridwen Farm does not irrigate exposed fields (4 acres);farmhands keep the greenhouses drip irrigated when necessary (2000ft).

No irrigation is used on landscaped campus grounds.

The website URL where information about the practice is available :

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

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

Beth Clarke
Sustainability Coordinator
Sustainability Office

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 :

The Green Mountain College Campus Sustainability Council was created in 2006 to address the requirements outlined by the Presidents Climate Commitment, and to serve as a facilitating body to move the campus toward climate neutrality. The CSC meets bi-weekly, reviews policies and makes recommendations for improving campus sustainability.

Members of the committee, including affiliations :

Beth Clarke, Sustainability Coordinator
William Throop, Provost
Prof. Steve Letendre, Environmental Studies
Prof. Lucas Brown, Environmental Studies
Prof. Jacob Park, Business & Management
Prof. Keith McDade, Natural Resources Management
Elizabeth Wilson ('13)
Katie Emerson ('13)

The website URL where information about the sustainability committee is available :

[Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

Does the institution have a sustainability office? :

Yes

A brief description of the sustainability office :

The GMC Sustainability Office directs all sustainability initiatives on campus and serves as a resource center for the campus community and beyond. The Office created and maintains the GMC Sustainability Website, is responsible for sustainability reporting and record keeping, updates the campus greenhouse gas inventory and ensures that the goals of the Presidents Climate Commitment are upheld.

The Sustainability Office manages the Green Job Corps, an offshoot of the campus work study program that emphasizes social, economic and environmental learning and provides staff training in these areas. The student-run Recycling Crew and Compost Coordinators are managed through the Sustainability Office directly.

The number of people employed in the sustainability office :

8

The website URL where information about the sustainability office is available :

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

Does the institution have a sustainability coordinator? :

Yes

Sustainability coordinator's name :

Beth Clarke

Sustainability coordinator's position title :

Sustainability Coordinator

A brief description of the sustainability coordinator's position :

The Sustainability Coordinator chairs the Campus Sustainability Council and is responsible for keeping sustainability goals a priority at GMC, reporting on progress and maintaining overall sustainability communication. The coordinator works with administrators to set and implement strategic plan goals, with faculty to integrate sustainability initiatives into the classroom, and with staff to communicate sustainability goals throughout campus functions and operations. The coordinator assists students in outlining realistic and appropriate sustainability related projects, planning and implementation. The coordinator also acts as adviser to the Student Campus Greening Fund and assists with project implementation. The Sustainability Coordinator directs the Green Job Corps and directly supervises a student office manager, recycling crew and compost coordinators.

The website URL where information about the sustainability coordinator is available :

[Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

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 :

2007

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 :

NEW 2012:

GMC's new strategic plan, Sustainability 2020, calls for GMC to have a net positive impact economically, environmentally, and socially. Achieving these goals will require aggressive work on campus and in the broader community. The following address the environmental dimension of sustainability.

Restore natural capital and develop students' marketable sustainability skills and knowledge.

- Further develop environmental programs with a national reputation for producing graduates for jobs in a sustainable economy.
- Develop a series of innovative projects that enables Green Mountain College to have a net positive impact on the environment.

Green Mountain College's 2007 strategic plan called for GMC to "become a national leader among small colleges in the higher education sustainability movement."

The following activities aimed to achieve specific goals under this initiative:

1. Secured \$400,000 in grants to develop the Farm and Food project research/academic programs into an "institute that focuses on sustainability,"

2. Implemented "at least one innovative on-site sustainability initiative per year."

Examples of such initiatives include the following: the course-based development of college's first greenhouse gas emission inventory (2007), increased dining hall use of food produced on the College farm (2008), installation of solar thermal hot water system for the farm's dairy operation (2009), the renovation of an existing building to achieve LEED Gold certification (2009), and the construction of an onsite biomass plant to replace an oil burning facility (2010).

3. Revised the Environmental Liberal Arts (ELA) curriculum to incorporate 23 sustainability learning outcomes and revised the required capstone course "A Delicate Balance" to include a personal sustainability statement and a sustainability project.

4. Achieved climate neutrality (2011)

4. Developed the Chelsea Green Speakers Series to bring authors of books focused on sustainability to campus.

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 :

NEW 2012:

GMC's recently adopted 2012 strategic plan addresses the social dimensions of sustainability in the following way

- Initiate a cross-college emphasis on human health and quality of life that becomes a nationally recognized complement to our environmental emphasis.
- Strengthen the quality and the practicality of the Green Mountain liberal arts education.
- Deepen student and employee engagement in the College's endeavors to promote innovation and retention.
- Strengthen college/community partnerships to enhance the vibrancy of local communities.

GMC's 2007 plan Initiative 4 addresses the social dimensions of sustainability. Here, GMC resolves to "enrich the culture of student engagement in the classroom, in student life, on the playing fields, and in our local and global communities."

To accomplish this, GMC has undertaken various projects, including:

1. Establishment of a formal fall convocation ceremony, with a speaker chosen for her/his prominence in sustainability and/or social justice-related subjects or activities.
2. Implemented a "student engagement model of education emphasizing the relationships between curricular and co-curricular programs."
3. Provost and President established a "Whole Community Conversation" held each semester
4. Faculty revised the ELA curriculum to include more emphasis on character education
5. Student Life has strengthened reinforcement of behavior standards in the residence halls. Special interest floors such as Honors Floor, Sustainable Living Floor, Outdoor Recreation Floor, and so on have provided opportunities for students to build communities around their interests.
6. The Green Job Corps was developed to strengthen connections between different areas of the institution and focus the development of social sustainability through the inclusion of key departments, e.g. admissions.
7. The campus theme for 2010-11 was social justice.

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 :

NEW 2012:

GMC's new plan addresses economic sustainability in the following ways:

- Increase residential enrollment to 1,000 students while increasing the selectivity of admissions.
- Create distinctive low-residency academic programs that efficiently adapt to change, build on the College's strengths, increase net revenue, and inspire entrepreneurial drive among faculty, staff, and students.
- Develop a robust culture of philanthropy to fund investment in the College.
- Fully optimize the campus and facilities year round.

GMC's 2007 Initiative 5 is focused on the financial sustainability of the College itself, as an institution. As a small, rural, liberal arts college with a highly specialized environmental mission, this initiative is also critically important to the economic sustainability of the local community.

Successes in this area include:

1. Annual budget surpluses.
2. The establishment of a contingency fund.
3. Diversification of revenue through a contract with the Middlebury/Monterey Language Academy for summer use of the campus.
4. Expanded major gifts program and grant writing.
5. Integration of students into the College budget building process.

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

http://sustainability.greenmtn.edu/leadership/sus_planning.aspx

Physical Campus Plan

Criteria

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

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

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

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

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

Institution does not have a physical campus plan or plans.

Sustainability Plan

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

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.

"---" 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 :

Green Mountain College aims to systematically improve sustainability across the College, through leadership in policy and governance, education and research, co-curricular programs, operations improvements, facilities upgrades, and behavior change. Based on an assessment performed by the GMC Sustainability Office in 2010-2011 and reviewed by faculty, staff, students and administrators that comprise the Campus Sustainability Council, four areas were identified as priorities. These include waste management, purchasing, transportation and building a culture of sustainability. These areas offer opportunity for academic engagement, co-curricular outreach and activities, staff development and campus-wide engagement.

This three-year plan aims to focus attention on areas in need of improvement and outlines specific goals and strategies that will be pursued during the next three years. The plan was approved by Cabinet in 2011 and serves as a companion document to the GMC Climate Action Plan, adopted in 2009 to address emissions reductions on campus.

A brief description of the plan's measurable goals :

Waste Management:

GMC aims to increase its waste diversion rate by 5% per year over the next 3 years to bring the rate to 40% in 2014.

Purchasing:

Over the next three years, the GMC sustainable purchasing policy will be expanded, and the College will document its sustainable purchasing practices.

Transportation:

In the next three years, GMC will evaluate the effectiveness of its transportation policies and create strategies to decrease emissions from transportation by 10% by 2014.

Culture of Sustainability:

GMC aims to strengthen its culture of sustainability so that all employees and students address social, ecological, and economic dimensions of sustainability in decision-making and action.

Initiatives will include:

1. Increase participation in the Green Job Corps by 5 departments by 2013.
2. Expand staff development opportunities to incorporate a focus on sustainability.
3. Launch new Sustainability Stories Initiative through the Campus Sustainability Council in 2011-2012.
4. Strengthen the Eco Reps program and develop programming to encourage students and staff to make decisions that are more sustainable.
5. Support outreach efforts in the Poultney community to develop a culture of sustainability (e.g. Poultney Co-op, educational outreach in local schools).

A brief description of how progress in meeting the plan's goals is measured :

The Campus Sustainability Council addresses the objectives outlined in the Sustainability Plan and reports on progress through the sustainability website and other outreach events.

The website URL where more information about the sustainability plan is available :

http://sustainability.greenmtn.edu/leadership/sus_planning/advisory_council.aspx

The year the plan was developed or last updated :

2011

Climate Action Plan

Responsible Party

Beth Clarke

Sustainability Coordinator
Sustainability Office

Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution's administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward *PAE Credit 4: Sustainability Plan*.

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

Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit? :

Yes

A brief summary of the climate plan's long-term goals :

Midterm goals (2020) will be achieved after the college conducts a comprehensive thermal and electrical energy audit to identify next steps in reducing GHG emissions. As old infrastructure is upgraded, new technology will also be explored as an educational tool. For example, a 200 kW solar photovoltaic system has been discussed as a possible means of expanding use of renewable, locally produced electricity. Interactive data streaming will likely expand to include water, heat and electricity usage in most campus buildings. This will help to inform infrastructure development and restructure personal consumption patterns.

By 2050, GMC envisions producing all of its energy on site using regionally sourced renewable fuels, having a climate neutral campus fleet, and reducing emissions from air travel by 80 percent. The campus will serve as a laboratory for experimenting with renewable energy systems and sustainable social and economic systems. As achievements are made on the GMC campus, they will radiate out into the wider Poultney community, influencing the behavioral norms governing life in rural Vermont in a post-petroleum age.

A brief summary of the climate plan's short-term goals :

GMC's Climate Action Plan identified short term goals to be reached by 2011. By this date, the College committed to dramatically reducing GHG emissions through the conversion of the campus heating plant, which burned #6 fuel oil, to a 400 horsepower, combined heat and power biomass facility. The new facility, completed in Spring 2010, was predicted to shift 85% of fuel oil usage to biomass and burn an estimated 4,500 tons of wood chips annually. This reduced consumption of fuel oil used for space and water heating from

230,000 gallons to an estimated 40,700 gallons per year, necessary only on the coldest days.

Based on our 2011 GHG Emissions Inventory, this ambitious shift from fossil fuels to a renewable fuel source has resulted in a 32% reduction in Scope 1 emissions compared to 2007 levels. This reduction took place during the commissioning period for the new heating plant, and we are confident that significant reductions will continue in upcoming years as the plant operates at maximum capacity.

The new facility is also estimated to produce 400,000 kWh of electricity per year, once the co-generation system is fully activated, scope two emissions will be reduced by 8%.

Improvements in the GMC fleet fuel efficiency and the implementation of procedures associated with a new transportation policy has reduced emissions related to commuting and institution sponsored travel.

As outlined in the plan adopted in 2009, the College has installed an interactive data streaming interface enabling real-time tracking of energy production and fuel use by the new biomass facility, as well as displaying electricity usage in the residence halls.

Year the climate plan was formally adopted or approved :

2009

An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year :

List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment :

The reduction level (percentage) institution has committed to :

The baseline year the institution used in its GHG emissions commitment :

The baseline emissions level institution used in its GHG emissions commitment :

The target year the institution specified in its GHG emissions commitment :

The website URL where information about the climate plan is available :

http://sustainability.greenmtn.edu/leadership/sus_planning/climate_action.aspx

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

Beth Clarke
Sustainability Coordinator
Sustainability Office

Criteria

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

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

Does the institution have a diversity and equity committee? :

Yes

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

The Diversity Committee aims to strengthen, coordinate, and promote programs and activities that support diversity across a range of characteristics, including race, gender, sexual orientation, religion, socio-economic status, age, country of origin, cultural practices, and political orientation, among others.

The specific charge of the Diversity Committee is as follows:

1. To assess campus attitudes, procedures, and programs with respect to their impact on diversity and to make recommendations to cabinet for changes that would enhance diversity.
2. To create and promote campus events, workshops, and programs aimed at building intercultural competence among faculty, staff, and/or students.
3. To coordinate and document the College's diversity programs.

Members of the committee, including job titles and affiliations :

--Two faculty nominated by FCEB and approved by the provost, one of whom will chair the committee (Mary Pernal and Keith McDade, Chair)

--Two staff members, a representative from the learning center and one from residence life (Svea Miller and Jennie Gintoli)

--Two students selected by student senate (Alexandra Hilliard, Ariel Lupton, Binh Bui)

--The director of international programs (Anne Colpitts)

The website URL where information about the diversity and equity committee is available :

Does the institution have a diversity and equity office? :

No

A brief description of the diversity office :

The number of people employed in the diversity office :

The website URL where information about the diversity and equity office is available :

Does the institution have a diversity and equity coordinator? :

No

Diversity coordinator's name :

Diversity coordinator's position title :

A brief description of the diversity coordinator's position :

The website URL where information about the diversity and equity coordinator is available :

Measuring Campus Diversity Culture

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

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

Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit? :

Yes

A brief description of the assessment(s) :

A campus-wide survey was administered to students, staff and faculty. Results from the analysis will be presented in the fall, 2011, and recommendations will be made to the administration.

Year the assessment was last administered :

2011

A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives :

The results of the survey (combined with a range of internal analyses) are being used to target specific programs aimed at building awareness and respect and make recommendations to Cabinet regarding policies and actions that may be pursued. The committee plans to invite speakers to campus, and certain issues identified in the survey will be used to help shape their foci. Additional programs will be rolled out in 2011-2012 that will seek to follow up on many of the issues identified in the 2011 survey.

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

Support Programs for Underrepresented Groups

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

Submission Note:

<http://greenmtn.edu/life/activities/clubs.aspx>

<http://www.greenmtn.edu/wellness/counseling.aspx>

"---" 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 :

GMC's Intercultural Center (ICC) is committed to providing the Green Mountain College community with cross-cultural experiences by fostering inclusion and respect for all in the GMC community.

The ICC also enhances and enriches the experience of the entire student body by providing opportunities to engage and educate the campus as a whole on issues related to race, gender, and sexual orientation. ICC welcomes all students interested in fostering cross-cultural communication and understanding.

In addition to the Intercultural Center (ICC), GMC has an array of affinity groups to support underrepresented groups within the student body.

Affinity groups include:

Black Culture Club

Engages the campus and surrounding communities in activities that promote multiculturalism; provides academic and social support to black students.

PANTS (People Are Not Their Sex)

By providing a safe space to talk about issues relating to gender and sexuality, PANTS attempts to combat the hypocritical dichotomy that exists in American culture simultaneously promoting graphic sexuality and censoring alternative sexual or gender expression.

Pride

Raises awareness of GLBTQQIA issues and provides educational resources, social services, activism, and supportive services.

WAGE Committee (Women and Gender Events Committee)

Supports organizing efforts for campus-wide events related to women and gender issues and/or education.

A brief description of the programs sponsored by the institution to support underrepresented groups within the faculty :

Women's Discussion Circle: GMC's Wellness Center & Chaplain's Office sponsors a weekly support group for female faculty and staff. This is an opportunity to share common questions and concerns, as well as to build a stronger community.

Counseling Services: The Wellness Center offers short-term, confidential counseling for all individuals, couples, and groups who are struggling with personal issues. The Wellness center employs two counselors, a psychologist and two graduate level interns with a variety of experiences and expertise; all committed to the mission of helping GMC community members grow emotionally. In addition, short-term therapy services are provided, as well as assistance in locating resources in the community to help address mental and physical health needs. The Wellness Center also shares space with our Campus Chaplain and supports her work in the area of spiritual wellness.

A brief description of the programs sponsored by the institution to support underrepresented groups within the staff :

Women's Discussion Circle: GMC's Wellness Center & Chaplain's Office sponsors a weekly support group for female faculty and staff. This is an opportunity to share common questions and concerns, as well as to build a stronger community.

Counseling Services: The Wellness Center offers short-term, confidential counseling for all individuals, couples, and groups who are struggling with personal issues. The Wellness center employs two counselors, a psychologist and two graduate level interns with a variety of experiences and expertise; all committed to the mission of helping GMC community members grow emotionally. In addition, short-term therapy services are provided, as well as assistance in locating resources in the community to help address mental and physical health needs. The Wellness Center also shares space with our Campus Chaplain and supports her work in the area of spiritual wellness.

The website URL where more information about the programs in each of the three categories is available :

<http://greenmtn.edu/icc.aspx>

Support Programs for Future Faculty

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

Affordability and Access Programs

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

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 :

A brief description of the institution's policies and programs to minimize the cost of attendance for low-income students? :

The College provides a significant amount of need-based financial aid targeted at low income students. More than 30% of our students are eligible for Pell grants, which the College supplements with institutional grants. In 2010, the financial aid budget was reallocated to provide additional aid to low income students. Total institutional financial aid has increased 56% over the last five years.

A brief description of the institution's programs to equip the institution's faculty and staff to better serve students from low-income backgrounds :

A brief description of the institution's programs to prepare students from low-income backgrounds for higher education :

The Calhoun Learning Center has developed a variety of programs to help students prepare to succeed in College. The PEAK program (Preparation for Educational Achievement and Knowledge) offered during students' first year provides an intensive set of skill building activities tailored to students' specific needs. In addition the College offers several programs in the local schools to increase students' motivation to attend college and to develop their skills. Green Mountain is located in Rutland County, one of Vermont's poorest counties, with 11% of the population living below the poverty line. Through the DREAM mentoring program, Green Mountain students have worked extensively with Poultney elementary school students to increase their ambitions and engage them in learning.

A brief description of the institution's scholarships for low-income students :

Scholarship funds are weighted toward high-need students. See above information for more details.

A brief description of the institution's programs to guide parents of low-income students through the higher education experience :

In 2011, Green Mountain's financial aid staff are developing a full service financial literacy program to assist students and their families in making decisions about funding education. This program is targeted at lower income families.

A brief description of the institution's targeted outreach to recruit students from low-income backgrounds :

A brief description of the institution's other admissions policies and programs :

Green Mountain has a four year graduation guarantee for students who meet standard expectations for number of credits passed each term. If student meets these standard conditions and cannot graduate in four years, the College covers the tuition for additional semesters.

For qualified graduates of Massachusetts community colleges, Green Mountain will make a private education affordable by providing institutional grants to make GMC's net tuition match the in-state tuition charged by UMASS-Amherst.

A brief description of the institution's other financial aid policies or programs :

The College has provided eight to ten "Make-a-Difference" scholarships per year, which cover full tuition, room and board for students, most of whom have extremely high need and could not otherwise attend college.

A brief description of the institution's other policies and programs not covered above :

The Green Jobs Corp provides opportunities for more than fifty students to work for the College to offset education costs and to advance to positions managing other students, which have higher hourly wages.

The website URL where information about programs in each of the areas listed above is available :

Gender Neutral Housing

Responsible Party

Beth Clarke

Sustainability Coordinator

Sustainability Office

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

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students (either as a matter of policy or as standard practice)? :

Yes

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

GMC offers one floor that is specifically designated as “gender neutral” and can accommodate nineteen students. Students of either gender, or those who do not identify, are permitted to select a roommate of their choice, regardless of gender. All floor members self-select to live on this floor. The RA of the gender neutral floor receives additional training in relevant topics such as identity development, gender issues, and GLBT trends. Prior to moving onto the gender neutral floor, GMC requires a parent and/or guardian to provide written consent to the room choice if the student is classified as a dependent.

Several other floors in the residence halls at GMC are co-ed, with all bathrooms on such floors also designated as co-ed. Traditional male and female floors are also offered, with all bathrooms on these floors designated as single-sex.

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

<http://www.greenmtn.edu/life/reslife.aspx>

Employee Training Opportunities

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

Student Training Opportunities

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

"---" 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 :

Faculty developed ELA learning outcomes and curricula that build understanding of diverse peoples.

The website URL where information about the trainings and activities are available :

<http://www.greenmtn.edu/academics/ela.aspx>

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

Beth Clarke

Sustainability Coordinator
Sustainability Office

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:

For the purposes of this report, we have indicated that 91 GMC employees (not incl. contractors) earn sustainable compensation: the amount of money required in Vermont to sustain an individual (as defined by VT JFO). Of these employees, 81 individuals also earn sustainable compensation for a Vermont family (as defined by VT JFO). Numbers do not include part-time staff or adjunct faculty.

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

Total number of employees working on campus (including contractors) :

169

Number of employees (including contractors) that the institution ensures earn sustainable compensation :

124

A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation :

In 2008, the Green Mountain College human resources department evaluated compensation for all employees to determine whether it met Vermont's Joint Fiscal Office (VT JFO) living wage standards.

The above referenced numbers reflect GMC's success using a 2008 living wage.

The most recent year total compensation for the institution's lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable :

2008

The website URL where information about the institution's compensation policies and practices is available :

Employee Satisfaction Evaluation

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

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

Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit? :

Yes

A brief description of the institution's methodology for evaluating employee satisfaction :

A subcommittee of the GMC Staff Assembly created a staff satisfaction survey, based on examples from other institutions. This survey, after receiving approval by Cabinet, was administered to all staff members electronically by the Human Resources Department. Results were assessed by that office and recommendations made to Cabinet and Staff Assembly outlining strategies to address concerns and celebrating achievements. Faculty were evaluated for satisfaction using a NEASC Survey in 2009.

The year the employee satisfaction evaluation was last administered :

2011

The website URL where information about the institution's employee satisfaction evaluation process is available :

Staff Professional Development in Sustainability

Responsible Party

Beth Clarke

Sustainability Coordinator
Sustainability Office

Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training *available* to all staff.

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

The following training opportunities are not sufficient for this credit:

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

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

Does the institution make training and professional development opportunities in sustainability available to all staff? :

Yes

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

All full-time staff are eligible to take one undergraduate class per semester free of charge. Their spouses/partners are eligible to take two courses per semester tuition free. Should a staff member use this benefit to pursue a GMC degree, s/he will study sustainability because GMC takes the environment as an organizing subject for its liberal arts curriculum.

All full-time faculty and staff, and their spouses/partners, who meet the requirements for admission to GMC's graduate programs may complete either an Masters in Sustainable Business Administration or a Masters of Science in Environmental Studies at half tuition.

Since these are low residency programs, pursuing these degrees is compatible with holding a full- or part-time job. As with the undergraduate offerings, the focus of these programs is sustainability.

All community members, including staff, are welcome to GMC faculty colloquium events. Since GMC's mission is centered in sustainability, by extension, many colloquium events are focused on sustainability.

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

Sustainability in New Employee Orientation

Responsible Party

Beth Clarke

Sustainability Coordinator
Sustainability Office

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

Submission Note:

Our Mission: Green Mountain College prepares students for productive, caring, and fulfilling lives by taking the environment as the unifying theme underlying its academic and co-curricular programs. This innovative interdisciplinary approach to liberal arts education is grounded in the institution's strong tradition of effective teaching and mentoring, and is complemented by a diversity of community-oriented campus life opportunities. Through a wide range of liberal arts and career-focused majors, the college fosters the ideals of environmental responsibility, public service, global understanding, and lifelong intellectual, physical, and spiritual development.

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

Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff? :

Yes

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

New employees are given a list of sustainability efforts that all employees are asked to adhere to in the course of their work days. These include such practices as using recycling bins properly, printing only those items that are absolutely necessary, turning off lights in unoccupied rooms, promptly reporting water leaks and turning down thermostats when they are set too high.

Information about the full-time employee bicycle commuter benefit is also included, which gives a tax-free reimbursement of up to \$20 per month for bicycle commuter expenses.

Included in new employee literature is a copy of the mission statement of the college (see Notes), along with a request to support this mission through the adoption of the practices listed above.

The website URL for the information about sustainability in new employee orientation :

Employee Sustainability Educators Program

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

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

Total number of people employed by the institution :

209

Program name (1st program) :

Northwest Earth Institute Discussion Course: Choices in Sustainable Living

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

12

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

For the first offering of this 7 week discussion course, employees volunteered to participate.

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

Employees met on a weekly basis with the discussion group and the Sustainability Coordinator to discuss required readings on a variety of sustainability focused topics, including: A Call to Sustainability, Ecological Principles, Buying, Food, Communities, Business & Economy, and Visions of Sustainability.

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

The Sustainability Office purchased the books utilized by the course. The Sustainability Coordinator devoted 2 hr/work during the course to preparation and participation in the discussions. Several departments allowed their employees to attend outside of break-time.

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

http://nwei.org/discussion_courses

Program name (2nd program) :

Faculty Workshop-Systems Thinking

Number of employees served by the program (2nd program) :

50

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

All full-time and adjunct faculty members were expected to attend a workshop in Systems Thinking before the beginning of the Fall '09 academic year.

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

Agenda for the Systems Thinking Skills and Concepts workshop

Systems and systems thinking

Engaging with systems

Impediments to engaging with systems

The Iceberg icon

Exploring systems

Behavior over Time

Systemic Structure

Stocks and Flows

Feedback

Delays and spatial displacements- Cause and effect separated in time and space

Bio for Philip Rice, facilitator

Phil develops materials and leads trainings for the Our Climate Ourselves program with a particular focus on developing tools and approaches that allow leaders to communicate the complex and sometimes counter-intuitive dynamics of climate change and the breadth of possibility for solutions. He offers briefings on emerging climate science, the range of solutions available to climate change, and the many opportunities for building a better world while addressing climate change. He has lead trainings for leaders on climate change for community groups, grassroots groups, educators, and faith communities.

As part of the Climate Interactive project at SI, Phil is focused on interface creation, learning design and documentation of the C-ROADS and C-Learn simulation models.

Phil also conducts trainings and workshops on applying the tools of systems thinking to the challenges of sustainability. He co-developed a train-the-trainer workshop on systems thinking for sustainable development practitioners, and often leads workshops on the subject for clients that range from colleges and universities, to NGOs, to businesses. Phil works with clients on applying systems thinking to strategic analysis for change. In the past he has worked on topics ranging from forest issues, to marine hypoxia, to healthcare outcomes.

Phil has a Ph.D. in physiological chemistry from the University of Wisconsin– Madison

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

Lunch was provided to all faculty in attendance (\$1333.75) at the August 26, 2009 workshop. \$5,000 was spent to bring Phil Rice from the Sustainability Institute to speak(funded through Davis Grant).

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

Program name(s) (all other programs) :

Number of employees served by the program(s) (all other programs) :

A brief description of how the employee educators are selected (all other programs) :

A brief description of the formal training that the employee educators receive (all other programs) :

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

The website URL where information about the program(s) is available (all other programs) :

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

"---" 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 :

Green Mountain College provides the opportunity for all employees to utilize a Department Care Reimbursement Account. This program permits employees to divert up to \$5,000 of their pre-tax yearly pay to a childcare fund to help minimize childcare expenses.

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

Employee Wellness Program

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

"---" 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 :

GMC's Wellness Center offers general counseling services, drug and alcohol counseling, and spiritual wellness services through the chaplain's office. These programs are available to all employees.

In addition, GMC provides a variety of well-being services to its employees. These include free admission to all yoga, dance, and other movement classes; smoking cessation classes; reduced fees for massage therapy and acupuncture; and installment payment plans for farm shares through GMC's Cerridwen Farm.

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

<http://www.greenmtn.edu/wellness.aspx>

Socially Responsible Retirement Plan

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

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

Does the institution offer a socially responsible investment option for retirement plans? :

Yes

A brief description of the socially responsible investment option for retirement plans :

GMC's TIAA-CREF retirement plan offers a plan called CREF Social Choice Account. According to the enrollment literature, "the fund invests in a diversified portfolio of equity, debt, and money market securities...[that are] included in the KLD Broad Market Social index which is a subset of companies in the Russell 3000 index screened to eliminate companies that do not meet certain social criteria."

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

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Shareholder Advocacy
Positive Sustainability Investments
Student-Managed Sustainable Investment Fund
Sustainable Investment Policy
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Beth Clarke

Sustainability Coordinator

Sustainability Office

Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

Does the institution have a committee on investor responsibility or similar body that meets the criteria for this credit?

:

Yes

The charter or mission statement of the CIR or other body, which reflects social and environmental concerns, or a brief description of how the CIR is tasked to address social and environmental concerns :

Formed in spring 2010, the Socially Responsibility Investment Advisory Committee (SRIAC) recommended that the Investment Committee of the Board of Trustees approve an initial investment equal to 10% of GMC's current endowment portfolio in a Socially Responsible Investment fund.

The board approved this investment and added to it again in 2011.

The SRI Advisory Committee charge is as follows:

Review the College's investment portfolio

and provide recommendations regarding socially responsible investment initiatives to the Investment

Committee of the Board of Trustees. The SRI Advisory Committee is chaired by the chief financial officer of the College and consists of two well-qualified students appointed by student senate and one faculty member appointed by the Faculty Council Executive Board and approved by the provost.

The Committee meets four times per year, once at the beginning of each semester and once toward the end of each semester, unless additional meetings are necessary. They review quarterly returns from the

investment portfolio and changes in the portfolio. On the basis of this review, they make recommendations to the Investment Committee

of the Board of Trustees for action. These recommendations may relate to increased transparency of the portfolio, divestment of certain securities, or positive and negative screening of investments.

The SRI Advisory Committee's objective is to assist the College in making investment decisions that reflect its environmental mission. A strategic implementation plan, proposed to the Investment Committees of the Board of Trustees, should be followed as closely as possible. In the case that SRI returns are not equal to or exceed non-SRI returns, alternative SRI funds are suggested.

The SRI Advisory Committee's deliberations should be guided in part by best practices in socially responsible investing, as identified by the Sustainable Endowments Institute and AASHE's sustainability tracking and rating system's investment section. The recommendations should be made public knowledge through the College newspaper, presentations, or a branch of the College website.

Members of the CIR, including affiliations :

Joe Manning, Vice President for Finance & Administration, Green Mountain College
Professor Frank Pauzé, Prof of Business and Economics, Director Resort Management Program
Harrison Rhodes, Student Senate Appointee
Dan Riley, Student Senate Appointee

Recent examples (within the past 3 years) of CIR actions :

The website URL where information about the committee is available :

http://sustainability.greenmtn.edu/leadership/social_responsibility/investment.aspx

Shareholder Advocacy

Criteria

There are two possible approaches to earning this credit.

1) Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but \$2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

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

Positive Sustainability Investments

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

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

Total value of the investment pool :

3000000 *US/Canadian \$*

Value of holdings in sustainable industries, such as renewable energy or sustainable forestry :

0 *US/Canadian \$*

Value of holdings in businesses selected for exemplary sustainability performances :

0 *US/Canadian \$*

Value of holdings in sustainability investment funds, such as a renewable energy investment fund :

0 *US/Canadian \$*

Value of holdings in community development financial institutions (CDFIs) :

0 *US/Canadian \$*

Value of holdings in socially responsible mutual funds with positive screens :

450000 US/Canadian \$

A brief description of the companies, funds, and/or institutions referenced above :

Green Mountain College has invested approximately 15% of GMC's \$3 million endowment in Portfolio 21, an environmentally screened global equity mutual fund. It is a fund that uses positive and negative screens, searching for companies that uphold environmental practices and excluding those that do not meet their criteria. "Portfolio 21 invests only in companies that are integrating intelligent and forward-thinking environmental strategies into their overall business planning. We designed Portfolio 21 to address the ecological risks and opportunities of the investment process in the 21st century" (

www.portfolio21.com

)

The website URL where information about the institution's sustainability investment activities is available :

http://www.greenmtn.edu/administration/business_office/our-endowment.aspx

Student-Managed Sustainable Investment Fund

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

Sustainable Investment Policy

Responsible Party

Beth Clarke

Sustainability Coordinator
Sustainability Office

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

Does the institution have a policy, practice or directive to consider the social and/or environmental impacts of investment decisions, in addition to financial considerations? :

Yes

A brief description of the sustainable investment policy :

POLICY FOR SOCIALLY RESPONSIBLE INVESTMENT

Introduction

Making investment decisions on the basis of social, ethical and environmental criteria is one of the ways in which Green Mountain College expresses its values. The Policy for Socially Responsible Investment (SRI) has been developed to ensure such values are taken into consideration as well as the values of maximizing our investment returns and diversifying our portfolio.

Green Mountain College's Values

According to its mission, Green Mountain College: "...fosters the ideals of environmental responsibility, public service, global understanding, and lifelong intellectual, physical, and spiritual development." In its investment decisions, the College avoids investments that compromise these ideals. Investment portfolio review that ensures accountability for financial returns and social responsibility is encouraged for the purpose of monitoring the College's upholding of its values and to provide an appropriate level of transparency regarding investment.

SRI Advisory Committee

The College has requested a SRI Advisory Committee to review the College's investment portfolio and provide recommendations regarding socially responsible investment initiatives to the Investment Committee of the Board of Trustees. The SRI Advisory Committee is chaired by the chief financial officer of the College and consists of two well-qualified students appointed by student senate and one faculty member appointed by the Faculty Council Executive Board and approved by the provost.

The Committee meets four times per year, once at the beginning of each semester and once toward the end of each semester, unless additional meetings are necessary. They review quarterly returns from the investment portfolio and changes in the portfolio. On the basis of this review, they make recommendations to the Investment Committee of the Board of Trustees for action. These recommendations may relate to proxy voting, increased transparency of the portfolio, divestment of certain securities, or positive and negative screening of investments.

The SRI Advisory Committee's objective is to assist the College in making investment decisions that correlate with its environmental and overall ethically responsible mission. A strategic implementation plan, proposed to the Investment Committees of the Board of Trustees, should be followed as closely as possible. In the case that SRI returns are not equal to or exceed non-SRI returns, alternative SRI funds are suggested.

The SRI Committee's deliberations should be guided in part by best practices in socially responsible investing, as identified by the Sustainable Endowments Institute and AASHE's sustainability tracking and rating system's [Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

investment section. The recommendations should be made public knowledge through the College newspaper, presentations, or a branch of the College website.

The website URL where information about the policy is available :

http://sustainability.greenmtn.edu/leadership/social_responsibility/investment.aspx

Investment Disclosure

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

"---" 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 :

Information about Green Mountain College's Investments are available online.

The website URL where information about investment disclosure available :

http://www.greenmtn.edu/administration/business_office/our-endowment.aspx

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

Beth Clarke

Sustainability Coordinator

Sustainability Office

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 :

Green Mountain College recognizes the importance of a strong relationship with the local community and the value that these interactions add to a liberal arts education. Many of these partnerships aim to enhance the social, economic and/or environmental dimensions of sustainability in our region. Partnerships include:

The Watershed Alliance

The Green Mountain College Watershed Alliance (GMCWA) is made possible through the University of Vermont Extension Program in partnership with the Rubenstein School for the Environment and Natural Resources, Lake Champlain Sea Grant, Poultney-Mettowee Natural Resource Conservation District and Green Mountain College. Through the Watershed Alliance Green Mountain students provide watershed education and water quality monitoring for Vermont middle and high school students and teachers, alternative education programs, and youth groups. The primary objective of the GMCWA is to increase awareness and knowledge of watershed issues amongst Vermont youth.

Poultney Energy Committee

The Poultney Energy Committee is a group of residents, town planners and Green Mountain College students working in collaboration with the Rutland Regional Planning Commission and other energy committees around the state. The Committee assists the Town of Poultney in improving energy efficiency.

The Poultney Energy Committee implemented the Vermont Community Energy Mobilization Project, VCEM, was an energy efficiency program facilitated by Efficiency Vermont and the Rutland Regional Planning Commission in conjunction with the Rutland County Energy Challenge. VCEM educated volunteers about energy efficient products and installation. Trained volunteers visited homes in Poultney, performed a free energy assessment, installed CFLs, low-flow shower-heads and other products, and informed homeowners about energy saving incentives to improve efficiency in their homes. VCEM's goal was to conduct 1,000 home energy visits resulting in 10 comprehensive home energy retrofits through the Energy Star Program.

Poultney-Mettowee Natural Resource Conservation District

The PMNRCD works with agricultural producers, landowners, communities, youth and the general public on

issues related to water quality and natural resource conservation in the watershed areas of the Poultney and Mettowee Rivers in Vermont. The District Manager works closely with GMC to employ interns from Environmental Studies and Natural Resources Management programs as well as the GMC Watershed Alliance. The PMNRCD hosts an annual Eco-Exposition at Green Mountain College, which is attended by over 500 students from 5th and 6th grades in the Poultney-Mettowee Watershed. School teachers enroll their students in a series of activities in the afternoon, during which they watch or participate in presentations by Green Mountain students, professors, and other local environmental experts. The day concludes with a large presentation for the entire group of local students, and is coordinated by many groups on and off campus, including the biology seminar and biology club. Students participate in workshops on topics such as endangered species, animal tracking, slate, reptiles and amphibians and soils.

Vermont Campus Compact

Green Mountain College has had a strong partnership with Vermont Campus Compact for years. A number of students have volunteered as Americorps VISTA's or SERVE members at GMC, earning education awards and professional experience while strengthening GMC connections throughout the community.

Poultney Earth Fair

The Annual Poultney Earth Fair is held on Earth Day at Poultney High School. Planned in partnership between GMC, Poultney schools, and the local community, the themes focus on promoting sustainability. Themes include: "Affordable Green," "Growing Green Together" and "Old Ways, New Days." Participants include representatives from organizations such as Central Vermont Public Service, Merck Forest, Northeast Organic Farming Association, Poultney-Mettowee Natural Resource Conservation District, Slate Valley Museum, Rutland Area Farm and Food Link, Vermont Fish and Wildlife and The Nature Conservancy.

Cerridwen Farm and Community Supported Agriculture

Green Mountain College's Cerridwen Farm runs a CSA that is open to all members of the community. This program supports the local, student-run farm and ensures that a vital part of Vermont's farming history is maintained.

Service Learning

Students in every field of study contribute to service-learning efforts each year, in projects ranging from environmental research and restoration, to teaching elementary-school students about outdoor living skills.

Examples of projects include:

Recycling Sign Installation- Voices of Community

Posters for Community Partners- Graphic Communication

The Nature Conservancy Clayplain Restoration- Environmental Science

Bowls For Hunger- Ceramics

Rutland Area Farm and Food Link's (RAFFL) Locally Grown Guide Mapping Project- GIS

Senior Outreach Program of the Poultney Food Shelf "Food Histories" Project- Food, Society, and the Environment

The website URL where information about sustainability partnerships is available :

<http://sustainability.greenmtn.edu/leadership/partnerships/partners.aspx>

Inter-Campus Collaboration on Sustainability

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

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 :

NEW 2011-2012:

- Provost Dr. William Throop has written a chapter for Re-imagining Higher Education: Stories and Strategies for Sustainability to be published by MIT Press. The volume includes over 20 chapters on sustainability topics in higher education. Dr. Throop's contribution is "From Environmental Advocates to Sustainability Entrepreneurs: Rethinking General Education." The chapter describes how the Green Mountain community initiated a re-visioning of the 37-credit ELA program.
- "Achieving Climate Neutrality by Building Local Partnerships: Local and High Quality Offset Purchasing" Sustainability Coordinator Amber Garrard. AASHE Conference(2011)
- "The NSSE Sustainability Education Consortium: First Year Report" Provost William Throop. AASHE Conference (2011)
- Professors. Meriel Brooks (biology), Karen Fleming (business), and Provost Bill Throop (philosophy, environmental studies) made presentations at the XVIII International Conference for the Society for Human Ecology, April 20 – 23, 2011. Fleming contributed "Building a Sustainable M.B.A. Program" to a session on business, which also included a presentation from College of the Atlantic. Brooks participated in an international panel on New Directions in Human Ecology Education, and Throop gave a presentation entitled "Whose Minds?: Academic Neutrality and the Transition to Sustainability."

Original Submission:

Green Mountain's Climb to Climate Neutrality, White Paper published in Climate Neutral Campus Report, Kyoto Publishing, 2009

AASHE Conference (2010):

"Solar High Tunnels: Food Production & Renewable Energy" Prof Lucas Brown

"Putting it all together, Renewable Energy inside & outside the classroom" Sustainability Coordinator Amber Garrard

"Strengthening Social Sustainability: The Role of Higher Education." International Conference on Human Ecology at the University of Manchester in the United

Kingdom, June 29 – July 3, 2009., presentation by William Throop, Provost
"Promoting Global Citizenship through Campus Sustainability Initiatives," Fostering Global Citizenship
Conference, World Learning, October 4, 2009, presentation by Amber Garrard, Sustainability Coordinator
National Wildlife Federation Campus Ecology Case Study 2009: Biomass Facility, Solar Thermal Hot Water
System on Campus Farm

The names of local, state, regional, national, and other campus sustainability organizations or consortia in which the institution participates and/or is a member :

NEW 2011-2012:

- Provost and Vice President of Academic Affairs Dr. William Throop was elected chair of the board of directors of the Association for the Advancement of Sustainability in Higher Education (AASHE)
- President Dr. Paul Fonteyn appointed chair of the board of the director of Vermont Campus Compact.
- President Dr. Paul Fonteyn has been elected to the ACUPCC steering committee.

Original Submission:

Vermont Campus Sustainability Network

GMC is a member of the VCSN steering committee and is actively engaged with other institutions to provide collaborative educational opportunities that promote sustainability throughout the state of Vermont.

Northeast Campus Sustainability Consortium

GMC serves on the steering committee of this regional organization.

AASHE

GMC has been a member of the Association for the Advancement of Sustainability in Higher Education since 2007 and Provost William Throop sits on AASHE's Board of Directors.

Vermont Campus Compact

Green Mountain College has had a strong partnership with Vermont Campus Compact for years. A number of students have volunteered as Americorps VISTA participants or SERVE members at GMC, earning education awards and professional experience while strengthening GMC's connections throughout the community.

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

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

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

http://www.greenmtn.edu/travel/eco_league.aspx

Sustainability in Continuing Education

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

Criteria

Part 1

Institution offers continuing education courses that are focused on or related to sustainability.

Courses that can be taken for academic credit are not included in this credit. They are covered by the *Curriculum* subcategory.

Part 2

Institution has a sustainability-related certificate program through its continuing education or extension department.

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

Does the institution offer continuing education courses that are focused on or related to sustainability? :

No

Number of sustainability continuing education courses offered :

Total number of continuing education courses offered :

Does the institution have a sustainability-related certificate program through its continuing education or extension department? :

Yes

A brief description of the certificate program :

In the fall of 2009, Green Mountain College introduced the Renewable Energy and EcoDesign (REED) certificate, an undergraduate program designed to help students explore the renewable energy and green building fields. It reflects the same characteristics as GMC's award-winning Environmental Liberal Arts curriculum: the program is field-based and interdisciplinary.

REED program benefits include:

* REED certification, a valuable credential for a career in the renewable energy and green building fields;

* A program that has been designed in part for students desiring continuing education in REED fields.

- * Mentoring by expert GMC faculty and leading practitioners in the EcoDesign and renewable energy fields;
- * A hands-on practicum that allows you to practice classroom theory in real-world projects;
- * Preparation for two national standards exams—Leadership in Energy and Environmental Design (LEED) and the North American Board of Certified Energy Professionals (NABCEP).

Green Mountain College is small enough that we do not have a distinct continuing education department, but we have offered the REED certificate to continuing education students.

Year the certificate program was created :

2009

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

<http://www.greenmtn.edu/reed.aspx>

Community Service Participation

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

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:

On average, there are about 30 courses (or about 10-12 percent of all courses) every year with service learning content, and if one includes the broader definition/parameter of community service, anywhere between 50-60% of all GMC students are engaged in some form of community service/service learning academic activities.

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

The number of students engaged in community service :

350

Total number of students, which may exclude part-time, continuing education and/or non-credit students :

650

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

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

Community Service Hours

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

Criteria

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

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

Submission Note:

GMC estimates that an average student devoted around 15 hours to some form of community service

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

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

5565

Total number of students, which may exclude part-time, continuing education and/or non-credit students :

650

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

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

Sustainability Policy Advocacy

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

Criteria

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

The policy advocacy must be done by the institution, not by students or a student group.

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

Has the institution advocated for federal, state, and/or local public policies that support campus sustainability or that otherwise advance sustainability? :

Yes

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

In October, 2009, GMC President Paul Fonteyn initiated a letter addressed to Senator Bernie Sanders that was supported by 15 Vermont college and university presidents. The letter asked Senator Sanders to offer an amendment to the Senate climate legislation to dedicate one percent of emissions allowance revenues to education at all levels to prepare the American people for the clean energy economy.

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

Trademark Licensing

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.

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

Graduation Pledge

Responsible Party

Beth Clarke

Sustainability Coordinator

Sustainability Office

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

Does the institution administer a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions? :

Yes

A brief description of the graduation pledge program :

The Conservation Psychology (ELA 2027, sp '11) class created a graduation sustainability pledge for the 2011 graduating class. Graduating seniors in the class drafted the text based partly on Aldo Leopold's Land Ethic. They wanted to bring the GMC experience full circle while also emphasizing a commitment to making decisions throughout life that consider environmental, economic and social aspects of sustainability consistent with the GMC mission. The rest of the class helped organize logistics and craft the message before it was shared with the entire senior class for additional comments.

While there are other models of graduation pledges (with one commonly used by a number of other academic institutions), GMC students wanted to create a pledge that is less generic and more home-grown. In addition, students made key chain reminders of the pledge for anyone who signed (funded by Alumni relations).

Over one hundred graduating seniors signed the large (re-used) banner expressing the pledge during Earth Week and at the senior brunch following graduation rehearsal. The Banner was hung in Withey Hall on graduation day. The sustainability pledge reads as follows: I pledge to be conscious of and active in preserving the integrity and beauty of the biotic community. I will strive to embody Leopold's land ethic by viewing land as a community and consider environmental, social, and economic aspects of sustainability in my decisions and actions throughout life.

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

Community Service on Transcripts

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

Farmers' Market

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

"---" 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 :

Cerridwen Farm, located on the Green Mountain College campus, hosts a famers' market on campus during the fall months to sell produce grown by the students. The farm also sells produce occasionally at the Poultney Farmers Market held on Thursday mornings, June-September.

The website URL where information about the market is available :

http://www.greenmtn.edu/farm_food/food.aspx

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Responsible Party

Beth Clarke

Sustainability Coordinator
Sustainability Office

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
 - 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
 - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
 - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
 - 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
 - 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
 - 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
 - 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
 - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
 - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
-

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

A brief description of the innovative policy, practice, program, or outcome :

NEW 2011-2012:

Rutland County Suitability Projects

Green Mountain College has significantly enhanced its outreach into the community this year with the following new innovations:

- GMC has secured \$800,000 for the renovation of building on the corner of campus which will serve as a community resource center. Renovations are expected to be completed in fall 2012.
- A Geographic Information Systems (GIS) lab which will serve the region will be established.

- The college is pursuing a 150 kw Solar project and has moved through the planning stages. Implementation is planned for fall 2012
- Completion of the OVal (Occupy Vacant Lots) shed, designed and constructed by GMC students, now houses the Champlain Valley Native plant nursery. Plants grown in the native nursery will be used to reforest watershed buffers.
- The Green Mountain College Farm & Food Project received a \$100,000 grant from Jane's Trust to research the market potential for charitable organizations for flash-frozen products, using a mobile flash-freeze unit provided to the College and several regional collaborators by the Vermont Agency of Agriculture.
- Another part of the carbon neutrality achievement is the local sourcing of woodchips for the biomass plant. GMC and the Hubbard Brook Research Foundation (HBRF) collaborated on a plan called the Poultney Woodshed Project to fuel the College's new biomass facility from local sources of sustainably harvested woodchips.
- Stone Valley Community Market.

Original Submission:

The Stone Valley Community Market, an innovative college/community collaboration, opened in June, 2011 on Main Street in Poultney. Initiated as a student project and completed by a large team of community partners, faculty and students, this cooperative market is a visual reminder of the many ways in which the town and the College are integrated.

Before the Stone Valley Community Market opened, there was no food co-op in town. Townspeople and the campus community recognized the need for a place where consumers could buy fresh, local food. The project got

a big boost from a U.S. Department of Agriculture Rural Development grant, thanks to the efforts of the Market's board of directors and Poultney town manager Jonas Rosenthal. GMC President Paul Fonteyn and his wife Marsha also provided both public support and financial assistance: The Fonteyns paid for the property, the former site of DiMaio's Brown Bag Gourmet. This purchase, along with favorable lease terms, was a time-saver for the local organizers, who had originally planned on undertaking the daunting task of selling shares to purchase the building in a difficult economy.

The Fonteyns purchased the building as interested citizens of the town, and to help provide an opportunity for students to not just volunteer time in an established organization, but to get involved at a grassroots level in construction and renovation, and learn firsthand about marketing and managerial considerations of a new, community-based enterprise.

GMC students and staff, area residents and businesses worked side-by-side to bring the project to fruition. Students in GMC Prof. Lucas Brown's design & build class developed initial floor plans of the building, and Prof. Brown worked with the Market's building committee to oversee construction. Downtown business Williams Hardware donated the shelving, and several local residents provided tables and chairs, as well as items for a children's play area. Professor Karen Fleming's MBA marketing class invited Julia Riell, the co-op's general manager, to speak with them about marketing plans for such a project. Residents of SAGE Hall collectively volunteered their time to work on market renovations.

The result is a thriving food cooperative in Poultney which provides access to healthy food in a rural area and a market outlet for local producers, and a renewed sense of campus-community partnership.

A letter of affirmation from an individual with relevant expertise :

[Fonteyn Coop letter final_1.pdf](#)

The website URL where information about the innovation is available :

http://sustainability.greenmtn.edu/climate_neutrality/building_partnerships/svcm.aspx

Responsible Party

Beth Clarke

Sustainability Coordinator
Sustainability Office

Criteria

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-

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

A brief description of the innovative policy, practice, program, or outcome :

The Green Job Corps (GJC) is an innovative program designed to educate students about how to apply triple bottom line thinking in an organization while also enhancing campus sustainability in a holistic manner. In 2010, the GJC incorporated 52 campus jobs, including Farmhands, Tour Guides, Resident Assistants, GreenMAP employees, Natural Areas Crew, Recycling Crew and Compost Coordinators. Special management positions are available in some departments for student workers who want to improve their leadership and management skills. Trainings in 2010-2011 included the following:

[Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

- Fall training: 52 students attended 1.5hr workshop to learn about triple bottom line, understand and share how their department promotes it. They also participated in department and cross-department goal setting for 2010-2011.
- Late fall manager meeting: 7 student managers and staff supervisors attended workshop to report on challenges, achievements from the fall semester, and set goals for spring semester.
- GJC student evaluation initiated fall 2010 to assess understanding and application of triple bottom line principles in their positions.
- Spring 2011- Peer Leadership Training session for all student managers, collaborative Earth Week Project, Resume building session for all student managers, End of the Year Celebration

Benefits to students:

- Deeper understanding of sustainability at GMC & how they play a role in enhancing the mission of the college
- Skills in communicating with other departments & cross-departmental collaboration
- Workshops on self-marketing provided by Career Services

For Managers:

- Leadership, project development & management skills
- Additional pay & motivation to excel
- Resume builder

A letter of affirmation from an individual with relevant expertise :

[AASHE_STARS Green Mountain College Green Jobs Corp Innovation Point.pdf](#)

The website URL where information about the innovation is available :

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

Innovation 3

Responsible Party

Beth Clarke

Sustainability Coordinator
Sustainability Office

Criteria

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-

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

A brief description of the innovative policy, practice, program, or outcome :

Green Mountain College offers a unique educational opportunity for students interested in studying about agriculture and sustainability. Housed in the newly renovated Solar Harvest Center, the GMC Farm and Food Project uses its 22-acre farm located on the Green Mountain campus not only to grow food for the dining hall and, teach students how to raise animals and organic vegetables, but also to explore the concept of fossil-fuel free farming through sophisticated research methods in a new ten-year research project. Students learn to drive the team of oxen to till the fields, use solar energy to heat water, and explore the possibilities of passive building design. Students also voted to utilize \$10,000 of their own campus greening funds to install a new [Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

walk-in freezer/fridge unit that will support the college's local purchasing efforts.

A key component of this program are the educational opportunities, including the new Sustainable Agriculture undergraduate major, a 12-credit summer farm intensive, and a new online Masters of Sustainable Food Systems program. These are described in more detail in points ER 10 and 11.

Innovative and new initiatives include research on the market potential and possible charitable food system use of flash-frozen products in the Northeast, thanks to the three-year donation of a state of the art mobile flash-freeze unit from the VT Agency of Agriculture. The research associated with the flash-freeze unit--linked to the processing capacity of the new certified commercial kitchen on the farm--is a collaboration between GMC, RAFFL (Rutland Area Farm & Food Link), and the Poultney Mettowee Natural Resources Conservation District. This research is focusing on strategies to build the capacity and strength of the Rutland area food system and the local agricultural economy.

The Farm and Food Project has been recognized for its innovative efforts in sustainable agriculture and regional food systems, resulting in \$400,000 in grants in the past three years, including funding from the Windham Foundation to research solar-thermal root zone heating for season extension; a grant from the Yavanna Foundation to research fossil-fuel agriculture; funding from Duke Energy and the Pierson Family Foundation to renovate the Solar Harvest Center commercial kitchen; an award from the Jane's Trust to research the market potential for flash-frozen products; and funding to complete renovations of the Solar Harvest Center, including installation of an "lawn to garden" demonstration project.

A letter of affirmation from an individual with relevant expertise :

[AASHE innov LOS.doc](#)

The website URL where information about the innovation is available :

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

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

Criteria

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-

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

A brief description of the innovative policy, practice, program, or outcome :

Carbon Offset Selection Process

During the 2010-11 academic year, a large portion of the campus community participated in an innovative educational process for deciding what kind of carbon offsets to purchase to achieve climate neutrality.

Green Mountain College's Climate Action Plan (CAP) created in 2009 outlined steps to ensure reductions in institutional greenhouse gas emissions and set a climate neutrality date of 2011. After emphasizing the reduction of emissions, the CAP prescribed the purchase of carbon offsets to neutralize emissions that could not be minimized (e.g. commuting and institution-financed air

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travel).

The Campus Sustainability Council (CSC) chose 2011 for the climate neutrality date because it felt that GMC, as a national leader in campus sustainability, needed to lead by example and take immediate action to mitigate climate change. The motivating factors included a desire to encourage other institutions to also act quickly and to educate GMC students in methods of behavior change and institutional action needed to respond responsibly to a global crisis.

In the early months of 2010, the CSC developed a carbon offset purchasing policy. This document provided guidelines for how to select a qualified carbon offset provider for GMC to ensure offsets of high quality that fit the mission of the College and values of the GMC community. That fall, a subcommittee of the CSC was appointed to review potential offset providers, conduct phone interviews with candidates, and select three providers to bring to campus to give public presentations to the GMC community. The subcommittee chose a large and internationally recognized offset vendor, a provider based in Burlington, Vermont that offered local offset projects, and representatives from Central Vermont Public Service, GMC's utility provider, who offered to create a locally based project by certifying carbon offsets from methane capture and anaerobic digestion using their cow power program based on Vermont dairy farms.

These three providers varied greatly in the size of company and size and location of project types. All three were asked to do a public presentation for the campus community explaining their approach to offsets and descriptions of their projects. All members of the college community were invited to attend. Faculty members were encouraged to bring their classes or provide extra credit to participating students.

Feedback forms were given to all presentation attendees and asked community members to evaluate each provider and indicate strengths and weaknesses according to location of project, cost, social and economic benefits, and educational value. The provider's presentations were made available following each presentation for review. In addition, representatives from the Sustainability Office spent two days following the presentations tabling outside the dining hall during lunch to answer questions and solicit additional feedback.

This feedback was compiled by the Sustainability Office and shared with the CSC. Upon analyzing the results, it became apparent that social and economic benefits were the highest priorities to the GMC community, followed by the ability to visit and interact with site providers and directly engage in academic endeavors related to offset purchases. In addition, the community indicated a strong need to align institutional values with the values represented by the projects themselves and the companies providing the offsets. The CSC shared the perceived strengths and weaknesses of each provider with Cabinet for a final decision.

The Decision & Rationale:

The American College and University President's Climate Commitment (ACUPCC) specifies that institutions should achieve climate neutrality by reducing or offsetting direct emissions created on campus (Scope 1), emissions associated with purchased electricity (Scope 2), and emissions from commuting and from air travel paid for by the institution (Scope 3). Green Mountain College has also chosen to include emissions from solid waste in its Scope 3 assessment.

The ACUPCC Voluntary Carbon Offset Protocol provides guidelines for determining high-quality offsets through the following principles: "emissions reductions should be real and tangible; additional; transparent; measurable; permanent; verified; synchronous; registered; and retired." It was important to the CSC that all offset projects supported each principle to ensure that offsets purchased were high quality.

**Green Mountain College needed to offset 2,729MT of CO₂e in 2011 in order to achieve climate neutrality (546MT scope 1, 878MT scope 2, 1,305MT scope 3). We have purchased close to 5,000MT of offsets from CVPS Cow Power Program for 2011 which is 54.58% more than necessary.

A letter of affirmation from an individual with relevant expertise :

[Offsets Innovation letter_ Bill Throop.pdf](#)

The website URL where information about the innovation is available :

[Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

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

Beth Clarke
Sustainability Coordinator
Sustainability Office

Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

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

Does new student orientation include presentations, speakers, or skits that address sustainability and take place in large venues that most or all first-year students attend? :

Yes

Provide a brief description of the presentations, speakers or skits :

GMC's "green" orientation plays an integral role in instilling the message of sustainability in new students and introduces them to the values and mission of the college. Since declaring its environmental mission in 1995, GMC has been striving to be a model of sustainability. Our orientation program encourages active student involvement in improving social, environmental, and economic sustainability on campus and in the region. It also introduces students to GMC's prior accomplishments and what we need to do to sustain these, such as the College's systemic approach to climate neutrality using behavior change, energy efficiency, adoption of clean energy, and purchase of local carbon offsets.

Orientation activities and presentations include:

1. A walking tour, led by GMC's sustainability coordinator, of new sustainability projects on campus: On the tour, the students are introduced to the history of student activism as well as the strategies used to create a more sustainable campus. Tour destinations include the new biomass facility and SAGE Hall (a LEED Gold certified residence hall) as well as the campus farm and past Student Campus Greening Fund projects.
2. During orientation and open houses students are introduced to the highly visible and interactive energy dashboard located in the student center. The energy dashboard is a window into how energy is produced and used on campus. The touch screen allows users to explore historical and real time energy usage across campus. The dashboard reflects the new energy management system installed in 2011. The idea for this energy dashboard stemmed from student interest, and the dashboard was partially funded through a Student Campus Greening Fund grant.
3. An introduction on methods to reduce waste: New students receive a re-usable gift, such as coffee mugs, bamboo cutlery or water bottles, t-shirts made of 100% organic materials that display messages about campus sustainability, or biodegradable laundry totes made of 100% organic cotton, printed with the Campus Programming Board's Fall activities calendar.
Instead of balloons, streamers, or other decorations, new students receive fresh cut flowers from the campus farm in their dorm rooms

4. A sustainability convocation: Convocation speakers present ideas and topics that support GMC's triple bottom line: to enhance the social, economic and environmental impact of sustainability initiatives on campus and beyond. Dr. Karen M. Emmons, associate dean for research and professor of society, human development, and health at the Harvard School of Public Health was the 2011 speaker. The title of her talk is "The Imperative to Reduce Health Disparities." In 2010, Rita McCaffrey, founder and former executive director of Dismas of Rutland addressed regional social sustainability issues. In 2009 activist & author Lois Marie Gibbs, who helped establish the Superfund site legislation of EPA, spoke about environmental justice and sustainability.

5. A guide to energy saving tips and green living created by Eco-Reps.

6. Skills workshops to acclimate students to campus and to teach them about various sustainable behaviors and practices (e.g. composting, recycling, and carbon footprint, make your own laundry detergent, soap making).

7. Local entertainment. Local performers are selected to minimize the carbon footprint from travel. Playfair events give incoming students a chance to look at sustainability on a personal level and consider how it relates to their social interactions and campus living.

8. Paperless communication & registration

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 :

The Green Job Corps (GJC) is an innovative program designed to educate students about how to apply triple bottom line thinking in an organization while also enhancing campus sustainability in a holistic manner. Resident Assistants positions are one of 52 campus jobs included in the GJC. RAs play a critical role in fostering a culture of sustainability across campus.

The Sustainability Coordinator conducts a training session on campus sustainability for all RAs. The RAs are required to hold at least one program on sustainability for the residents of their floor. Some examples RA floor programs include: Growing and Caring for Plants, Yogurt Making, Mending and Patching, Local Food Sampling, Sustainable Christmas, Floor-Wide Clothing Swap, Recycling, and Sustainable Living Efforts.

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 :

All Orientation Leaders are given training in campus sustainability and charged with "green" projects, such as recycling & composting skits, creating a map displaying how far new students travel to GMC and the environmental impact, or coordinating a day of service in the local community.

Scavenger Hunt. Students visit various offices on campus and other unique spots all decorated with facts about GMC's consumption of food, water, fuel, and paper products.

The President of the College sponsors a 16-mile ride for freshmen to encourage bike riding, followed by a spring “college community ride” that explores a portion of Vermont's Slate Valley.

Students participate in service learning activities in the community, e.g. work on local hiking trails for the conservation district to learn about the local ecosystem and sustainable practices.

Faculty-led discussions about sustainability through the Environmental Liberal Arts (ELA) curriculum and about the environmental mission of the institution through the core ELA "Images of Nature" course. Images classes meet with their instructors during Orientation to begin this process.

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 :

GMC 's ambitious waste diversion goal is featured during orientation. Student's are introduced to our new Power of Three™ closed loop recycling initiative in partnership with Casella Waste Systems, in which all GMC's used paper towel products are collected and then recycled into new paper towel and toilet tissue products for the college. The entire process takes place within a 50 mile radius of the college. GMC has several well established programs and initiatives focused on waste reduction. Bio-degradable plates, napkins, silverware and cups have long been used for the annual orientation BBQ. The 2011 BBQ was planned as a zero waste event.

Does the institution incorporate sustainability into new student orientation in other ways? :

Yes

Provide a brief description :

Green Move In, run by the Eco-Reps and sponsored by the Sustainability Office, takes place during Orientation Weekend and uses materials collected in the spring semester's Green Move-Out. This program allows students to compile non-trash items in each building's lounge. These items are then sorted to be donated to thrift stores or stored to give to incoming students in the fall. Items that were stored over the summer are displayed with signage in front of the Student Center and new and returning students are encouraged to come and take/buy what they need. This effort has minimized the purchase of new items like furniture, mini-fridges, televisions, kitchen and school supplies, and storage units that are purchased new to bring to school. This also provides Orientation Leaders and Eco Reps with an opportunity to inform new students about the Free Store and Office Freepo located on campus and other waste reduction efforts. After upper-class students return, a club fair introduces new students to the wide range of opportunities for students to get involved in sustainability outside of the classroom. For example:

Vegetarian and Vegan Club: The primary purpose of the Veggie Club is to provide vegetarian meals in a cooperative environment and to engage the campus community in learning about the benefits of a vegetarian lifestyle. The club is dedicated to helping educate vegetarians attending GMC on nutrition and cooking, to exploring a diversity of meatless cuisine, and providing meals in a community setting for vegetarians and non-vegetarians alike. Veggie Club aims to promote the vegetarian lifestyle at GMC through campus events, educational activities, and most importantly meals.

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

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

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

Club Activism: The mission of Club Activism is to promote awareness and education regarding local and global sustainability issues to both the Green Mountain College campus and local communities through educational documentaries, non-violent direct actions, and awareness-raising events.

Herbal Tribe: Herbal Tribe promotes the use of the knowledge on herbal remedies for practical purposes and to help educate the community about the health benefits of herbs.

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

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 :

Every GMC student is exposed to the relationship between food and sustainability. This learning begins during orientation and continues through the completion of ELA course requirements and through educational displays in the dining hall. For students who wish to further expand their knowledge of eco-positive food choices, Green Mountain College offers a unique educational opportunity for students interested in studying about agriculture and sustainability. Green Mountain College's Sustainable Agriculture & Food Production program shows students how to take part in the current food revolution that is transforming farming and how we view food. In the Sustainable Agriculture & Food Production program, agriculture and food systems are presented through the lenses of history, anthropology, the natural sciences, philosophy, business, economics, and art. The following courses serve as an example of some of the course offerings:

Fundamentals of Organic Agriculture

Farming Skills Intensive

Food Preservation

Biodiversity Issues in Agriculture: Seeds & Trees

Biodiversity Issues in Agriculture--Livestock

Sustainable Regional Food Systems

Sustainable Development: Theory & Policy

Animal Ethics

Food Preservation

Animal Husbandry

Advanced Organic Agriculture

Sustainable Farming Systems

Advanced Topics in Sustainable Agriculture

A History of Agriculture: Civilizations, Technology & the Environment

Integrated Farming Systems

Agroecology in the Alps

Appropriate Technologies in Agriculture

In addition the college offers a 12-credit summer semester farm intensive, and a new online Masters of Sustainable Food Systems program.

Are students educated in dining facilities about how to make eco-positive food choices? :

Yes

Provide a brief description :

Learning takes place in many different venues at GMC and the dining hall is included in the list of learning laboratories. Chartwells Dining Service at GMC has recently been awarded Green Restaurant Certification through the Green Restaurant Association. Chartwells achieved 142.58 points on the assessment, well above the required 100 points. Certification was based on the implementation of environmental steps in a variety of categories which included disposables, energy, food, furnishing and building materials, pollution and chemical reduction, waste, and water.

In the Fall of 2012 students will have the opportunity to collaborate with Chartwells to plan, implement, and measure the success of a month long local meals program.

Additionally, signage for composting was created by the Sustainability Office; signs were placed in the dining hall above the trash and compost receptacles. These signs are used to prevent unwanted materials in the compost piles by informing students, staff, faculty, and visitors the proper procedures for separating compost contents and ensuring better quality of compost and less trash and waste.

Signage related to trayless dining and food conservation is provided by the college's food service.

Labels are put on food to designate locally sourced food and produce from GMC's Cerridwen Farm to encourage sustainable choices

Are students educated during orientation about how to make eco-positive food choices? :

Yes

Provide a brief description :

VT Bean Crafters, a local business producing black bean burgers and other local organic fare, participates in orientation to educate students on local, organic and sustainable food production.

Orientation leaders incorporate education about composting. Activities have included dressing up as fruit and educating new students about how to compost in the dining hall, or performing a trash audit of dining hall waste to show potential waste diversion.

Are students educated in other venues about how to make eco-positive food choices? :

Yes

Provide a brief description :

Cerridwen Farm offers opportunities to experience farm life. Ten percent of the student body volunteers on the campus farm and the majority of students participate in farm events. Produce is sold to the campus food service, at the campus farm stand, and through a CSA

program.

In 2011 the Sustainable Living floor, one of GMC's themed floors which is off the meal plan, received a Student Campus Green Fund grant to plant a garden in an under utilized space in the center of campus. This garden is both visually pleasing and also provides local food to the Sustainable Living floor and will be used as an educational outreach tool.

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 :

Housed in the newly renovated Solar Harvest Center, the GMC Farm and Food Project uses its 22-acre farm located on the Green Mountain campus not only to grow food for the dining hall, teach students how to raise animals and organic vegetables, but also to explore the concept of fossil-fuel free farming through sophisticated research methods in a new ten-year research project. Students learn to drive the team of oxen to till the fields, use solar energy to heat water, and explore the possibilities of passive building design. Students also voted to utilize \$10,000 of their own campus greening funds to install a new walk-in freezer/fridge unit that will support the college's local purchasing efforts.

Food and Beverage Purchases

Responsible Party

Beth Clarke

Sustainability Coordinator
Sustainability Office

Criteria

Institution provides details of its food and beverage purchases.

Submission Note:

Green Mountain College's Sustainable Food Purchasing Initiative (in conjunction with Chartwell's Dining Services) Tracking Methods & Results: STARS Submission: Dining Services July 2011. Green Mountain College has created what may be the most rigorous "sustainable food" assessment of any college in the United States. For the past five years, the College has tracked invoices for every single food purchase made for its dining operations during the academic year. Each year, faculty, staff, and students have worked to refine the methodology and the criteria utilized to categorize these purchases. As a result of this careful documentation and extensive research of its food sources, GMC has the ability to: 1. make precise claims as to the sustainability of the foods used in its dining services; 2. research options for increasing these food sources; 3. clarify the budgetary and sourcing challenges involved in furthering its sustainable food purchasing initiative. Each item purchased from every distributor is entered into a master spreadsheet. By analyzing this spreadsheet at the end of each academic year, Green Mountain College is able to determine the exact percentage of purchases that are organic and/or local (as defined by STARS, as well as other metric systems) with accuracy and precision. Green Mountain College is committed to sustainable agriculture and strives to serve local and responsibly produced foods in the dining hall whenever possible. In addition to offering a new masters program in Sustainable Food Systems, the College is nationally known for its major in Sustainable Agriculture & Food Production, an academic program that offers students the opportunity to work on the college's on-campus farm. Through a combination of coursework and experience working on the farm, students are able to explore vegetable production, livestock management, development of farm infrastructure, and marketing techniques as they take part in producing some of the vegetables, eggs, and meats featured in the dining hall. Along with Chartwells dining services, students and faculty have long been exploring new ways to offer local, organic, and other sustainable food options. These efforts became more formal after a nine-credit block course, entitled "Food, Agriculture, and Community Development in the Northeast," was offered in the fall of 2006. Students and three faculty members wrapped up the course by developing a set of sustainable purchasing guidelines for the dining hall. In the 2009-2010 academic year, GMC's Chartwells dining services purchased \$6,425 dollars worth of produce and meat from the college farm to be served in the GMC dining hall. The purchase of five pigs raised by students on the college farm prompted a celebratory localvore feast which featured the pork and an array of seasonal vegetables and other Vermont products. In addition to sourcing ingredients from the college farm, Chartwells spent another \$84,974 in support of Vermont businesses. These sources included Vermont-based producers such as Thomas Dairy and Champlain Orchards and Vermont-based distributors and suppliers such as Black River Produce and Green Mountain Coffee Roasters. These purchases represented 16% of the College's total food purchases. The College also strives to support local businesses in purchases of non-food items such as linens and kitchenware. Green Mountain strives to increase sustainable purchasing and uses small-scale New England based distributors when logistically and financially feasible. In 2009-2010 Green Mountain College spent \$155,500 or 27% of the entire budget on products distributed by New England based companies such as Sid Wainer, Black River, Green Mountain Coffee Company. These companies are small and local, and as such can be more readily held accountable in terms of environmental and social responsibility than some of the larger and more inaccessible corporations. However, due to the college's careful documentation of its food sources, GMC recognizes that some of the products provided by these regionally-based companies do not meet STARS guidelines. To be precise, making the claim that 27% of the college's food budget is STARS certified would be

approximately 13% too high. Some other colleges seem to be less assiduous in their tracking and assessment and more readily inclined to categorize food items provided by regional distributors as STARS certified, regardless of the actual origin/processing location of those foods. \$84,974 includes all purchases from Black River Produce, Champlain Orchards, Green Mountain Coffee Company, Koffee Kup Bakery, Sid Wainer, & Son Specialty Foods, Thomas Dairy, Vermont Roots, and some purchases made using P-Card (credit card for Chartwells) and cash. Together with \$6,423.75 spent on produce from Cerridwen Farm, these purchases total \$91,219.94, or 16% of total purchases. \$155,500 or 27% of the total food budget was spent on products sourced from distributors that are based within 250 miles of the college. This number excludes third-party certified (organic, fair trade, etc) produce that was sourced from distributors based farther than 250 miles from the college. \$168,883.23 or 29.2% of the total food budget was spent on products sourced from distributors within 250 miles and third-party certified products that are sourced from distributors farther than 250 miles.

"---" 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 :

9.95

The percentage of food and beverage expenditures that were grown within 100 miles of the institution :

10.61

List what tool your institution is using to track this information (e.g. Center for Environmental Farming Systems or CBORD) :

Self tracked

List items procured for dining services from on-campus organic garden(s) :

Lettuce & Salad Greens

Basil, Beef, Beets, Broccoli, Cabbage, Chard, Collard Greens, Cucumbers, Eggplant, Eggs, Fennel, Garlic, Green Beans, Kale, Lamb, Leeks, Mutton, Onions, Pea Tendrils, Peppers, Pork, Potatoes, Radishes, Summer Squash, Sunchokes, Sweet Potatoes, Tomatoes, Turnips, Winter Squash

The percentage of total food and beverage expenditures spent by dining services to procure items from on-campus organic garden(s) :

1.17

List all Fair Trade certified items purchased :

Coffee

Confinement-Free Food Purchases

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

Criteria

Institution provides details of its confinement-free animal product purchases.

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

Type of cage-free / free-range eggs purchased :

Eggs

Percentage purchased :

100

Comments :

Percentage of whole eggs purchased

Type of confinement-free product purchased (1st product) :

Lamb and Mutton

Percentage purchased (1st product) :

100

Comments (1st product) :

Type of confinement-free product purchased (2nd product) :

Beef

Percentage purchased (2nd product) :

13.27

Comments (2nd product) :

Type of confinement-free product purchased (3rd product) :

Pork

Percentage purchased (3rd product) :

5.82

Comments (3rd product) :

Type of confinement-free product purchased (4th product) :

Percentage purchased (4th product) :

Comments (4th product) :

Vegetarian-Fed Food Purchases

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

Criteria

Institution provides details of its vegetarian-fed animal product purchases.

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

Type of vegetarian-fed product purchased (1st product) :

Eggs

Percentage purchased (1st product) :

100

Comments (1st product) :

Type of vegetarian-fed product purchased (2nd product) :

Lamb and Mutton

Percentage purchased (2nd product) :

100

Comments (2nd product) :

Type of vegetarian-fed product purchased (3rd product) :

Beef

Percentage purchased (3rd product) :

13.27

Comments (3rd product) :

Type of vegetarian-fed product purchased (4th product) :

Pork

Percentage purchased (4th product) :

5.82

Comments (4th product) :

Type of vegetarian-fed product purchased (5th product) :

Percentage purchased (5th product) :

Comments (5th product) :

Hormone-Free Food Purchases

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

Criteria

Institution provides details of its hormone-free animal product purchases.

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

Type of hormone-free product purchased (1st product) :

Poultry products

Percentage purchased (1st product) :

100

Comments (1st product) :

Type of hormone-free product purchased (2nd product) :

Lamb and Mutton

Percentage purchased (2nd product) :

100

Comments (2nd product) :

Type of hormone-free product purchased (3rd product) :

Dairy Products (includes milk, yogurt, butter, cheese, cream/half & half, sour cream, cream cheese, cottage cheese, ice cream)

Percentage purchased (3rd product) :

49.70

Comments (3rd product) :

Type of hormone-free product purchased (4th product) :

Beef

Percentage purchased (4th product) :

13.27

Comments (4th product) :

Type of hormone-free product purchased (5th product) :

Pork

Percentage purchased (5th product) :

5.82

Comments (5th product) :

Seafood Purchases

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

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

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (1st product) :

Icelandic Char

Percentage purchased (1st product) :

3.95

Standard used (1st product) :

Monterey Bay

Comments (1st product) :

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (2nd product) :

Icelandic Scallops

Percentage purchased (2nd product) :

2.05

Standard used (2nd product) :

Monterey Bay

Comments (2nd product) :

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (3rd product) :

Percentage purchased (3rd product) :

Standard used (3rd product) :

Comments (3rd product) :

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (4th product) :

Percentage purchased (4th product) :

Standard used (4th product) :

Comments (4th product) :

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (5th product) :

Percentage purchased (5th product) :

Standard used (5th product) :

Comments (5th product) :

Dishware

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

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? :

No

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? :

No

Provide a brief description. :

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

Criteria

Institution provides details about its energy initiatives.

Submission Note:

Implemented energy efficiency projects include:

- Biomass Cogen Facility
- Sage Hall renovation (LEED Gold)
- Window replacement in residence halls
- Gym Lighting
- Motion sensors installed
- Energy Dashboard
- WebCTRL control upgrades.
- Dorm attic weatherization

Green Mountain College has completed a comprehensive campus wide energy audit. The 2012 audit was utilized to generate an Energy Master Plan. Priority projects identified in the Energy Master Plan will be implemented to help GMC continue to reduce energy and resource consumption.

As part of Green Mountain College's continued commitment to achieving sustainability, and as part of The Sustainable Endowment Institute's national Billion Dollar Challenge, a \$30,000 green revolving loan fund has been established. The purpose of this fund is to provide an additional source of capital for projects that reduce the amount of energy used or resources consumed on campus.

"---" 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 :

100

The percentage of overall energy consumption reduced as a result of retrofits and renovations completed within the past three years :

19

The percentage of electricity consumption reduced as a result of retrofits and renovations completed within the past

three years :

6

The percentage of thermal energy consumption reduced as a result of retrofits and renovations completed within the past three years :

13

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 :

N/A

The combined gross square footage of all buildings that are ENERGY STAR labeled :

0

The names of all buildings that are ENERGY STAR labeled :

N/A

Energy Use by Type

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

Criteria

Institution reports its energy use by type.

Submission Note:

Green Mountain College is undertaking the installation and operation of a 150kw solar array which will provide the college with an additional 10% of its electricity.

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

The percentage of total electricity use from coal. :

The percentage of total electricity use from wind. :

The percentage of total electricity use from biomass. :

20

The percentage of total electricity use from natural gas. :

The percentage of total electricity use from solar PV. :

The percentage of total electricity use from geothermal. :

The percentage of total electricity use from nuclear. :

15

The percentage of total electricity use from hydro. :

The percentage of total electricity use from other. :

54

Provide a brief description. :

GMC purchases 54% of its electricity through Central Vermont Public Service's Cow Power program—a program that produces energy by burning biogas (methane) derived from cow manure and provides additional revenue for participating dairy farmers

The percentage of total energy used for heating buildings from coal. :

The percentage of total energy used for heating buildings from biomass. :

85

The percentage of total energy used for heating buildings from electricity. :

The percentage of total energy used for heating buildings from natural gas. :

The percentage of total energy used for heating buildings from geothermal. :

The percentage of total energy used for heating buildings from fuel oil. :

15

The percentage of total energy used for heating buildings from other. :

Provide a brief description. :

If cogeneration, please explain. :

GMC's 400-horsepower, combined heat and power (CHP) biomass plant shifts 85% of the College's past #6 fuel oil usage to biomass (4,400 tons of locally sourced wood chips), reducing its use of fuel oil from 230,000 gallons to 40,700 gallons per year.

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

Criteria

Institution provides details about its procurement efforts.

Submission Note:

Suppliers to the GMC Bookstore utilize biodegradable packaging material. As a result, 60% of the products received by the bookstore are packaged with this type of material. To further minimize waste, GMC re-uses boxes and packing material to mail outgoing packages.

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

The percentage of institutionally purchased appliances that are ENERGY STAR rated (of eligible appliance categories) :

92

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) :

11272.42

Does the institution's vendor code or policy require vendors to use less packaging? :

Yes

Bike Sharing

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

Criteria

Institution reports the number of bicycles available through bike sharing programs.

Submission Note:

The Green Bike Program, funded by the Student Campus Greening Fund, provides bicycles that can be checked out by students, faculty, and staff members with a Green Mountain College ID. A student-run bike shop on campus repairs bicycles and encourages ridership. Showers and locker facilities are provided to bicycle commuters in the Waldron Athletic Center. To promote bicycle use, in the spring of 2010, GMC established a Commuter Benefit Policy for its faculty and staff. Through this policy, all full-time employees are eligible to receive \$20/month reimbursement for expenses (e.g. clothing, repair and maintenance) incurred as a result of bicycle commuting. The President of the College each fall sponsors a 16-mile ride for freshmen to encourage bike riding, followed by a spring “college community ride” that explores a portion of Vermont's Slate Valley.

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

The number of bicycles available through bike sharing programs :

10

Water Initiatives

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

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? :

Yes

Provide a brief description of any bottled water ban or restriction :

Selling bottled water is restricted on campus. Athletes use reusable water bottles at home contests and practices. Three bottle filling stations have been installed. Bottled water coolers will be removed as more filling stations are installed.

Does the institution meter any of its non-potable water usage? :

No

The percentage of urinals on campus that are waterless :

0

Endowment

Responsible Party

Beth Clarke
Sustainability Coordinator
Sustainability Office

Criteria

Institution provides details about its endowment.

Submission Note:

The purpose of the Endowment is to support the College and its mission over the long-term. Accordingly, the primary investment objectives of the Endowment are to:

Preserve the real purchasing power of the existing principal by prudently investing capital into assets that are likely to preserve purchasing power.

Provide a stable source of perpetual financial support to Endowment beneficiaries in accordance with the College's spending policy.

Provide a stable, well-managed platform for future gifts from donors.

Green Mountain College has incorporated a new investment strategy into the endowment portfolio for the purposes of diversification and to honor the integrity of its environmental and ethically conscious mission. The Socially Responsibility Investment Advisory Committee (SRIAC) was established. The members of the committee are two students, one faculty member and the Vice President of Finance and Administration. The new committee recommended that the Investment Committee of the Board of Trustees approve an initial investment equal to 10% of our current endowment portfolio in a Socially Responsible Investment fund, specifically, The Portfolio 21 Fund. The recommendation was approved and implemented in June 2010.

In order to preserve the purchasing power of both principal and of withdrawals made available for spending, the long-term annualized total rate of return objective for the Endowment is inflation plus 5%. A minimum rate of return equal to the rate of inflation is required to preserve the real purchasing power of the Endowment, and the additional 5% is required to provide for spending. To satisfy its long-term rate of return objective, the Endowment relies on a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and from current yield (interest and dividends). Asset allocation guidelines and the investment manager structure should ensure adequate diversification in order to reduce the volatility of investment returns and preservation of capital.

As of June 30, 2011, our total Endowment funds were invested as follows:

\$2,477,891 Key Bank Multi-Asset Fund

\$347,894 Portfolio 21 Fund (Socially Responsible Investment Fund)

\$342,299 Citizens Bank Money Market Fund

\$3,168,084 Total 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 :

3168084 *US/Canadian \$*

Date as of :

June 30, 2011

Does the institution offer donors the option of directing gifts to an investment fund that considers environmental/sustainability factors? :

No

If yes, or if currently under consideration, provide a brief description :

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 :

8750000 *US/Canadian \$*

Provide a brief description :

6 million on combined heat and power plant, 1 million electrical, 1 million Sage Hall, 750,000 window replacement

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? :

No

Are investment managers provided with general guidelines that determine proxy votes on environmental and social resolutions? :

No

Are investment managers provided with general guidelines that determine proxy votes on corporate governance resolutions? :

No

Are investment managers provided with specific guidelines that determine proxy votes on environmental and social resolutions? :

No

Are investment managers provided with specific guidelines that determine proxy votes on corporate governance resolutions? :

No

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

Beth Clarke
Sustainability Coordinator
Sustainability Office

Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

Submission Note:

GMC is planning to add a service learning/sustainability staff line to further strengthen sustainability related outreach in course offerings.

"---" 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) :

4180

FTE staff on payroll :

1

FTE student intern/fellow :

1