



Middlebury College

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

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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 :

2532

Program name (1st program) :

Residential Sustainability Coordinators Program

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

2532

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

The Residential Sustainability Coordinators (RSCs) is a student organization focused on encouraging a culture of environmental awareness and sustainable living on campus. The group hosts "Candle-lit Dinners" in the dining halls every other week to raise awareness about energy conservation, regularly host sustainable snack nights where local and/or organic food is served and various sustainability topics are discussed. The RSCs also initiated a pilot composting program in first year dorms with the help of Facilities Services.

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

The program consists of 5 Head Residential Sustainability Coordinators (HRSCs), and about 20 volunteer first year Residential Sustainability Coordinators (RSCs). All participants submit applications including their related experience, why they are interested in the program, and why they think they would make a good RSC. The HRSCs are selected from the previous year's RSC groups.

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

At the beginning of the school year, all participants attend a workshop with the Director of Sustainability and the Sustainability Communication and Outreach Coordinator to discuss ideas of what sustainability means as well as to get an overview of sustainability efforts at Middlebury College and how the program fits into the larger picture. They also learn details about the structure of the program, resources available to them, and what is expected of them.

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

The program receives support from the staff of the Sustainability Integration Office (SIO). A portion of their budget comes through the SIO and the rest comes through the Student Government Association.

The website URL for 1st Program :

<https://sites.google.com/site/midrrscs/>

Program name (2nd program) :

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

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

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

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

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

The website URL for 2nd program :

Program name (3rd program) :

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

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

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

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

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

The website URL for 3rd program :

Program name (All other programs) :

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

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

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

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

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

The website URL for all other programs :

Student Sustainability Outreach Campaign

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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) :

Power Strip Challenge, Small Footprint Certification, Veguary

A brief description of the campaign(s) :

For Power Strip, teams of students competed to use the least amount of electricity over the course of two weeks. During the first week, participants did not change their normal behaviors and measured their baseline electricity usage. During the second week, they employed energy-saving techniques. Each team member tracked their individual energy use by plugging all of their electronic devices into a Kill-a-Watt meter. The team to reduce by the most kilowatt-hours won a prize of \$100 and \$25 Kiva gift cards.

In Fall of 2010, the Residential Sustainability Coordinators (RSCs) and the Sustainability Integration Office sponsored a Small Footprint Certification program. The RSCs performed checks of students' rooms and behaviors using a small footprint checklist. Based on how many of the checklist criteria were met, students were either not certified, certified at the basic level, or gold certified. Participants were entered in drawings for gift card to the campus bookstore.

Veguary was a campaign in February 2012 during which students were given information about the environmental, social, and health benefits of a plant-based diet and were asked to sign a pledge to eat vegetarian, pescatarian, or "flexitarian" for one week.

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

Together, all 10 teams conserved 108 kWh of electricity, which was an average reduction of 56 percent. Over 200 students were Small Footprint certified. Over 400 students signed the Veguary pledge.

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

Sustainability in New Student Orientation

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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 :

New student orientation includes an optional tour of key locations in Middlebury's sustainability infrastructure. These locations include the Biomass Gasification Facility, the Franklin Environmental Center at Hillcrest, the Materials Recovery Facility, and the Middlebury College Organic Garden.

During the Fall 2010 and 2011 orientations, the Sustainability Integration Office also sponsored a "Sustainability Fair" at which representatives from student organizations and administrative departments related to sustainability provided information to students about ways they could get involved in sustainability initiatives on campus.

Representatives from the Sustainability Integration Office are also present at the Academic Forum attended by all first years during orientation. At the Academic Forum, the representatives let students know about sustainability initiatives on campus and also invite them to attend the upcoming Sustainability Fair to learn more.

Beginning with the February 2012 orientation, new students were given a thumb drive with all of their orientation information rather than a folder containing over 20 printed fliers, along with information about the emphasis that Middlebury places on reducing paper waste and promoting reusable items (the thumb drives can be used by the students throughout their college career).

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

Sustainability Outreach and Publications

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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 :

Visitors to the main Middlebury web page can click on a prominently displayed "Sustainability" tab. The website consolidates information from the Environmental Studies program and the Sustainability Integration Office regarding Middlebury's building construction, renewable energy and energy reduction efforts, and recent sustainability news from our campus.

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

<http://www.middlebury.edu/sustainability/>
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Does the institution have a sustainability newsletter? :

Yes

A brief description of the sustainability newsletter :

The Franklin Environmental Center at Hillcrest sends out an annual newsletter that highlights student, staff, and faculty research in sustainability, brief bios of key figures in sustainability on campus, recent campus initiatives, and alumni news.

The website URL for the sustainability newsletter :

<http://www.middlebury.edu/academics/es/news/environmentalnews>

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

Yes

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

The Environmental Studies department publishes the titles of Senior theses online. These theses can be found in the Main Library.

An annual student research symposium also provides the opportunity for students doing research in sustainability as well as other disciplines to share their work.

Middlebury also has an online forum for discussion and dissemination of any any project that students or faculty choose to post to the site (

<http://blogs.middlebury.edu/middlab/>

). Each project is tagged by theme, so a visitor to the site can search for all listed projects that are related to sustainability among many other topics.

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

<http://www.middlebury.edu/academics/es/work/esseniortheses>

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

Yes

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

In the Franklin Environmental Center at Hillcrest, visitors can find signs outlining many of the features that qualified the building for LEED Platinum certification. A touch-screen monitor is also available for visitors to further explore the building's sustainability features.

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

<http://www.middlebury.edu/sustainability/design/franklin/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 :

Signs in Ross Dining Hall give an overview of where campus food comes from and the proportion of our food that is local. The Grille, an on-campus food retail operation, also has similar signage.

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

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

No

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

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

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

Yes

A brief description of the sustainability walking map or tour :

Middlebury has an interactive online campus map with information about many of the sustainability features on campus.

Additionally, during first year orientation, students are given the opportunity to go on a tour of our campus' key sustainability facilities (biomass plant, organic garden, etc.). The director of sustainability integration as well as trained students also give interested parties sustainability tours of campus upon request on average once a month.

The website URL of the sustainability walking map or tour :

<http://sandcat.middlebury.edu/comm/sites/sustainabilitytour/>

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 Sustainability website lists bus schedules, resources for bikers, Zipcar information, and ride-share information.

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

<http://www.middlebury.edu/sustainability/transportation>

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

Yes

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

The Sustainability website offers recommendations for how students live more sustainably. The site includes tips related to waste reduction, energy conservation, transportation, and other topics pertaining to sustainability. The Residential Sustainability Coordinators also conduct a Small Footprint Certification that gives first year students an idea of how they could live more sustainably on campus. All first year students also receive a flier about how to recycle on campus when they first arrive.

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

<http://www.middlebury.edu/sustainability/tools/footprint>

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 main newspaper at Middlebury, The Middlebury Campus, features a regular Op-Ed called "The Id and the Eco" as well as regularly covering other green news on campus and beyond. There is also an annual "Green Issue" dedicated entirely to topics related to environment and sustainability.

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.middleburycampus.com/>

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

Yes

A brief description of this material :

The Franklin Environmental Center at Hillcrest has a Facebook page used to update students, faculty, staff, and alumni about sustainability-related news and events at Middlebury.

The website URL for this material :

<https://www.facebook.com/MiddFECH>

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

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) :

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) :

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) :

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) :

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) :

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) :

A brief description of this material :

The website URL for this material :

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

"---" 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 :

Middlebury has many active student groups focusing on various aspects of sustainability, from environmental activism to food issues. Information about these groups can be found on a new blog called the Green Poodle.

Groups include The Sunday Night Group is an open-space forum for students to express their ideas and find support for initiatives concerning political, social, and environmental activism, a Student Government Association Environmental Affairs Committee, a student chapter of the US Green Building Council, a group called Sprout that brings environmental education to local schools, a group focused on increasing awareness about food issues called Eat Real, and several others.

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

In Spring 2011 as well as in previous years, the Sunday Night Group helped over 200 Middlebury students attend Power Shift, a youth climate movement conference in Washington D.C.

Eat Real had over 400 students (roughly 1/5 of Middlebury's student body) sign onto their "Veguary" pledge in to eat vegetarian, pescatarian, or flexitarian for the last week of February 2012.

Members from several of the groups initiated the creation of the "Green Poodle" blog to increase communication between the various groups on campus and to provide a central location to easily access information about all of the groups.

List other student groups that address sustainability :

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

<http://blogs.middlebury.edu/greenpoodle/>

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

"---" 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 Middlebury College Organic Garden (MCOG) is a student organization that maintains a 3-acre plot of fruits and vegetables. The produce grown at the garden reflects a balance between efficient, profitable crops and more labor intensive, less productive crops grown for educational purposes.

The website URL where information about the garden is available :

<http://www.middlebury.edu/sustainability/food/mcog>

Model Room in a Residence Hall

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

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

No

A brief description of the model room :

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

Themed Housing

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

"---" 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) :

Weybridge House demonstrates lived-activism in the collegiate setting, applying the goals and values of the Environmental Studies department outside of the classroom. Weybridge residents preserve (via freezing, canning and drying) and cook food from within the state of Vermont, hosting all-local dinners open to the College community four nights a week.

Beginning in Spring 2012 the Self-Reliance home that Middlebury students designed and built for the 2011 Solar Decathlon competition is also being used as sustainability-themed student housing for 3 students.

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

<http://blogs.middlebury.edu/self-reliance/>

The total number of residents in themed housing. :

13

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

"---" 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 :

There is a student-run bike shop for which students fix abandoned bikes and earn revenue by selling them at a bike sale every semester (

<http://www.middlebury.edu/sustainability/transportation/bikeshop>

) and a student-run cafe focused on providing healthy, responsible food options (

<http://middleburycrossroads.blogspot.com/>

).

A team of Middlebury students placed 4th in the 2011 Solar Decathlon competition sponsored by the Department of Energy and another group of students will also be competing in the 2013 competition. This competition not only involves designing and building a solar home, but also doing a great deal of fundraising and communication as well.

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

Sustainability Events

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

"---" 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) :

Environmental Studies hosts the Howard E. Woodin Colloquium Series every Thursday during the school year. Students, faculty, staff, and community members come together over lunch to hear from a broad range of speakers — faculty, alumni, environmental professionals, and students — as they cover a variety of conservation and environmental topics. Another sustainability event is the Scott A. Margolin Lecture in Environmental Affairs, an annual lecture with an interdisciplinary approach to the natural environment and human interaction with it. Environmental Affairs also hosts various sustainability-related speakers and film screenings throughout the year. There is also an annual Sustainability Summit that serves as a chance for everyone working on sustainability projects on campus to come together. Also, students who receive Sustainable Study Abroad Grants report on their projects at a symposium every semester.

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

<http://www.middlebury.edu/academics/es/news>

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

"---" 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 Middlebury Mountain Club (MMC) is Middlebury's largest and oldest student organization. The club is entirely organized and operated by students. The MMC sponsors and encourages Middlebury students to experience and enjoy the out-of-doors responsibly (using Leave No Trace principles), offering year-round activities throughout Vermont, the Adirondacks, and beyond. The Mountain Club's commitment to expanding access to outdoor adventure includes trips for all abilities, free equipment rental, and skill-building workshops. Additionally, the club hosts annual community events, sponsors environmentally-themed presentations and symposia, screens student-produced films, and publishes Beyond the Gap, a biennial journal of outdoor literature, poetry, and art.

Members of the MMC also lead OINK trips, which are outdoor orientation trips for incoming students.

The website URL where information about the program is available :

<http://middleburymountainclub.blogspot.com/>

Themed Semester or Year

Submission Note:

We do not have institution-wide themed years or semesters. However, there are certain centers on campus who have had sustainability-related themes for certain years. For example, the Center for the Comparative Study of Race and Ethnicity chose the environment as their theme for the 2010-2011 academic year.

"---" 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? :

No

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

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

The website URL where information about the theme is available :

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

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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? :

Sustainability curriculum relates to or focuses on topics and questions that address aspects of how to live within the regenerative capacity of the earth to meet the needs of present life generations without compromising the ability of future life generations to meet their essential needs as well.

Distinctions between relation and focus were made based on the definitions provided in the criteria for this credit:

Sustainability-focused courses concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.

Sustainability-related courses incorporate sustainability as a distinct course component or module or concentrate on a single sustainability principle or issue.

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

Yes

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

Course descriptions in the course catalog for Winter 2010 through Spring 2012 were reviewed to compile an inventory of sustainability related and focused courses using the definition given above. The review was performed separately by a student intern and an employee of the Sustainability Integration Office, then any discrepancies were discussed with the Director of Sustainability Integration to create the most consistent and accurate inventory possible.

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

Yes

The website URL where the sustainability course inventory is posted :

<http://www.middlebury.edu/sustainability/tools/courses>

Sustainability-Focused Courses

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

Criteria

Institution offers sustainability-focused academic courses.

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

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

The number of sustainability-focused courses offered :

55

The total number of courses offered :

1085

Number of years covered by the data :

Two

A list of sustainability-focused courses offered :

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

<http://www.middlebury.edu/sustainability/tools/courses>

A copy of the sustainability course inventory :

Sustainability-Related Courses

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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 :

225

The total number of courses offered :

1085

Number of years covered by the data :

Two

A list of sustainability-related courses offered :

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

<http://www.middlebury.edu/sustainability/tools/courses>

A copy of the sustainability course inventory :

Sustainability Courses by Department

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

Criteria

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

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

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

33

The total number of departments that offer courses :

46

A list of departments that offer sustainability courses :

Classics and Classical Studies
History
History of Art and Architecture
Philosophy
Religion
American Studies
Environmental Studies
Interdepartmental Courses
International Studies
Women's and Gender Studies
Writing Program
Chinese
French
Japanese
Spanish and Portuguese
English and American Literatures
Biology
Chemistry and Biochemistry
Geology
Mathematics
Physics
Economics

Education Studies
Geography
Political Science
Psychology
Sociology/Anthropology
Dance
Film and Media Culture
Studio Art
Student Lead Courses
italian

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

<http://www.middlebury.edu/sustainability/tools/courses>

A copy of the sustainability course inventory :

Sustainability Learning Outcomes

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

Criteria

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

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

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

The number of graduates covered by the sustainability learning outcomes :

44

Total number of graduates :

689

A list of degree programs that have sustainability learning outcomes :

The Program in Environmental Studies

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

A copy of the sustainability course inventory :

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

Learning Goals for the Environmental Studies Major:

Content:

Our students graduate with knowledge of the diverse human relationships to the environment, achieved through: breadth, depth, integration, commonality, creativity.

Our students share a common base of knowledge across the humanities, natural sciences, and social sciences.

Disciplinary depth of knowledge is balanced by breadth of knowledge across disciplines. Students integrate knowledge and methodologies across disciplines.

Our students gain a broad and deep knowledge of the American story of human-environment interaction. They also have the opportunity to compare these social and ecological relationships cross-culturally and globally.

Undergraduate Program in Sustainability

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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) :

Program in Environmental Studies

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

<http://www.middlebury.edu/academics/es>

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

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

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

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

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

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

Graduate Program in Sustainability

Criteria

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

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

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

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

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

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

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

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

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

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

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

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

Sustainability Immersive Experience

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? :

No

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

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

Sustainability Literacy Assessment

Criteria

Part 1

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

Part 2

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

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

Has the institution conducted a sustainability literacy assessment? :

No

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

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

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

A brief description of how the assessment was developed :

A brief description of how the assessment was administered :

A brief summary of results from the assessment :

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

Incentives for Developing Sustainability Courses

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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) :

Annual professional development workshops with stipends are available to all faculty, particularly non-Environmental Studies faculty, to develop and teach a new or revised course that incorporates sustainability concepts, principles, and issues.

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

Participants receive a stipend and the opportunity to engage with colleagues across disciplines for an extended period of time.

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

Jack Byrne

Director of Sustainability Integration
Environmental Affair

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 :

Sustainability research is related to or focused on topics and questions that address aspects of how to live within the regenerative capacity of the earth to meet the needs of present life generations without compromising the ability of future life generations to meet their essential needs as well.

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

Yes

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

The sustainability research inventory was compiled using a variety of sources. After obtaining a complete list of faculty members, we acquired information about faculty members' research from their Middlebury faculty webpage. Many faculty members' webpages contained little or no information about their research, so we also used the faculty grants lists (

<http://www.middlebury.edu/offices/support/grants/facgrant>

) and lists of recent faculty publications and achievements compiled by the President's Office. After collecting all of the information we could from the aforementioned sources, we contact Environmental Studies affiliated faculty members for whom we still did not have research information to request a summary of their research. Once all of this information was compiled, the Director of Sustainability Integration (DSI), the Sustainability Communication and Outreach Coordinator (SCOC), and a student intern individually went through the list and categorized research as sustainability research or not. The DSI and the SCOC then compared the three sets of results and discussed any research that they had disagreed upon in order to reach an agreement. Faculty members for whom research information was not available were assumed not to do sustainability research.

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

Yes

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

<http://www.middlebury.edu/sustainability/tools/courses>

Faculty Engaged in Sustainability Research

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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 :

109

The total number of faculty members engaged in research :

354

Names and department affiliations of faculty engaged in sustainability research :

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

<http://www.middlebury.edu/sustainability/tools/courses>

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

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

The website URL where information about sustainability research is available :

Departments Engaged in Sustainability Research

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affair

Criteria

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

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

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

The total number of academic departments that conduct research :

35

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

21

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

History
History of Art and Architecture
Philosophy
Religion
Chinese
French
Italian
Spanish and Portuguese
English and American Literatures
Biology
Chemistry and Biochemistry
Computer Science
Geology
Physics
Economics
Education Studies
Geography
Political Science
Psychology
Sociology/Anthropology

Dance

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

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

Sustainability Research Incentives

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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 :

Middlebury offers several incentives for sustainability research. Each year, the Fellowships in Environmental Journalism support one Middlebury College senior as well as other young journalists (both Middlebury and non-Middlebury graduates) as they work on a reporting project about humans' relationship with the environment. Middlebury College is also one of the schools who can submit nominees for the Compton Mentor Fellowship. Additionally, Environmental Council Grants often fund student research positions related to sustainability. Environmental Affairs also funds collaborative student and faculty research in sustainability, primarily through the Gretchen Reilly '60 Environmental Fund.

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

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

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

Yes

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

While the Environmental Council Grants do not directly fund faculty research, they fund student research positions, enabling faculty to have help with their sustainability-related research projects. Environmental Affairs also funds collaborative student and faculty research in sustainability, primarily through the Gretchen Reilly '60 Environmental Fund.

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

Interdisciplinary Research in Tenure and Promotion

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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 :

We do not have a formal policy regarding interdisciplinary research, but the interdisciplinary program directors and chairs contribute a letter for candidates during the promotion and tenure process that describes the value of their research in the field, which are regarded at the same levels as departmental letters.

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

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

Total building space that meets "Eligible Buildings Criteria" :

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

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

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

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

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

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

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

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

Building Design and Construction

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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
-

Submission Note:

We are still collecting data on this credit and will update it when we have a more complete data set. We do have green building guidelines that can be viewed at

http://www.middlebury.edu/media/view/59871/original/SustainableDesignGuidelines_07.pdf

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

New building space that meets "Eligible Buildings Criteria" :

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

New building space that is LEED Certified :

New building space that is LEED Silver certified :

New building space that is LEED Gold certified :

New building space that is LEED Platinum certified :

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

http://www.middlebury.edu/media/view/59871/original/SustainableDesignGuidelines_07.pdf

An electronic copy of the guidelines or policies :

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

November 2007

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 Franklin Environmental Center at Hillcrest

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.

Submission Note:

Middlebury does not monitor indoor air quality, but all occupants in all building space on campus are able to register concerns through a Facilities Services work order. All concerns brought up in this way are addressed.

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

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

Total occupied building space :

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

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

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

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

Criteria

Part 1

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

Part 2

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

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

The website URL where the GHG emissions inventory is posted :

http://rs.acupcc.org/search/?institution_name=middlebury&carnegie_class=%3F%3F&state_or_province=%3F%3F

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? :

No

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

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

Criteria

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

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

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

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

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

Scope 1 and 2 gross GHG emissions, 2005 :

26118.10 Metric Tons of CO2 Equivalent

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

10.56 Metric Tons of CO2 Equivalent

Third-party verified carbon offsets purchased, 2005 :

25.40 Metric Tons of CO2 Equivalent

On-campus residents, 2005 :

2455

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

1051

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

108

Scope 1 and 2 gross GHG emissions, performance year :

14768.90 *Metric Tons of CO2 Equivalent*

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

0 *Metric Tons of CO2 Equivalent*

Carbon offsets purchased, performance year :

551.50 *Metric Tons of CO2 Equivalent*

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

July 1, 2010 - June 30, 2011

On-campus residents, performance year :

2412

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

1124

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

110

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

July 1, 2010 - June 30, 2011

Air Travel Emissions

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

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

A brief description of the policies and/or programs :

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

Local Offsets Program

"---" 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? :

A brief description of the program :

The website URL where information about the program is available :

Dining Services

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

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

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

Food and Beverage Purchasing

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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) :

32

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

Middlebury College purchases food raised as close to the campus as possible. The College's food purchasing decisions are based on quality, quantity, availability and price.

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

<http://www.middlebury.edu/sustainability/food>

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

"---" 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 :

In 2007, the dining halls stopped making trays available to all students. Trays are still available to students with disabilities. Similarly, in retail services dining areas, trays are still available for students or guests with disabilities.

List the year the program was started :

Sept. 1, 2007

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

100

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

100

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

99

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

100

The website URL where information about the program is available :

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

"---" 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 :

At each lunch and dinner at least one entree is vegetarian. To accommodate our vegan and lactose intolerant diners, soy milk is available in all of our dining rooms. Each dining room also features a salad bar and a deli bar with different items daily, including fresh vegetables, daily specials and a variety of vegetarian and vegan spreads and sandwich fillings. Additionally, Dining Services operates on an “open kitchen” policy. Any student who needs specific/individual help with their meal (dietary need, choice, or allergy) can speak with one of our cooking staff to have a meal made custom for their needs. In the case of vegans, we often have complete protein grain based foods available. However, some may choose to have other foods stir-fried for them by our staff instead.

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

<http://www.middlebury.edu/studentlife/dining/works/diningrooms>

Trans-Fats

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

"---" 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 :

Our frying oils do not have trans fats.

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

Guidelines for Franchisees

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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

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

Yes

A brief description of the guidelines for franchisees :

Caterers used on campus are given the following guidelines about sustainability along with their contract:

1. Use large beverage containers instead of individual water bottles.
2. Limit landfill waste through careful set up and tear down planning. Use recycling and compost to minimize waste.
3. Recycle paper, cardboard, hard plastics (eg, bottles, plates, etc – no bags) .
4. Use recyclable (paper) table top “linens” or reusable linens rather than plastic. Use recyclable (paper) napkins or reusable napkins.
5. Work with Middlebury College waste services to coordinate recycling and compost appropriate for the event.
6. Provide recyclable (paper) take home bags.
7. Make organic option available.
8. Consider local providers and distance food traveled.
9. Provide vegetarian option.
10. Use foods with fewer processed ingredients, e.g. corn syrup.
11. Minimize Packaging.
12. Minimize water use.
13. Provide material to showcase sustainable efforts. Coordinate with Middlebury Sustainability office.
14. Provide sustainable options for all catering needs. (With increased costs highlighted.)

The website URL where information about the guidelines is available :

Pre-Consumer Food Waste Composting

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

"---" 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 :

A collaborative effort between Dining Services and Facilities Management turns nearly 300 tons of food waste into rich piles of compost for use in greenhouses and gardens, and as soil amendment on campus. Food prep scraps, waxed cardboard, paper towels, napkins and food prep waste paper is composted.

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

100

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

100

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

100

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

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

<http://www.middlebury.edu/sustainability/food/dining/waste>

PostConsumer Food Waste Composting

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

"---" 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 :

A collaborative effort between Dining Services and Facilities Management turns nearly 300 tons of food waste into rich piles of compost for use in greenhouses and gardens, and as soil amendment on campus. Postconsumer food residuals, waxed cardboard, and paper towels are composted. Plate waste (post consumer food residuals) is run through a pulper to remove excess water. All dining halls on campus compost postconsumer waste and all retail operations also have compost bins available.

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

100

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

100

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

100

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

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

<http://www.middlebury.edu/sustainability/food/dining/waste>

Food Donation

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

Does the institution donate leftover or surplus food? :

No

A brief description of the food donation program :

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

Recycled Content Napkins

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

"---" 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 of our napkins are 100% recycled content.

The website URL where information about the purchasing is available :

Reusable Container Discounts

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

"---" 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 :

Wilson Library Cafe and MiddXpress, the campus convenience store, charge \$1.55 for a small coffee and \$1.85 for a large, but only \$1.25 for coffee in any size reusable mug.

Amount of the discount offered for using reusable mugs :

0.60

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

"---" 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? :

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

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

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

Criteria

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

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

Total building energy consumption, 2005 :

21509474 MMBtu

Building space, 2005 :

2501036 Gross Square Feet

Total building energy consumption, performance year :

26202126 MMBtu

Building space, performance year :

2544740 Gross Square Feet

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

July 1, 2010 - June 30 2011

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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 :

6512.95 MMBtu

Option 2: Non-electric renewable energy generated :

230608.92 MMBtu

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

0 MMBtu

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

34.88 MMBtu

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

7583.40 MMBtu

Total energy consumed during the performance year :

500953.57 MMBtu

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

On-site renewable electricity generating devices include one wind turbine, solar panels on several buildings, and electricity co-generated from our biomass gasification facility.

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

An on-site biomass gasification plant replaces over 1 million gallons of #6 fuel oil used to heat the campus.

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

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

Middlebury purchases biomethane-generated or "cow-power" electricity from Central Vermont Public Service

A brief description of cogeneration technologies deployed :

Electricity is co-generated from steam produced using #6 fuel oil in addition to the that produced from biomass gasification (included in option 1, not option 5).

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

<http://www.middlebury.edu/sustainability/energy-climate>

Timers for Temperature Control

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

"---" 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 :

At least half of the buildings on campus use timers to regulate temperature based on occupancy hours.

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

50

The website URL where information about the practice is available :

Lighting Sensors

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

"---" 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 :

In fall 2009, the Mahaney Center for the Arts was awarded an Environmental Council grant to install occupancy sensors in practice rooms, restrooms, and corridors. The Athletics center, Axinn Center, The Franklin Environmental Center at Hillcrest, and several other buildings on campus also have occupancy sensors for lighting.

The percentage of building space with lighting sensors :

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

LED Lighting

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

"---" 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 :

We have replaced about 40 exterior wallpacks on exterior walls (primarily above doors) with LEDs. There are also several LED surface-mount lights that were put in during recent renovations of residential spaces.

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

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

"---" 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 :

We use "vending misers" in all but our glass-fronted vending machines, which are not compatible with vending misers and are labeled as energy efficient. The vending misers have occupancy sensors which allow the machine's lighting to only turn on when the space is occupied.

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

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

"---" 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 :

We use a Siemens energy management system to manage heat cooling (where available) and some interior and exterior lighting for all of the large buildings on campus.

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

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

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

Energy Metering

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

"---" 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 :

All energy consumption is monitored for the Franklin Environmental Center at Hillcrest and is displayed via a Building Dashboard online and in the building.

The percentage of building space with energy metering :

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

<http://buildingdashboard.com/clients/middlebury/franklin/>

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

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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 :

356 Acres

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

356 Acres

A brief description of the IPM plan(s) :

Our main campus is managed using principles espoused by IPM. For over fifteen years, Middlebury's landscape program has been moving in the direction of becoming as organic and pesticide-free as possible given time and resource considerations. The College has intentionally greatly reduced our use of pesticides on campus, and is committed to continuing that trend with a philosophy on the main campus that chemicals be used only as a last resort.

The College subscribes to the Integrated Pest Management approach to plant pest control. This entails the limiting of vectors for infestation and growth and includes planting resistant species, limiting monocultures, limiting the introduction of pests, and generally providing for a healthy horticultural environment. When pesticides must be applied to protect the campus beauty or the safety of students, the College employs the least toxic chemicals sufficient to meet the need.

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

<http://blogs.middlebury.edu/middland/2010/02/11/landscape-department-wins-award/>

Native Plants

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

"---" 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 :

Our selection of plant material in new landscape projects is guided by the campus Master Plan, which states: “The diversity of plant species on campus should be increased. Where possible, native plants from the Clayplain Forest, the Transition Hardwood Limestone Forest, and the Oak-Hickory-Hophornbeam Forest palettes should be utilized. These should be supplemented with additional species as appropriate for specific soil conditions and environmental stresses. Invasive introduced species should be avoided. To ensure variety and disease resistance, no more than 30% of trees on the campus should be from one family, no more than 20% should be from one genus, and no more than 10% should be from one species.”

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

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

"---" 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 :

Our master plan calls for the creation and/or preservation of wildlife habitat. One example of how we create wildlife habitat is by not mowing certain parts of campus lawns, which provides important habitat for pollinators including native bees. In fields used for biology research mows are timed such that they allow fledgling birds to leave their nests safely before the area is mowed. There was also an ecological assessment of College lands that mapped valuable wildlife habitat so that it can be considered in future land management decisions.

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

<http://blogs.middlebury.edu/middland/2009/07/27/no-mow/>

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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

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

Yes

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

Middlebury College met the five core standards of tree care and community engagement in order to receive Tree Campus USA status. The standards are: establish a campus tree advisory committee; evidence of a campus tree-care plan; verification of dedicated annual expenditures on the campus tree-care plan; involvement in an Arbor Day observance; and the institution of a service-learning project aimed at engaging the student body.

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

<http://www.middlebury.edu/sustainability/news-events/news/2011/node/272986>

Snow and Ice Removal

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

"---" 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 :

Middlebury College strives to be truly sustainable in snow and ice treatment and removal, not only from an environmental standpoint, but from an economic and social standpoint as well. We have been using a pretreatment of a liquid material called Ice Ban to limit the use of both fuel and ice melters during a snow event.

We've also recently switched from using salt-treated sand to an ice melter. This material is a treated salt that will aid in the melting of snow and ice on sidewalks. The treated material is less corrosive than untreated salt and works at lower temperatures. The use of the snow melt material will provide cleaner sidewalks and roads making for safer travel conditions. Studies show that there is a net environmental benefit to using treated salt compared to sand with salt when used properly. Sand has negative impacts to the environment. These include increased phosphorus loading in adjacent waterways, sedimentation buildup in catch basins, ditches and streams and air pollution issues with particulates becoming airborne. Use of salt will reduce the use of mechanical equipment on Campus, limiting fuel consumption, and less sand use will reduce the amount of spring cleaning necessary to collect residual material.

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

<http://blogs.middlebury.edu/middland/2010/03/07/snow-removal/>

Landscape Waste Composting

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

"---" 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 :

We mix our food waste (1 part) with woodchips (3 parts) and horse manure (1 part). Horse manure we acquire from the UVM's Morgan Horse farm for the purpose of composting. Our campus landscape debris is chipped for use in composting. We do end up purchasing wood chips occasionally.

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

100

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

0

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

<http://www.middlebury.edu/offices/business/recycle/compost>

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

Jack Byrne

Director of Sustainability Integration
Environmental Affair

Criteria

Part 1

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

Part 2

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

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

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

Yes

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

http://www.middlebury.edu/about/handbook/lis/computing_facstaff

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

Library Information Services Staff is in charge of all computer purchasing on campus and it is their practice to purchase EPEAT Gold computers and monitors.

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 :

600000 *US/Canadian \$*

Expenditures on EPEAT Silver desktop and laptop computers and monitors :

0 *US/Canadian \$*

Total expenditures on desktop and laptop computers and monitors :

600000 *US/Canadian \$*

Cleaning Products Purchasing

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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.

"---" 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.middlebury.edu/sustainability/resource/cleaning>

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

The custodial department has replaced many of their conventional cleaning products with Green Seal (tm) products. Middlebury now uses the Betco Green Earth product line for much of its cleaning needs. This includes a peroxide cleaner for daily bathroom cleaning, window cleaner for glass, and an all purpose cleaner nearly everything else.

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 :

34700 US/Canadian \$

STARS Reporting Tool | AASHE | Sierra Magazine

Total expenditures on cleaning products :

55700 *US/Canadian \$*

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

Office Paper Purchasing

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affair

Criteria

Part 1

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

Part 2

Institution purchases recycled content office paper.

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

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

Yes

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

<http://www.middlebury.edu/sustainability/resource/paper>

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

The paper policy was developed by the College's Environmental Council in 2007. They worked with a wide range of campus groups to assess paper usage, research the availability, quality, and user experiences of 100% PCW-PCF papers, and conducted an extensive pilot program to test the performance of such paper. The Council's recommendation to adopt the new policy was accepted by President Ron Liebowitz and put into effect shortly thereafter.

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 :

1031 US/Canadian \$

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

21283 *US/Canadian \$*

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

10427 *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 :

42519 *US/Canadian \$*

Total expenditures on office paper :

88740 *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.

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

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

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

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

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

Historically Underutilized Businesses

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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

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

Yes

A brief description of how the institution meets the criteria :

Middlebury's purchasing policy states that "Where possible, given the nature of the College's rural location, Middlebury's commitment to institutional diversity should be reflected in the placing of College business so as to encourage the entrepreneurial efforts of minorities within Vermont specifically, and the region and nation more generally."

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

<http://www.middlebury.edu/sustainability/commitment/policies/purchasing>

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

"---" 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 :

Middlebury's purchasing policy states that: "Preferential use of local vendors recognizes the fundamental interdependence between the College and the larger Middlebury and Vermont communities as a whole. The potential advantages of local suppliers in terms of service, delivery and dedication are clear. These advantages, however, must be weighed carefully against regional and national vendors' potential pricing advantages and supply source diversification. The overall balance between these variables (and others) should be considered in a context of long term impact and advantage to the College."

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

<http://www.middlebury.edu/sustainability/commitment/policies/purchasing>

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

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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 :

1

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

0

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

0

100 percent electric vehicles in the institution's fleet :

3

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 :

88

Student Commute Modal Split

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

Criteria

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

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

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

95

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 :

5

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 :

Employee Commute Modal Split

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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 :

28

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 :

72

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

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

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 :

Bicycle Sharing

"---" 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? :

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

Facilities for Bicyclists

"---" 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? :

A brief description of the facilities :

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

Bicycle and Pedestrian Plan

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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

Has the institution developed a bicycle plan? :

Yes

A brief description of the plan :

The Campus Master Plan includes recommendations for making the campus more bicycle-friendly, including adding indoor storage, widening paths, and creating a bike-share program.

The website URL where information about the plan is available :

<http://www.middlebury.edu/offices/business/facilities/pdc/masterplan>

Mass Transit Programs

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

"---" 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) :

Middlebury College students, faculty, and staff can ride for free on the local Addison County Transportation Resources buses. In the winter, the College offers a free shuttle that runs between campus and the College's Snow Bowl. The College also subsidizes the "Link" bus offering transportation to and from Burlington, VT and also offers discounted charter buses to popular locations (such as New York City and Boston) for school holidays.

The website URL where information about the program is available :

<http://www.middlebury.edu/studentlife/around>

Condensed Work Week

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

"---" 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 :

A condensed work week is available to all employees with permission from their supervisor.

The website URL where information about the program is available :

http://www.middlebury.edu/about/handbook/employee/employment/scheduling_hours_operation

Telecommuting

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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

Does the institution offer a telecommute program for employees? :

Yes

A brief description of the program :

Telecommuting is available to all employees with permission from their supervisor.

The website URL where information about the program is available :

http://www.middlebury.edu/about/handbook/employee/employment/scheduling_hours_operation

Carpool/Vanpool Matching

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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

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

Yes

A brief description of the program :

The College encourages participation in Go Vermont, a ride share program sponsored by the Vermont Agency of Transportation. Middlebury's Environmental Council is working directly with Go Vermont to make recommendations for improvements and to ensure that the program is working well for the Middlebury community.

The website URL where information about the program is available :

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

Cash-out of Parking

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

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

:

A brief description of the program :

The website URL where information about the program is available :

Carpool Discount

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

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

A brief description of the program :

The website URL where information about the program is available :

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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

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

Yes

A brief description of the incentives or programs :

College Housing Loan Program:

The College's second mortgage program is designed to help eligible faculty and administrative staff to purchase or build a home close to campus. The College desires to have its employees become an integral part of the local community. The primary purpose of the program is to attract and retain faculty and administrative staff members at the College, particularly during economic periods when interest rates and housing costs may prevent or discourage individuals from accepting positions in our area. Furthermore, when employees purchase their own homes, the need for the College to purchase houses in the area is reduced. Home ownership in neighborhoods fosters a stronger sense of community than rental by tenants.

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

<http://www.middlebury.edu/media/view/258023/original/CollegeHandbook2009-10.pdf>

Prohibiting Idling

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

Has the institution adopted a policy prohibiting idling? :

A brief description of the policy :

The website URL where information about the policy is available :

Car Sharing

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

"---" 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 :

Middlebury participates in ZipCar and has two ZipCars on campus.

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

<http://www.zipcar.com/universities/>

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

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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 :

462.29 Tons

Weight of materials composted, 2005 baseline year :

329.97 Tons

Weight of materials disposed as garbage, 2005 baseline year :

616.99 Tons

Weight of materials recycled, performance year :

457.14 Tons

Weight of materials composted, performance year :

351.15 Tons

Weight of materials disposed as garbage, performance year :

430.29 Tons

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

July 1 2010 - June 30 2011

On-campus residents, 2005 :

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

2455

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

1051

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

108

On-campus residents, performance year :

2412

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

1124

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

110

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

July 1, 2010 - June 30, 2011

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

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

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

Waste Diversion

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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 :

808.29 Tons

Materials disposed in a solid waste landfill or incinerator :

430.29 Tons

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

Middlebury has an on-campus material re-use facility, commonly known as the recycling center, with bailers, a trash compactor, a paper shredder, and a glass pulverizer. The recycling center also has a reuse trailer where members of the college community can come to purchase reusable items collected during move-out or brought to the center throughout the year. All buildings on campus have well-labeled recycling stations, making recycling simple and convenient for members of the college community. Additionally, all students, faculty, and staff receive a flyer at the beginning of the academic year instructing them what can be recycled at Middlebury as well as how to properly sort their recycling at the stations in their dorms or offices. More information about recycling at Middlebury can be found here:

<http://www.middlebury.edu/offices/business/recycle>

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.

Submission Note:

We are still collecting data for this credit and will update once we have more complete information.

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

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

Amount of construction and demolition materials landfilled or incinerated :

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

The College has Best Practices designed as directives for Construction and Demolition Contractors working for Middlebury College as well as for the staff of the college. These Best Practices ensure that hazardous and non-hazardous waste generated from demolition and construction of buildings on the Middlebury College Campus are managed to reflect the commitments made by the Middlebury College Board of Trustees. These Best Practices can be found here:

<http://www.middlebury.edu/sustainability/commitment/planning/construction>

Electronic Waste Recycling Program

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

Criteria

Part 1

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

Part 2

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

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

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

Yes

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

Yes

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

All electronics waste is collected and shipped to a local Recycler (

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

). We have toured their facility and are provided with a certificate of recycling.

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

Institutionally-generated materials are brought back to a central location. Materials are then evaluated for re-use. Units that are still useable are wiped of information and donated to local organizations and schools. Parts are used for repairs. All materials not being used

for donation or reuse are recycled.

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

Students are able to recycle anything with a cord by bringing them to the campus recycling center. All materials are sent to a computer recycler.

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

<http://www.middlebury.edu/offices/business/recycle/howtorecycle/faq>

Hazardous Waste Management

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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 :

Non hazardous alternatives are investigated including administrative controls that can eliminate or avoid the generation of hazardous wastes. One example is our using laundered shop rags in our Auto Shop instead of using disposable absorbents which, once soaked in oil become hazardous waste. Another example is when left over paint comes in; we give it away rather than disposing of it as a waste. Our science center is managed closely so that only enough materials are ordered to meet class/lab needs.

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

All universal wastes are shipped to a recycler. All wastes are stored and shipped properly to ensure compliance with regulations and to prevent a release. End disposals are researched to ensure proper handling.

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

Materials Exchange

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affair

"---" 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 :

Anything that is reusable at Middlebury, like electronics, school and office materials, or clothes, may be brought to the Recycling Center at any point during the year is placed in the reuse trailer. The center is open year round, and any member of the College community can go to the center and for \$3 take a small bag of materials to reuse them.

Additionally, Facilities Services keeps an inventory of furniture and other surplus college property and makes those items available for sale to college community members.

The website URL where information about the program is available :

<http://www.middlebury.edu/offices/business/recycle/mrf/reuse>

Limiting Printing

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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

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

Yes

A brief description of how printing is limited :

Each semester, non-seniors are allotted \$25 (equivalent to 500 black & white single-sided pages or 625 black & white double-sided pages) and seniors are allotted \$50 to print from computer labs and libraries on campus: 5 cents is charged per black & white single-sided page, and 8 cents is charged per black & white double-sided page. After students deplete their allotted balance, they may pay to add additional funds to their account. Unused quota amounts are rolled over each semester within an academic year. Copying is not included, and students must pay 10 cents for each copy made.

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

https://mediawiki.middlebury.edu/wiki/LIS/Student_Printing_and_Quotas#Printing_Policy_and_Quotas

Materials Online

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

Chemical Reuse Inventory

Submission Note:

We do not have a chemical reuse program in place because we have a policy of only ordering what is needed for a given experiment, so we do not have a surplus of chemicals.

"---" 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? :

A brief description of the program :

The website URL where information about the practice is available :

Move-In Waste Reduction

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

"---" 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 :

Drop Zones are set up to collect cardboard associated with the move-in process. Styrofoam packing peanuts are also collected for reuse.

The website URL where information about the program is available :

Move-Out Waste Reduction

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

"---" 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 :

Middlebury sets up Drop-Zones at the end of the year to collect large and small reusable items. All trash/recycling is brought to our Recycling Facility. Materials are looked at to determine whether they can be reused, recycled, or composted. We fill the equivalent of 2-4 tractor trailers of reusable items such as school supplies, dishes and other kitchenware, clothing, and furniture each year. Those items are then made available to the College community for a very low price.

The website URL where information about the program is available :

<http://middmag.com/2010/06/trash-and-treasure/>

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

Jack Byrne

Director of Sustainability Integration
Environmental Affair

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 :

75000000 Gallons

Water consumption, performance year :

71625146 Gallons

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

July 1, 2010 - June 30, 2011

On-campus residents, 2005 :

2455

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

1051

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

108

On-campus residents, performance year :

2412

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

1124

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) :

July 1, 2010 - June 30, 2011

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

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

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

Stormwater Management

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

Criteria

Part 1

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

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

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

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

Part 2

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

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

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

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

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

Yes

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

Yes

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

The 2008 Campus Master Plan recommends the implementation of a rainwater collection system for water from the athletic fields, the water from which would be used to irrigate the fields. The Plan also calls for creation of additional raingardens and bioswales appropriately located around campus to reduce stormwater runoff and to improve water quality. Stormwater management is also covered in the sustainable design guidelines used for all new development projects on campus.

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

<http://www.middlebury.edu/offices/business/facilities/pdc/masterplan>

Does the institution have a living or vegetated roof? :

Yes

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

Atwater Dining Hall has a green roof planted with native plants.

http://www.middlebury.edu/sustainability/design/atwater/atw_dining

Does the institution have porous paving? :

Yes

A brief description of the institution's porous paving :

The blacktop surrounding the Alumni stadium artificial field is made of porous paving. This is a buffer to keep dirt and grass off of the artificial surface.

Does the institution have retention ponds? :

Yes

A brief description of the institution's retention ponds :

There is an extensive retention pond south of the athletic fields that captures much of the storm water generated on campus. There is also a retention pond beside Atwater dining hall.

Does the institution have stone swales? :

Yes

A brief description of the institution's stone swales :

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

We have several stone swales around campus. Our general practice is to line any swale with a greater than 5% pitch with stone. One example is a stone swale next to the main library, by the Garden of the Seasons.

Does the institution have vegetated swales? :

Yes

A brief description of the institution's vegetated swales :

Storm water from the Davis Family Library is managed through a system of collection areas, swales, and wet meadows. Similar systems are also in place for the Axinn Center and for Atwater Dining Hall and Halls A and B.

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

No

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

Waterless Urinals

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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

Does the institution use at least one waterless urinal? :

Yes

A brief description of the technology employed :

There is a waterless urinal in the Franklin Environmental Center at Hillcrest.

The website URL where information about the technology is available :

Building Water Metering

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

"---" 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 :

Water usage for the Franklin Environmental Center at Hillcrest is metered and displayed on the Building Dashboard

The percentage of building space with water metering :

The website URL where information about the practice is available :

<http://buildingdashboard.com/clients/middlebury/franklin/>

Non-Potable Water Usage

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

"---" 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 only landscape irrigation done on campus, aside from watering to establish new plantings, is on the athletic fields. This is done on an as-needed basis, and is closely monitored. All irrigation water used, with the exception of the baseball/softball fields, is drawn from a non-potable well used strictly for irrigation.

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

100

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

0

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

0

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

Xeriscaping

Submission Note:

We do not use xeriscaping because we live in a climate where drought is not a problem. We prioritize the use of native plants, which survive well in this climate without irrigation. Therefore, we do not have to irrigate our grounds.

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

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

No

A brief description of the program or practice :

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

Weather-Informed Irrigation

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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

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

Yes

A brief description of how weather data or sensors are used :

Only Middlebury's baseball, softball, and women's soccer fields are irrigated. For each of these fields, irrigation computers sense rain and turn off when irrigation is not needed.

The website URL where information about the practice is available :

Planning, Administration & Engagement

Coordination and Planning

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

Credit
Sustainability Coordination
Strategic Plan
Physical Campus Plan
Sustainability Plan
Climate Action Plan

Sustainability Coordination

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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 Environmental Council (EC) is a standing committee that recommends policy, undertakes assessment and projects, educates the college community, and advises the President. The EC has worked on policy and outreach efforts related to management of college lands, environmentally preferred purchasing, energy, transportation, food, and carbon neutrality. The Environmental Council also awards grants to members of the college community for sustainability projects.

Members of the committee, including affiliations :

Faculty and Staff members:

Jack Byrne, Sustainability Integration Office

Drew Macan, Human Resources

Diane Munroe, Environmental Studies

Andrew Gardner, Athletics

Helen Young, Biology

Jeff Howarth, Geography

Christa Clifford, Arts Center

Pam Fogg, Communications

Peter Lackey, Facilities Services

Molly Costanza-Robinson, Chemistry and Environmental Studies

Gloria Gonzalez, Spanish

Bo Cleveland, Dining Services

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

Student members:

Amanda Warren
Jeff Lee
Nora Lamm
Ben Blackshear
Natalie Valentin
Samantha Strom
Zoe Anderson
Kiya Vega-Hutchens
Lucia Bragg
Mimi Zhang
Isaac Baker
Zach Pinto
Jeff Lee

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

<http://www.middlebury.edu/sustainability/fech/ec>

Does the institution have a sustainability office? :

Yes

A brief description of the sustainability office :

The Sustainability Integration Office (SIO) develops, implements and supports sustainability initiatives at Middlebury College, striving for efforts that simultaneously achieve environmental, social, and economic goals throughout the campus community and college operations.

The SIO works with students, faculty, and staff in many different ways, from supporting independent research projects to working alongside administrators and facilities staff in the creation of green campus infrastructure such as the biomass gasification plant.

The SIO is also responsible for conducting an annual greenhouse gas inventory, which tracks Middlebury College's carbon dioxide emissions and helps in our effort to be carbon neutral by 2016.

The number of people employed in the sustainability office :

2

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

<http://www.middlebury.edu/sustainability/fech/sio>

Does the institution have a sustainability coordinator? :

Yes

Sustainability coordinator's name :

STARS Reporting Tool | AASHE | Sierra Magazine

Jack Byrne

Sustainability coordinator's position title :

Director of Sustainability Integration

A brief description of the sustainability coordinator's position :

Jack Byrne is the director of the Sustainability Integration Office (SIO) and is in charge of carrying out the duties of the office described above.

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

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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 :

2006

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

Yes

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

The mission statement in the strategic plan states "The College's Vermont location offers an inspirational setting for learning and reflection, reinforcing our commitment to integrating environmental stewardship into both our curriculum and our practices on campus." Additionally, the strategic plan includes recommendations to do all of the following: strengthen our environmental leadership and reputation; pursue alternative environmentally-friendly energy sources; design energy efficient buildings and operations; consider the various impacts of development on the College campus and the natural environment; support sustainable agricultural practices; continue to manage College lands responsibly; increase availability of alternate forms of transportation; and search for creative ways to reduce reliance on private vehicles.

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 :

One of the overall goals of the Strategic Plan is to strengthen support for a diverse student community. Additional recommendations in the strategic plan that relate to social dimensions of sustainability include: increase the grant component in our aid packages; increase the socio-economic diversity of the student body; enhance recruitment and retention of students of color; maintain our strong international enrollment; cultivate leadership qualities that address societal needs; enhance educational opportunities for staff; increase professional development opportunities for staff; promote greater work-life balance; expand and support diversity in the staff and faculty; recognize “Community Partners.”; and cultivate open dialogue with the Town.

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

Yes

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

The Strategic Plan has recommendations to increase the grant component in aid packages and to increase the socio-economic diversity of the student body. Additionally, a Capital Campaign was created to carry out the Strategic Plan goals, including improving financial aid and also creating a Green Fund to support environmental efforts on campus.

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

<http://www.middlebury.edu/offices/administration/planning/planning/instplanning>

Physical Campus Plan

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

Criteria

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

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

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

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

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

Does the institution's physical campus plan include sustainability at a high level? :

Yes

A brief description of how the physical campus plan or amendment includes sustainability :

There is an entire chapter in the 2008 Campus Master Plan entitled "Sustainability." The chapter covers the college's carbon reduction plans, energy audits of buildings, a transportation audit, a section on landscape and planning sustainably. In this chapter, environmental, economic, and social factors are addressed for each of these aspects to produce a list of recommendations for the college regarding sustainability.

The year the physical campus plan was developed or adopted :

2008

The website URL where the physical campus plan is available :

<http://www.middlebury.edu/offices/business/facilities/pdc/masterplan>

Sustainability Plan

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? :

A brief description of how multiple stakeholder groups were involved in developing the plan :

A brief description of the plan's measurable goals :

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

The website URL where more information about the sustainability plan is available :

The year the plan was developed or last updated :

Climate Action Plan

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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 :

Middlebury College has committed to becoming carbon neutral by 2016. Long term goals of the plan include: Using renewable energy when possible, building efficiency upgrades, reduction of vehicle fuel consumption, and waste minimization. We are also in the midst of a study on how we can best manage the College's 6000 acres of land to sequester more carbon. After all other feasible options have been implemented, carbon offsets will be claimed from land management practices and/or purchased to account for the remaining carbon footprint of the College.

A brief summary of the climate plan's short-term goals :

About 89% of our carbon footprint comes from fuels for heating, cooling, and cooking, so we are working to incrementally convert those fuel sources to renewables. One of the first steps implemented towards carbon neutrality by 2016 was the biomass gasification facility completed in 2008, which reduced the College's carbon footprint by about 40%. Other short-term goals in the plan include: adoption of new green building standards, making the Snow Bowl ski area carbon neutral, collaboration with peer institutions with similar goals, and informing the campus community about the goal of carbon neutrality and why it is important as well as ways in which their actions and habits can help the College become carbon neutral. We also have an ongoing schedule of energy efficiency improvements in a number of existing buildings on campus.

Year the climate plan was formally adopted or approved :

2008

An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year :

Yes

List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment :

1, 2, and 3

The reduction level (percentage) institution has committed to :

Carbon neutral

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 :

Dec. 31, 2016

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

<http://www.middlebury.edu/sustainability/commitment/policies/neutrality/cap>

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

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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.

Submission Note:

In addition to the Dean of the College and Chief Diversity Officer, there is a Special Assistant and Senior Advisor for Diversity Initiatives, Jennifer Herrera. She coordinates and oversees several campus-wide diversity initiatives, special projects, and communications for the Dean of the College and Chief Diversity Officer.

The Student Government Association also has a Diversity Committee.

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

Does the institution have a diversity and equity committee? :

No

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

Members of the committee, including job titles and affiliations :

The website URL where information about the diversity and equity committee is available :

Does the institution have a diversity and equity office? :

Yes

A brief description of the diversity office :

The Office of the Dean of the College and Chief Diversity Officer oversees student life and diversity initiatives at Middlebury College. The office works closely with all Middlebury constituencies to ensure that our students, staff, and faculty have the opportunity and the encouragement to participate fully in the campus community.

They work to build and maintain a diverse, inclusive, and vibrant community, representing a wide range of backgrounds, experiences, and viewpoints. Within this community, they strive to create an environment in which mutual respect is paramount and which prizes and nurtures the qualities of openness and the willingness to embrace personal and academic challenges.

In keeping with the College's commitment to being a model of 21st-century liberal arts education, in which learning takes place everywhere—both inside and outside of the classroom—the office works closely with a variety of programs on campus to enrich the intellectual and personal development of all Middlebury students.

The number of people employed in the diversity office :

2

The website URL where information about the diversity and equity office is available :

<http://www.middlebury.edu/studentlife/diversity>

Does the institution have a diversity and equity coordinator? :

Yes

Diversity coordinator's name :

Shirley Collado

Diversity coordinator's position title :

Dean of the College and Chief Diversity Officer

A brief description of the diversity coordinator's position :

The DOC/CDO assumes oversight of the student affairs division and advances diversity initiatives in that area, while also supporting diversity initiatives across the institution related to staff, faculty and the academic program.

The website URL where information about the diversity and equity coordinator is available :

Measuring Campus Diversity Culture

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affair

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) :

In 2006 Middlebury compiled a Human Relations Report on Diversity. An ad hoc Human Resources Committee (HRC) as well as the Student Government Association Diversity task force held focus groups and interviews with many groups on campus, including the InterVarsity Christian Fellowship, African American Alliance, the football team, Middlebury Open Queer Alliance, and many others. The HRC also held two open meetings to which all students, faculty, and staff were invited. The central topics of most of the focus groups, interviews, and open meetings were:

1. If Middlebury College had a healthy, dynamic, positive “climate of diversity,” how would we know? What would it look and feel like? What would count as evidence of a positive climate of diversity here?
2. In your experience, how or in what ways does the College appropriately support diversity now? Can you give concrete examples?
3. Where and how are we failing? What would count as improvements with respect to these failings?

The 2006 assessment had 35 recommendations. In 2012 the College released a follow-up report, which is a review of the progress and challenges of implementation of these recommendations over the past 6 years. For the past year, we engaged all sectors of the College (Student Life, Human Resources, Academic Administration, and other areas) to assess their diversity efforts, as per the HRC recommendations, but also asked them to report on initiatives that were above and beyond what the 2006 report recommended.

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 HRC found that, in general, the climate of diversity on campus had improved since the 1999 HR Report on Diversity, but that there are still areas where it is lacking. In the 2006 report, the HRC makes 35 recommendations to the College to improve the climate of diversity on campus. These recommendations range from redefining the Office of Institutional Diversity to increasing the number of African-American, Native American, Asian American and Hispanic candidates who apply for faculty positions to developing a process that supports and encourages student organizations, departments, and the Centers on campus to discuss, plan, and promote diversity-related events. The final recommendation of the report is "Develop an implementation process for each recommendation in this report. Upon acceptance of this report, the President should identify the offices and administrators who are responsible for enacting the initiatives described above."

An implementation process was developed and approved in 2007. The DOC/CDO office oversees the process and tracks progress and updates.

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

<http://www.middlebury.edu/offices/administration/planning/assessment/fileuploads/node/55491>

Support Programs for Underrepresented Groups

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

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

Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus? :

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups within the student body :

- The Americans with Disabilities Act Office (ADA) works with students who have special needs related to their learning, vision, hearing, speech, mobility, and physical and psychological health. The Office provides reasonable academic and residential accommodations for qualified students with disabilities, and assistive technology is available on campus as well. The services provided are confidential.
- International Student and Scholar Services (ISSS) assist our international students, staff, and faculty by offering advising, programs, and other services as well as coordinating with the Friends of International Students host program.
- May Belle Chellis Women's Resource Center provides a welcoming space where women and men can discuss, research, and address gender issues. The center provides academic resources and general information on current events, job and internship opportunities, academic opportunities, and health issues.
- Center for Teaching, Learning & Research (CTLR) aims to design, develop, and integrate resources that enrich learning and teaching at Middlebury and to provide a locus for conversations, both within the Middlebury community and with other institutions, about excellence and innovation in a residential liberal arts education. The Center incorporates the offices of the Assistant Dean for Instruction, the First-Year Seminar Program, the College Writing Program, the Office of Learning Resources, Educational Technology, the Writing Center, Quantitative Skills Support, Peer Tutoring and Mentoring, and Undergraduate Research.
- The Center for the Comparative Study of Race and Ethnicity is an interdisciplinary academic center dedicated to understanding how race and ethnicity affect human relations. The center focuses on the study of race and ethnicity and how these intersect with such aspects of human life as class, gender, sexuality, religion, and migration. The center develops academic programming for the entire community and supports scholarship and research related to these areas of study.

A brief description of the programs sponsored by the institution to support underrepresented groups within the faculty :

There are no specific support groups for faculty members from under-represented groups.

A brief description of the programs sponsored by the institution to support underrepresented groups within the staff :

The College offers free educational resources on paid work time to staff members who would like to improve basic skills such as reading, math, writing, ESL, and GED support. This is done on campus through VT Adult Learning. On average the College supports about 10 staff members per year and it is open to all and voluntary.

The website URL where more information about the programs in each of the three categories is available :

<http://www.middlebury.edu/studentlife/diversity/centers>

Support Programs for Future Faculty

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
 - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students to pursue further education and careers as faculty members.
 - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
-

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

Does the institution administer and/or participate in programs that meet the criteria for this credit? :

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty :

As part of Middlebury College's commitment to promote faculty and student diversity, the College offers a dissertation fellowship, which provides support to doctoral candidates to complete dissertations in any discipline, to cultivate effective teaching practices, and to become familiar with the academic community offered by a liberal arts college. The College seeks graduate students with a clear commitment and ability to advance educational diversity, either through the nature of their scholarly work, or through their ability to model success in fields where their own backgrounds and experiences may be underrepresented. The College especially welcomes teacher-scholars from underrepresented groups whose work also engages with issues of diversity.

As members of the Middlebury community, Fellows receive teaching and research mentorship from faculty committed to excellence in undergraduate education.

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

http://www.middlebury.edu/academics/administration/employment/diss_fellows

Affordability and Access Programs

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affair

Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education such as the federal TRIO programs
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?

:

Yes

A brief description of the institution's participation in federal TRIO programs :

The college does not participate in a federal TRIO program.

A brief description of the institution's policies and programs to minimize the cost of attendance for low-income students? :

The college follows a need-blind admission policy for domestic students, which means that a student's financial status does not influence the admission decision. Middlebury makes every effort to help all candidates obtain the financial aid they need in the form of grants, loans, and work/study jobs once they are accepted. Middlebury will offer an aid package that meets 100 percent of a student's financial need as calculated by the Student Financial Services Office. Additionally, the maximum amount of loans given to a student is based on the family's annual income so that students do not acquire loans beyond their family's means.

A brief description of the institution's programs to equip the institution's faculty and staff to better serve students from low-income backgrounds :

There has been a working group established, geared toward assuring that the needs of low-SES students are understood, that appropriate funding is allocated and easily accessible, and that faculty, staff and students are well-informed about these funding resources. This group includes the Associate Dean of the College, Director of International Student and Scholar Services, Senior Advisor for Diversity Initiatives and the Associate Vice President for Student Financial Services.

A brief description of the institution's programs to prepare students from low-income backgrounds for higher education :

There are student support programs providing laptops and health insurance to some of our low income students. Students are notified of these programs upon acceptance to Middlebury. Middlebury also offers limited travel assistance to some of our first year low income International students.

A brief description of the institution's scholarships for low-income students :

Middlebury does not offer merit-based scholarships, but does meet 100% of student's financial need as calculated by the Student Financial Services Office. Middlebury is a partner college of the Posse Foundation program, which is a college access and youth leadership development program for students from disadvantaged urban backgrounds. (

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

). Middlebury also receives funding from the Davis United World College Scholars Program to give need-based scholarships to graduates of United World College schools.

A brief description of the institution's programs to guide parents of low-income students through the higher education experience :

Middlebury does not have any such programs.

A brief description of the institution's targeted outreach to recruit students from low-income backgrounds :

Middlebury is a partner college of the Posse Foundation program, which is a college access and youth leadership development program for students from disadvantaged urban backgrounds. Every year, ten to twelve students from the Posse New York program attend Middlebury. (

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

). Beginning in 2012, students from the Posse Chicago program will also be attending.

A brief description of the institution's other admissions policies and programs :

Admission for domestic students is need blind to ensure that students from all socio-economic backgrounds are considered equally.

A brief description of the institution's other financial aid policies or programs :

Using a combination of grants, loans, and work/study jobs, the College gives aid packages that meet 100% of students' needs as determined by the Student Financial Services Office.

A brief description of the institution's other policies and programs not covered above :

The website URL where information about programs in each of the areas listed above is available :

<http://www.middlebury.edu/admissions/finaid>

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

"---" 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 :

As of Fall 2011, students, regardless of their gender, are able to share rooms.

All Gender housing is defined as a housing option in which two or more students may share a multiple-occupancy bedroom, in mutual agreement, regardless of the students' sex or gender. All Gender housing supports the College's non-discrimination policy with respect to sexual orientation, sex, gender, and gender identity. All Gender housing provides housing options for all students, including those who may identify as transgender or are questioning their gender identity or do not wish to prescribe to gender classifications. All Gender housing also decreases heteronormative assumptions regarding housing assignments. Students who are uncomfortable with a same-sex roommate or do not wish to have a same-sex roommate also have more housing options to choose from.

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

<http://www.middlebury.edu/studentlife/commons/housing/allgender>

Employee Training Opportunities

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

Does the institution make cultural competence trainings and activities available to all employees? :

A brief description of the cultural competence trainings and activities :

The website URL where information about the trainings and activities are available :

Student Training Opportunities

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

Does the institution make cultural competence trainings and activities available to all students? :

A brief description of the cultural competence trainings and activities :

The website URL where information about the trainings and activities are available :

Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

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

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

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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.

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

Total number of employees working on campus (including contractors) :

1114

Number of employees (including contractors) that the institution ensures earn sustainable compensation :

1114

A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation :

Middlebury College is very proud to provide a wage scale that is very competitive in our identified job market. We participate in salary surveys on a regular basis, and for staff our goal is to have our jobs pay, on average, at the 80th percentile of the labor market. Our compensation structure is built around these market targets. We also have a very generous benefit program that, on average - for benefit-eligible employees (1/2 time or more) – adds an additional 35% to the College's cost of labor. Many of our employee benefits (life, EFAP, and disability) are 100% employer-paid, and while employees do pay a portion of the medical and dental premiums, the employee share is calculated on an income-sensitive basis with the lower-paid employees receiving the largest employer-subsidy. The College participates in salary surveys every year and makes spot adjustments as necessary. In the past three years, we have not passed [STARS Reporting Tool](#) | [AASHE](#) | [Sierra Magazine](#)

along any cost increases to employees on their benefits premiums, which are highly income sensitive such that the lower wage earner pay disproportionately less for the same high quality coverage as higher wage earner. The benefits plan also includes maximum amounts that employees would have to pay for prescription drugs in a year. Additionally we have a system of safety nets in place in case of unexpected financial emergencies that employees might face. We regularly gather information informally regarding wages at the college and are instituting a more formal and regular satisfaction evaluation process.

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 :

2011

The website URL where information about the institution's compensation policies and practices is available :

<http://www.middlebury.edu/media/view/40271/original/StaffCompensationProgramOverview.pdf>

Employee Satisfaction Evaluation

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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 :

Each fall, the Middlebury College Staff Council conducts a staff satisfaction survey. The last survey was administered in fall 2011. The survey was developed with assistance from the Office of Institutional Research and solicits feedback on workload, effectiveness of communications, and perceptions about compensation and benefits, and overall satisfaction. The survey was available on-line and was also produced in paper form for those employees who do not routinely utilize the computer. The Office of Institutional Research compiled all the results to ensure and maintain confidentiality. Results were analyzed in aggregate and by each vice presidential division. Institutional results were presented at an open community meeting hosted by the president, following which, each vice president partnered with their Staff Council representation to host divisional meetings.

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

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? :

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

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

Sustainability in New Employee Orientation

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

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

Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff? :

Yes

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

New employees are shown a welcome video which highlights the campus carbon neutrality initiative and other programs including recycling and composting in the context of putting Middlebury's leadership role in environmental education to work in the daily activities on campus. In addition, the packet of information provided to new employees includes "Get to Work- Go Green" information on ways to reduce the carbon footprint associated with commuting to work (including free use of public transportation for Middlebury employees) & "Reduce, Reuse, Recycle" which covers not only recycling on campus but other services such as the Reuse trailer, shredding confidential document and reusing packing materials.

The website URL for the information about sustainability in new employee orientation :

Employee Sustainability Educators Program

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

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

Total number of people employed by the institution :

Program name (1st program) :

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

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

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

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

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

Program name (2nd program) :

Number of employees served by the program (2nd program) :

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

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

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

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

Program name(s) (all other programs) :

Number of employees served by the program(s) (all other programs) :

A brief description of how the employee educators are selected (all other programs) :

A brief description of the formal training that the employee educators receive (all other programs) :

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

The website URL where information about the program(s) is available (all other programs) :

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

"---" 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 :

Approximately 10 years ago the College entered into an arrangement with a consortium of childcare providers wherein the College provided funds to allow the providers to add 25 new slots for which College employees are given preference for 18. The arrangement also provides for on-going financial support from the College - for fiscal year 2010 the College contributed \$301,740 to the consortium (through a directed gift to the United Way). In addition, the College provides (rent-free), and maintains, a building for The College Street Children's Center – according to the Budget Office this costs about \$23,000 in utilities, taxes, and upkeep and an additional \$15,000 in forgone rent per year. This support allows the CSCC to provide very high quality care while keeping its tuition level relatively affordable. Through these significant and on-going contributions the College demonstrates its commitment to making high-quality childcare available for the benefit of our employees and others in the local community.

The College has a webpage with contact information for the local childcare referral service, plus a listing of local childcare providers:

<http://www.middlebury.edu/search?q2=childcare>

. In addition, the College has an Employee and Family Assistance benefit, which is available to all staff, and among the many benefits offered by the EFAP are childcare research and referral services, as well as related services such as assistance in selecting the best care, helping children transition into childcare, etc.

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

Employee Wellness Program

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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

Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees? :

Yes

A brief description of the employee wellness program, policy, or practice :

The College provides a large number of wellness-related programs including sponsorship of the Optimum Health Initiative Committee - an employee committee that actively promotes a variety of wellness programs and activities including: healthy eating workshops, yoga, Pilates, weight loss, and smoking cessation classes. The College's medical insurance plan offers a confidential on-line Health Risk Assessment (

https://lin04.cbabluevt.com/50643_index/Page966.htm

), and partners with a company called Health Care Strategies to provide a nurse help-line, care-gap identification and health counseling, a MaterniCare program, etc. The Employee & Family Assistance Program provides a large variety of physical and mental wellness resources via its extensive wellness website and consultation services (

<https://wellnesscorp.personaladvantage.com/>

). All employees have access to the EFAP resources (

<http://www.middlebury.edu/about/handbook/employee/benefits/efap>

).

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

Socially Responsible Retirement Plan

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

"---" 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 :

Among the investment options available within the College's retirement plans is the "CREF Social Choice Account" which invests in a diversified set of stocks and other equity securities, bonds, and fixed-income securities, as well as money market instruments and other short-term debt instruments. The account invests only in companies that meet its screening criteria. Using specific environmental, social and governance criteria, the evaluation process seeks out companies that are: strong stewards of the environment; devoted to serving local communities and society in general; committed to high labor standards; dedicated to producing high-quality, safe products; and those managed in an ethical manner.

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

Jack Byrne

Director of Sustainability Integration
Environmental Affair

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 :

In recent years, the College formed the Advisory Committee for Socially Responsible Investment, whose primary charge is to make recommendations on how the Investment Committee should vote the College's proxies for securities held in the endowment. The group meets periodically over the course of the academic year to work on proxy voting issues and other projects related to social responsibility and sustainability as it relates to the endowment.

Members of the CIR, including affiliations :

Derek Hammel - Director of Investments and Treasury Operations

Olivia Grugan - Student

Hannah McMeekin - Student

Hilary Platt - Student

Ben Chute - Student

Recent examples (within the past 3 years) of CIR actions :

The website URL where information about the committee is available :

<http://www.middlebury.edu/offices/administration/vpfin/investments>

Shareholder Advocacy

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

Criteria

There are two possible approaches to earning this credit.

1) Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but \$2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

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

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability during the past three years? :

Yes

Has the institution submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years? :

Yes

Has the institution conducted a negative screening of its entire investment pool within the last three years? :

No

A brief description of how the institution (or its foundation) has engaged in shareholder advocacy that promotes sustainability during the previous 3 years. :

In December, the Student Investment Committee (SIC), working with the Advisory Committee for Socially Responsible Investing, co-filed a shareholder resolution (along with a letter) with Exxon-Mobil, a stock held in the account managed by the SIC. The resolution sought to have Exxon-Mobil produce a report about the short and long term risks of Exxon Mobil's use of hydraulic fracturing in natural

gas drilling (“fracking”).

The website URL where information about the negative screen, divestment effort, and/or direct engagement with companies in which the institution holds investments is available :

Positive Sustainability Investments

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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 :

907668000 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 :

2500000 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 :

A brief description of the companies, funds, and/or institutions referenced above :

In April 2010, the College established the “Sustainable Investments Initiative” to which donors concerned about sustainability within the endowment could contribute. Funds contributed are invested in investment vehicles that meet the College’s criteria for being sustainable. Possible options are socially responsible mutual funds, venture capital funds focused on alternative energy, or investments with an asset manager that agrees to include sustainability criteria into their investment screening process.

The website URL where information about the institution’s sustainability investment activities is available :

http://www.middlebury.edu/media/view/272336/original/sustainability_9-30-11.pdf

Student-Managed Sustainable Investment Fund

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

Does the institution have a student-managed sustainable investment fund through which students are able to develop socially and/or environmentally responsible investment skills and experience with governance? :

A brief description of the student-managed sustainable investment fund :

The website URL where information about the fund is available :

Sustainable Investment Policy

"---" 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? :

A brief description of the sustainable investment policy :

The website URL where information about the policy is available :

Investment Disclosure

"---" 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? :

A brief description of the institution's investment disclosure practices :

The website URL where information about investment disclosure available :

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

Jack Byrne

Director of Sustainability Integration
Environmental Affair

Criteria

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

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

Does the institution participate in community sustainability partnerships that meet the criteria for this credit? :

Yes

A brief description of the institution's sustainability partnerships with the local community :

The Environmental Studies senior seminar works with a community partner every semester on an environmental project. Past examples include working with Vermont Family Forests to develop management guidelines, making suggestions for nearby towns interested in solar power, and a wide range of other projects.

Additionally, Middlebury College contributes to the area's regional transit system to ensure the availability of alternative transportation in the area. The College also regularly collaborates with the Town of Middlebury. For example, there were two representatives from the town of Middlebury on the committee that wrote the 2008 Campus Master Plan, which has sustainability as a theme.

The website URL where information about sustainability partnerships is available :

<http://www.middlebury.edu/academics/es/work/communityconnectedlearning>

Inter-Campus Collaboration on Sustainability

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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 :

Both Nan Jenks-Jay, the Dean of Environmental Affairs, and Jack Byrne, the Director of Sustainability Integration, have contributed to books and papers, given presentations, and been in frequent communication with their counterparts at other institutions in order to collaborate and move sustainability efforts forward.

The names of local, state, regional, national, and other campus sustainability organizations or consortia in which the institution participates and/or is a member :

Middlebury participates in the Vermont Campus Sustainability Network (

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

), the Northeast Campus Sustainability Consortium, and the Association for the Advancement of Sustainability in Higher Education.

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

Middlebury and Furman University co-created faculty curriculum development workshops to support faculty members who were interested in infusing sustainability into existing or new courses. These workshops took place in 2009 and 2010. Faculty and staff at both institutions have co-authored a paper about the experience to be published in a collection by the Johns Hopkins Press.

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

Sustainability in Continuing Education

Criteria

Part 1

Institution offers continuing education courses that are focused on or related to sustainability.

Courses that can be taken for academic credit are not included in this credit. They are covered by the *Curriculum* subcategory.

Part 2

Institution has a sustainability-related certificate program through its continuing education or extension department.

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

Does the institution offer continuing education courses that are focused on or related to sustainability? :

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? :

A brief description of the certificate program :

Year the certificate program was created :

The website URL where information about sustainability in continuing education courses is available :

Community Service Participation

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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.

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

The number of students engaged in community service :

1500

Total number of students, which may exclude part-time, continuing education and/or non-credit students :

2532

The website URL where information about the institution's community service initiatives is available :

<http://www.middlebury.edu/academics/resources/civicengagement>

Community Service Hours

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

Criteria

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

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

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

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

65000

Total number of students, which may exclude part-time, continuing education and/or non-credit students :

2532

The website URL where information about the institution's community service initiatives is available :

<http://www.middlebury.edu/academics/resources/civicengagement>

Sustainability Policy Advocacy

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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 :

Middlebury wrote letters to Vermont Legislators in support of the Higher Education Sustainability Act and we have a formally designated administrator who regularly informs and advocates for sustainability issues with the Vermont congressional delegation. Middlebury has also supported student sustainability advocacy in many instances.

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.

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

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

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

Has the institution expressed intention to participate in the Designated Suppliers Program? :

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

Graduation Pledge

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

"---" 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 :

Leading up to graduation, students are asked to sign an online pledge stating "I pledge to explore and take into account the social and environmental consequences of any job I consider and will try to improve these aspects of any organizations for which I work."

When students pick up their graduation robes, there are green ribbons available for those who have signed the pledge to wear at commencement.

Over 120 students signed the pledge in May 2011.

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

Community Service on Transcripts

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

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

A brief description of the practice :

The website URL where information about the practice is available :

Farmers' Market

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

Does the institution host a farmers' market for the community? :

A brief description of the farmers' market :

The website URL where information about the market is available :

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

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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 :

In 2012, the College established the Middlebury Center for Social Entrepreneurship, which supports and teaches young social entrepreneurs to use the tools and strategies of entrepreneurs to bring about positive social change. Through lecture series, project grants, and training, the MCSE will help high school and college students, as well as recent college graduates, to design and lead projects that can bring about a more peaceful world. Information about the initial grants given by the MCSE can be found here:

Middlebury was also designated as a "Changemaker Campus" by Ashoka in recognition of the opening of the MCSE. Visit

<http://ashokau.org/changemaker-campus/>

to learn more about Ashoka and the Changemaker Campus program.

A letter of affirmation from an individual with relevant expertise :

[Ashoka STARS Letter Middlebury.pdf](#)

The website URL where information about the innovation is available :

<http://www.middlebury.edu/studentlife/innovation/cse>

Innovation 2

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.

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

Innovation 3

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, 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.

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

Innovation 4

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, 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.

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

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

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

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

Does new student orientation include presentations, speakers, or skits that address sustainability and take place in large venues that most or all first-year students attend? :

No

Provide a brief description of the presentations, speakers or skits :

Does new student orientation incorporate sustainability information into presentations (e.g., made by Residential Advisors to individual dorm floors)? :

Provide a brief description of the presentations :

Does new student orientation actively engage students in activities that raise awareness about sustainability, highlight how sustainability plays out on campus, or allows students to take part in a productive green activity? :

Yes

Provide a brief description of the activities :

Every year during the "optional activities" times of orientation there are opportunities for students to participate in trail maintenance, gleaning at local apple orchards, working on the College's organic farm, and other similar activities. There is also a sustainability fair and a sustainability tour of campus offered by the Sustainability Integration Office.

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 :

Does the institution incorporate sustainability into new student orientation in other ways? :

Provide a brief description :

Food Education

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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? :

Provide a brief description :

Are students educated in dining facilities about how to make eco-positive food choices? :

Yes

Provide a brief description :

Signs about local foods are present in our dining halls. Additionally, the student group, Eat Real has used table tents in dining halls to inform students about the environmental (as well as health and social) benefits of a primarily plant-based diet.

Are students educated during orientation about how to make eco-positive food choices? :

No

Provide a brief description :

Are students educated in other venues about how to make eco-positive food choices? :

Yes

Provide a brief description :

Many groups on campus are actively engaged in promoting eco-positive food choices. Movies such as Food, Inc., King Corn, and many others are frequently screened on campus. Student groups such as Eat Real use posters, articles in the campus newspaper, and other

avenues to educate their peers about environmental consequences of food choices.

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 :

The Middlebury College Organic Farm provides hands on experience for students to learn to grow their own food. The student organization that runs the garden also hosts events such as lectures, screenings, and even conferences to help educate the student body about growing food.

Food and Beverage Purchases

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affair

Criteria

Institution provides details of its food and beverage purchases.

Submission Note:

The percentage of total food and beverage expenditures spent by dining services to procure items from on-campus organic garden(s) is actually <1% the garden is too small to register above 1%

"---" 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 :

21

The percentage of food and beverage expenditures that were grown within 100 miles of the institution :

21

List what tool your institution is using to track this information (e.g. Center for Environmental Farming Systems or CBORD) :

Annual audit of all invoices for fiscal year's purchases

List items procured for dining services from on-campus organic garden(s) :

tomatoes, basil, onions, potatoes, greens, spinach, beets, turnips, grapes, herbs, flowers, zucchini, summer squash

The percentage of total food and beverage expenditures spent by dining services to procure items from on-campus organic garden(s) :

1

List all Fair Trade certified items purchased :

Coffee and bananas

Confinement-Free Food Purchases

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 :

Percentage purchased :

Comments :

Type of confinement-free product purchased (1st product) :

Percentage purchased (1st product) :

Comments (1st product) :

Type of confinement-free product purchased (2nd product) :

Percentage purchased (2nd product) :

Comments (2nd product) :

Type of confinement-free product purchased (3rd product) :

Percentage purchased (3rd product) :

Comments (3rd product) :

Type of confinement-free product purchased (4th product) :

Percentage purchased (4th product) :

Comments (4th product) :

Vegetarian-Fed Food Purchases

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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) :

Chicken

Percentage purchased (1st product) :

100

Comments (1st product) :

Type of vegetarian-fed product purchased (2nd product) :

Beef

Percentage purchased (2nd product) :

100

Comments (2nd product) :

Type of vegetarian-fed product purchased (3rd product) :

Percentage purchased (3rd product) :

Comments (3rd product) :

Type of vegetarian-fed product purchased (4th product) :

Percentage purchased (4th product) :

Comments (4th product) :

Type of vegetarian-fed product purchased (5th product) :

Percentage purchased (5th product) :

Comments (5th product) :

Hormone-Free Food Purchases

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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) :

Pork

Percentage purchased (1st product) :

100

Comments (1st product) :

Type of hormone-free product purchased (2nd product) :

Chicken

Percentage purchased (2nd product) :

80

Comments (2nd product) :

Type of hormone-free product purchased (3rd product) :

Beef

Percentage purchased (3rd product) :

100

Comments (3rd product) :

Type of hormone-free product purchased (4th product) :

Percentage purchased (4th product) :

Comments (4th product) :

Type of hormone-free product purchased (5th product) :

Percentage purchased (5th product) :

Comments (5th product) :

Seafood Purchases

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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) :

Alaskan Cod

Percentage purchased (1st product) :

100

Standard used (1st product) :

Marine Stewardship Council label "Copper River"

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) :

Percentage purchased (2nd product) :

Standard used (2nd product) :

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

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

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? :

No

Does the institution offer biodegradable / compostable dishware at its dining services locations? :

No

Does the institution offer other types of dishware at its dining services locations? :

No

Provide a brief description. :

All campus dining halls use reusable dishware.

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affair

Criteria

Institution provides details about its energy initiatives.

Submission Note:

We have worked with Efficiency Vermont to establish a list of priority upgrades and retrofits for the campus, a great many of which have already been completed. We have not, however, collected data on the square footage of retrofitted space nor have we been able to measure the exact changes in energy usage.

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

The percentage of total building space square footage that has undergone energy retrofits or renovations within the past three years :

The percentage of overall energy consumption reduced as a result of retrofits and renovations completed within the past three years :

The percentage of electricity consumption reduced as a result of retrofits and renovations completed within the past three years :

The percentage of thermal energy consumption reduced as a result of retrofits and renovations completed within the past three years :

The combined gross square footage of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled :

0

The names of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled :

The combined gross square footage of all buildings that are ENERGY STAR labeled :

0

The names of all buildings that are ENERGY STAR labeled :

Energy Use by Type

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

Criteria

Institution reports its energy use by type.

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

The percentage of total electricity use from coal. :

0

The percentage of total electricity use from wind. :

0.02

The percentage of total electricity use from biomass. :

3.28

The percentage of total electricity use from natural gas. :

0

The percentage of total electricity use from solar PV. :

0.04

The percentage of total electricity use from geothermal. :

0

The percentage of total electricity use from nuclear. :

42.10

The percentage of total electricity use from hydro. :

33.87

The percentage of total electricity use from other. :

20.68

Provide a brief description. :

15.7 is co-generated at our heating/cooling plant, which used 60% biomass, 40% #6 fuel oil. 0.25% is from biomethane. 4.6% is from the NPCC grid and we are not sure of the exact sources.

The percentage of total energy used for heating buildings from coal. :

0

The percentage of total energy used for heating buildings from biomass. :

60

The percentage of total energy used for heating buildings from electricity. :

0

The percentage of total energy used for heating buildings from natural gas. :

0

The percentage of total energy used for heating buildings from geothermal. :

0

The percentage of total energy used for heating buildings from fuel oil. :

40

The percentage of total energy used for heating buildings from other. :

0

Provide a brief description. :

If cogeneration, please explain. :

As mentioned above, we cogenerate about 15% of our electricity at our heating/cooling facility.

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affair

Criteria

Institution provides details about its procurement efforts.

Submission Note:

We do not have an official policy for purchasing ENERGY STAR, but in practice our facilities department does prioritize ENERGY STAR when making purchases. Also, the 75% figure given above is likely an underestimate of the actual percentage of appliances purchased that have the ENERGY STAR designation.

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

The percentage of institutionally purchased appliances that are ENERGY STAR rated (of eligible appliance categories) :

75

Does the institution have a policy to purchase ENERGY STAR appliances whenever possible? :

No

The percentage of expenditures on Forest Stewardship Council (FSC) certified office paper (US/Canadian dollars) :

100

Does the institution's vendor code or policy require vendors to use less packaging? :

No

Bike Sharing

Criteria

Institution reports the number of bicycles available through bike sharing programs.

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

The number of bicycles available through bike sharing programs :

Water Initiatives

Criteria

Institution provides details about its water initiatives.

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

Is there is a ban or restriction on selling or distributing bottled water on campus? :

No

Provide a brief description of any bottled water ban or restriction :

Does the institution meter any of its non-potable water usage? :

The percentage of urinals on campus that are waterless :

Endowment

Responsible Party

Jack Byrne

Director of Sustainability Integration
Environmental Affair

Criteria

Institution provides details about its endowment.

Submission Note:

Additional notes about the question "Does the 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)?" and the questions that follows it: The Student Investment Committee has the ability to research and vote proxies through the account it manages, which is about \$350,000.

"---" 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 :

908668000 US/Canadian \$

Date as of :

May 30, 2012

Does the institution offer donors the option of directing gifts to an investment fund that considers environmental/sustainability factors? :

Yes

If yes, or if currently under consideration, provide a brief description :

The College has committed \$4 million to the Sustainable Investments Initiative with a goal of raising an additional \$4 million over time.
<http://www.middlebury.edu/newsroom/archive/2010/node/255685>

Has the institution made investments in on-campus energy and/or water efficiency projects through the endowment (as an endowment investment and not a payout or using operating budget funds) :

No

Size of capital commitments made within past 3 years :

Provide a brief description :

Currently under consideration is a bio-methane gas collection and delivery system that could help Middlebury further reduce its use of fossil fuels. \$500,000 is under consideration as initial investment for the project.

Does institution lack the ability to vote proxies on environmental and social resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)? :

No

Does the institution lack the ability to vote proxies on corporate governance resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)? :

No

Do investment managers handle the details of proxy voting on environmental and social resolutions? :

Yes

Do investment managers handle the details of proxy voting on corporate governance resolutions? :

Yes

Are investment managers provided with general guidelines that determine proxy votes on environmental and social resolutions? :

Yes

Are investment managers provided with general guidelines that determine proxy votes on corporate governance resolutions? :

Yes

Are investment managers provided with specific guidelines that determine proxy votes on environmental and social resolutions? :

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 environmental and social resolutions? :

Yes

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on corporate governance resolutions? :

Yes

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

Jack Byrne

Director of Sustainability Integration
Environmental Affairs

Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

"---" 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) :

2

FTE staff on payroll :

2

FTE student intern/fellow :

0