

University of Montana

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

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

Education & Research

Co-Curricular Education

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

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

Student Sustainability Educators Program

Criteria

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

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

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

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

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

Student Sustainability Outreach Campaign

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

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

The following impacts are not sufficient for this credit:

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

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

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

Yes

The name of the campaign(s) :

Use Your Power Wisely

A brief description of the campaign(s) :

This campaign is aimed at encouraging sustainable behaviors such as turning off lights and equipment, taking shorter showers, recycling, using public transportation, and reduced paper use.

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

As part of the Use Your Power Wisely campaign, an energy conservation competition was implemented in residence halls. Reduction in energy and water use was measured through weekly meter readings.

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

<http://useyourpowerwisely.org/>

Sustainability in New Student Orientation

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

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

Yes

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

Sustainability-related organizations and student groups are represented at new student orientation events such as informational fairs. Information about Farm-to-College (locally-sources food) dining is available to new students on the orientation website. Information about green living in the residence halls is available on the Greening UM website. Green Living is also demonstrated in a model dorm room that was available to new students and included in orientation tours. Also, a picnic called Welcomefeast is held at the beginning of the school year and features recycling education and local food.

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

<http://www.umt.edu/greeningum/storage/Green%20Dorm%20Tips.aspx>

Sustainability Outreach and Publications

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

Yes

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

Greening UM is a coalition representing all UM sustainability initiatives. It represents every eco-minded initiative on campus from those in the classroom to those in the heating plant. Specifically, this website is maintained and overseen by the Sustainable Campus Committee and the Office of Sustainability.

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

<http://www.umt.edu/greeningum/>

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Does the institution have a sustainability newsletter? :

Yes

A brief description of the sustainability newsletter :

The EVST News is a weekly newsletter listing events, jobs, scholarship opportunities, and other sustainability-related activities.

The website URL for the sustainability newsletter :

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 :

Founded by Environmental Studies graduate students at the University of Montana in 1992, Camas is a biannual environmental literary magazine that continues to be produced by students in the Environmental Studies program. Our goals are to encourage a dialogue on environmental and cultural issues in the West; celebrate the people who work, study, write, and live here; and provide an opportunity for students and emerging writers to publish their work alongside established environmental authors.

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

<http://www.umt.edu/camas/About.aspx>

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

Yes

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

The Payne Family Native American Center achieved LEED Platinum status and is a celebrated building exemplifying Naive American culture. Signage throughout the building highlights the green building features that are described in the brochure linked below.

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

<http://www.umt.edu/greeningum/NABinder1.pdf>

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

Yes

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

The UM Farm to College Program utilizes local foods through the retail section of an on-campus store and daily menu items in the University's cafeteria. The UM Farm to College Program supports agriculture and economic development statewide by purchasing Montana products. We educate the campus community through signage, website information, and events, thereby strengthening connections between the urban and rural areas of our state. We seek to reduce our environmental impacts by shortening the physical distance that our food travels.

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

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

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? :

No

A brief description of the sustainability walking map or tour :

The website URL of the sustainability walking map or tour :

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

Yes

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

The Associated Students of the University of Montana fund and operate an Office of Transportation responsible for the free busing system, bike rental, and collaboration with the local community to develop and maintain biking and walking trails. The Office of transportation offers guides, maps, and information about alternative transportation methods.

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

http://life.umt.edu/asum/asum_agencies/Transportation/

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

Yes

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

Green Dorm Room Tips are offered on the Greening UM website as well as at orientation for new students. A model Green Dorm room has been included on tours during new student orientation.

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

<http://www.umt.edu/greeningum/storage/Green%20Dorm%20Tips.aspx>

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

No

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

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

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

:

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? (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 :

Student Group

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

"---" 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 :

UM Climate Action Now (CAN): UM CAN's mission is to build bridges between faculty, students, and community through active public engagement to work towards a sustainable and carbon neutral campus.

UM Forum for Living with Appropriate Technology (FLAT): The UM FLAT is an experiential live-in resource (house) for UM students demonstrating the practicality of sustainable living.

Students for Real Food: Students for Real Food is student group aimed at educating, inspiring and taking action for a just and sustainable food system within Montana.

Environmental Law Group: The Environmental Law Group (ELG) is a recognized student group of the University of Montana founded for the purpose of raising environmental consciousness within the legal community.

Montana Public Interest Group (MontPIRG): MontPIRG's aim is to be a voice for the public interest in support of a clean and healthful environment, a fair marketplace for consumers, and an open and responsive government.

Air and Waste Management: The purpose of the A&WMA is to offer students an opportunity to participate in conferences, be eligible for scholarships and internships and to attend environmental seminars.

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

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

1. UM CAN achieved institutionalizing a carbon neutrality goal of 2020 for the UM campus.
2. UM FLAT offered numerous educational seminars and tours to the local community on sustainable living practices.
3. UM FLAT installed a solar array on their facility.
4. Students initiated the Smart Buildings Initiative to create an energy efficient campus by installing real-time energy monitoring, hiring energy management staff, and securing funding to retrofit existing buildings on campuses across the state of Montana.

List other student groups that address sustainability :

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

<http://www.umt.edu/greeningum/Get%20Involved/Student%20Groups.aspx>

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

Yes

A brief description of the garden :

University Dining Services at The University of Montana manages a sustainable garden adjacent to the campus cafeteria. Crops are grown in raised wooden beds and seeds are heirloom varieties selected for their productivity. Compost from post-consumer waste generated by the cafeteria are used to help grow the crops, which are then served in the cafeteria, completing the food cycle. The garden is visible to anyone passing by on their way between residence halls, classes, and the cafeteria and frequent tours and events are open and free to the public. Students intern with the garden to learn organic farming techniques and information is shared with cafeteria users.

The garden is an extension of the UM Farm to College Program, which advocates the use of sustainable practices such as purchasing local foods, recycling and reduction of carbon footprints.

The website URL where information about the garden is available :

<http://umfarmtocollege.drupalgardens.com/content/campus-garden-and-running>

Model Room in a Residence Hall

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

Themed Housing

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

Sustainable Enterprise

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

Sustainability Events

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

Yes

A brief description of the event(s) :

Earth Week events are held each year at UM featuring sustainability-related events such as the Trash Bash Fashion Show with apparel made from recycled materials, films, speakers, awards, music, panels, and an eco-pentathlon where people bike between community service activities.

Also, UM hosts speakers such as David Orr (

<http://umt.edu/president/events/lectures/2009-2010/orr0910.php>

), Elizabeth Kolbert (

<http://umt.edu/president/events/lectures/2011-2012/kolbert1112.php>

), and international speakers (

<http://news.umt.edu/2011/10/100411pull.aspx>

)

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

<http://www.umt.edu/greeningum/EarthWeek/default.aspx>

Outdoors Program

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

"---" 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 :

Description of UM's Wilderness and Civilization curriculum: "Study wilderness and land ethics through ecology, literature, policy, art, and Native American Studies. Engage with conservation advocates, land managers, tribal leaders, and innovative landowners in the field. Work in the community through internships and service projects that turn knowledge into action. Learn valuable skills in ecological monitoring, plant identification, policy analysis, and backcountry travel. Develop a sense of place and community through study of local issues with a small group of students. Experience some of the wildest country in the lower 48 states."

The website URL where information about the program is available :

<http://www.cfc.umt.edu/wc/>

Themed Semester or Year

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

Yes

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

Every year, one First-Year Interest Group (FIG), a pre-packaged cluster of high-demand freshman courses, is offered with a climate change/sustainability focus.

In 2011, the First Year Reading selection for incoming Freshman was Elizabeth Kolbert's book "Field Notes from a Catastrophe" (

<http://www.umt.edu/home/stories/2011/08/firstyearreading.php>

)

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

Field Notes from a Catastrophe

The website URL where information about the theme is available :

<http://www.cfc.umt.edu/ccs/FIGs.html>

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

Cherie Peacock

Sustainability Coordinator

Office of Sustainability

Criteria

Part 1

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

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

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

Part 2

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

Part 3

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

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

Sustainability-Focused Courses

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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*.

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

Sustainability-Related Courses

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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*.

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

Sustainability Courses by Department

Criteria

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

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

Sustainability Learning Outcomes

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

Undergraduate Program in Sustainability

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

"---" 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) :

Environmental Studies

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

http://www.cas.umt.edu/evst/about/mission_principles.cfm

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

Climate Change Studies Minor

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

<http://www.cfc.umt.edu/ccs/>

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) :

[Campus Sustainability Data Collector](#) | [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.

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

Sustainability Immersive Experience

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

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

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

Yes

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

The UM FLAT (Forum for Living with Appropriate Technology) is an experiential live-in resource (house) for UM students to demonstrate the practicality of sustainable living. In a time of rising energy costs, 'conservation of energy' is the most effective means of demonstrating appropriate development at UM and Missoula. By experimenting with and educating others about the social, ethical, and environmental benefits of appropriate technology, the UM FLAT will help to establish the University of Montana as a model for exhibiting efficient building practices. The ultimate goal of the UM FLAT is to encourage the development of efficient and affordable homes for a sustainable society. By retro-fitting an existing home the utility of the UM FLAT demonstration resources could be easily applied to the Missoula community.

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

<http://www.umt.edu/umflat/>

Sustainability Literacy Assessment

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

Incentives for Developing Sustainability Courses

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.

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

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

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

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

Part 2

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

Part 3

Institution makes its sustainability research inventory publicly available online.

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

Faculty Engaged in Sustainability Research

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Institution's faculty members conduct research on sustainability topics.

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

Submission Note:

There are a number of faculty that engage in sustainability research, however an inventory is not available and the university has not developed a definition of sustainability research. Therefore, I assume UM is not eligible for this credit at this time.

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

Departments Engaged in Sustainability Research

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

Sustainability Research Incentives

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

Interdisciplinary Research in Tenure and Promotion

Criteria

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

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

Operations

Buildings

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

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

Building Operations and Maintenance

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Institution owns and operates buildings that are:

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

and/or

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

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

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

Building Design and Construction

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

and/or

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

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

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

New building space that meets "Eligible Buildings Criteria" :

171163 *Square Feet*

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

0 *Square Feet*

New building space that is LEED Certified :

0 *Square Feet*

New building space that is LEED Silver certified :

0 *Square Feet*

New building space that is LEED Gold certified :

0 *Square Feet*

New building space that is LEED Platinum certified :

20000 *Square Feet*

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

An electronic copy of the guidelines or policies :

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

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

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

Payne Family Native American Center;

<http://news.umt.edu/2011/10/100511leed.aspx>

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

Indoor Air Quality

Criteria

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

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

Climate

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

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

Greenhouse Gas Emissions Inventory

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

The website URL where the GHG emissions inventory is posted :

<http://rs.acupcc.org/ghg/1640/>

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

Yes

Does the inventory include emissions from air travel? :

Yes

Does the inventory include emissions from commuting? :

Yes

Does the inventory include embodied emissions from food purchases? :

No

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

No

Does the inventory include emissions from solid waste disposal? :

Yes

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

No

If yes, please specify :

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

If yes, please specify :

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

If yes, please specify :

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

If yes, please specify :

Greenhouse Gas Emissions Reduction

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

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

Scope 1 and 2 gross GHG emissions, 2005 :

38875 Metric Tons of CO2 Equivalent

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

0 Metric Tons of CO2 Equivalent

Third-party verified carbon offsets purchased, 2005 :

0 Metric Tons of CO2 Equivalent

On-campus residents, 2005 :

2762

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

10504

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

2708

Scope 1 and 2 gross GHG emissions, performance year :

42341 *Metric Tons of CO2 Equivalent*

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

0 *Metric Tons of CO2 Equivalent*

Carbon offsets purchased, performance year :

0 *Metric Tons of CO2 Equivalent*

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

7/1/2009, 6/30/2010

On-campus residents, performance year :

2762

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

12003

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

3357

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

7/2009 to 7/2010

Air Travel Emissions

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

Local Offsets Program

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

Dining Services

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

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

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

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

Submission Note:

The University of Montana initiated a nationally recognized Farm-to-College program that brings food grown or raised in Montana to student consumers. Montana is a large state and located in the cold north, making much of our food not obtainable within a 250 mile radius. This credit is unfairly biased toward colleges located in year-round growing regions.

"---" 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) :

10

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

University Dining Services and four UM graduate students teamed-up in the spring of 2003 to create the UM Farm to College Program, dedicated to buying more food locally to feed the campus community. Through this program, The University of Montana plays a greater role in supporting Montana's economy, strengthening the local community and helping to preserve Montana's natural and cultural heritage.

This program utilizes local foods through the form of a Farm to College retail section in the Cascade Country Store and new daily Farm to College menu items. UDS has also incorporated local foods into the Food Zoo, University Dining Services' all-you-care-to-eat venue.

The UM Farm to College Program supports agriculture and economic development statewide by purchasing Montana products to serve in our dining venues. We educate the campus community and others about Montana food and agriculture, thereby strengthening connections between the urban and rural areas of our state. We seek to reduce our environmental impacts by shortening the physical distance that our food travels.

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

<http://umfarmtocollege.drupalgardens.com/content/sustainability>

Trayless Dining

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

:

Yes

A brief description of the trayless dining program :

List the year the program was started :

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

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

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

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

The website URL where information about the program is available :

Vegan Dining

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

Yes

A brief description of the vegan dining program :

UM's on-campus cafeteria, The Food Zoo, offers a daily vegetarian selection including vegan options.

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

http://life.umt.edu/dining/restaurants/food_zoo.php

Trans-Fats

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

Guidelines for Franchisees

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

Pre-Consumer Food Waste Composting

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

Yes

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

Chefs collect pre-consumer food waste and process through a Hobart Pulper and two Somat dehydrators. The processed food waste is collected and composted at a nearby university-operated farm. The compost is then brought back to campus and used in on-campus gardens.

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 :

0

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

5

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

<http://umfarmtocollege.drupalgardens.com/content/sustainability>

PostConsumer Food Waste Composting

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

Yes

A brief description of the postconsumer food waste composting program :

Waste food is collected and put into the same process as pre-consumer food waste. All waste is processed through a Hobart Pulper and two Somat dehydrators. The processed food waste is collected and composted at a nearby university-operated farm. The compost is then brought back to campus and used in on-campus gardens.

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 :

0

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

0

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

<http://umfarmtocollege.drupalgardens.com/content/sustainability>

Food Donation

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

Recycled Content Napkins

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

Reusable Container Discounts

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

Reusable To-Go Containers

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

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

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

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

Total building energy consumption, 2005 :

406314 *MMBtu*

Building space, 2005 :

3724191 *Gross Square Feet*

Total building energy consumption, performance year :

434123 *MMBtu*

Building space, performance year :

3987876 *Gross Square Feet*

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

7/1/2009 to 6/30/2010

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

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

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

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

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

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU

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

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

0 MMBtu

Option 2: Non-electric renewable energy generated :

0 MMBtu

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

0 MMBtu

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

0 MMBtu

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

5775.40 MMBtu

Total energy consumed during the performance year :

434123 MMBtu

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

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

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

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

A brief description of cogeneration technologies deployed :

Electricity is produced in a turbine with waste steam from the central heating plant.

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

Timers for Temperature Control

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

Lighting Sensors

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Submission Note:

Percent of buildings with lighting sensors is an estimate.

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

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

Yes

A brief description of the technology used :

Motion sensors are used to control lighting in many buildings on campus though the number or percentage has not been quantified. Daylight harvesting is also used in one abuilding on campus.

The percentage of building space with lighting sensors :

20

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

LED Lighting

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

Yes

A brief description of the technology used :

LED lighting is not used widely but is used in a few outdoor applications and is being researched for applications such as the parking garage.

The percentage of building space with LED lighting :

0

The percentage of parking deck space with LED lighting :

0

The percentage of outdoor space that uses LED lighting :

2

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

50

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

Vending Machine Sensors

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

Energy Management System

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

Yes

A brief description of the management system :

Some, but not all, of the large buildings on campus have energy management systems by Johnson Controls and others. Smart meters for approximately a third of the buildings are currently being installed to enable real-time energy monitoring.

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

15

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

Temperature, ventilation, and cooling setbacks are in place for most buildings.

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

<http://www.umt.edu/facilities/Energy%20and%20Utilities/default.aspx>

Energy Metering

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

Yes

A brief description of the metering system :

All buildings are metered for electricity and steam condensate.

The percentage of building space with energy metering :

100

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

<http://www.umt.edu/facilities/Energy%20and%20Utilities/default.aspx>

Grounds

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

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

Integrated Pest Management

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

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

Native Plants

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

Yes

A brief description of the native plant program, policy, or practice :

Native plant use is prioritized for some locations on campus, but not all. For example, native plants exclusively were used around the LEED Platinum certified Payne Family Native American Center.

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

<http://www.umt.edu/facilities/Grounds.aspx>

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

Snow and Ice Removal

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

Landscape Waste Composting

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

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

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

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

Part 2

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

Submission Note:

Although UM does not have a specific policy regarding EPEAT, we do have a policy requiring Energy Star certification. Please see link: <http://www.umt.edu/policies/300-Financial/purchasingenergy.aspx>

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

Cleaning Products Purchasing

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

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

Part 2

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

Submission Note:

Prodcuts from both GreenSeal and Ecologo are used on campus however expenditures have not been quantified at this time.

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

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

Yes

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

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

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

Custodial staff responsible for purchasing cleaning products meet monthly to discuss and develop all aspects of implementing UM's Green Cleaning Policy. An inventory of cleaning products used on campus is kept and updated regularly.

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

No

Expenditures on Green Seal and/or EcoLogo certified cleaning products :

Total expenditures on cleaning products :

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

Office Paper Purchasing

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

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

Part 2

Institution purchases recycled content office paper.

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

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

No

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

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

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

No

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

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

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

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

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

Total expenditures on office paper :

Vendor Code of Conduct

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

Historically Underutilized Businesses

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

Local Businesses

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

Transportation

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

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

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

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

Submission Note:

In addition to offering hybrid vehicles, UM requires drivers to adhere to a maximum speed limit of 65 mph to increase fuel efficiency.

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

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

6

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

0

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

0

100 percent electric vehicles in the institution’s fleet :

1

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

0

Hydrogen fueled vehicles in the institution's fleet :

0

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

0

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

0

Total number of vehicles in the institution's fleet, including all of the above :

115

Student Commute Modal Split

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

65

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 :

35

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

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

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

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

The website URL where information about alternative transportation is available :

http://life.umt.edu/asum/asum_agencies/Transportation/default.php

Employee Commute Modal Split

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

65

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

35

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

32

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

16

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

17

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

The website URL where information about alternative transportation is available :

http://life.umt.edu/asum/asum_agencies/Transportation/default.php

Bicycle Sharing

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

Yes

A brief description of the program, including an indication of its scope (e.g., the number of bicycles the program makes available, participation levels, etc.) :

The bike program at UMis not exactly the same as bike sharing however, the ASUM Cruiser Co-op program allows students to check out yellow cruiser bike (unisex, with lights, basket, and lock) for up to two days for free. Bike sharing was piloted but the free bike checkout system worked better.

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

http://life.umt.edu/asum/asum_agencies/Transportation/bike/cruiser_co_op.php

Facilities for Bicyclists

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

Yes

A brief description of the facilities :

Secure and covered bike parking is located in a parking garage:

http://life.umt.edu/asum/asum_agencies/Transportation/bike/bike_parking.php

Showers and lockers are located in the Payne Family Native American Center, Facilities Services Building and other locations on campus.

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

<http://www.umt.edu/greeningum/NABinder1.pdf>

Bicycle and Pedestrian Plan

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

Has the institution developed a bicycle plan? :

Yes

A brief description of the plan :

The University of Montana cooperates with the city of Missoula to make the entire community, including campus, bicycle and pedestrian friendly:

<http://www.ci.missoula.mt.us/index.aspx?nid=404>

The website URL where information about the plan is available :

http://life.umt.edu/asum/asum_agencies/Transportation/bike/default.php

Mass Transit Programs

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

Yes

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

The University of Montana offers free shuttle services AND free access to city buses. More than 40% of students use the bus services that connect residence halls, remote campus locates, and the local community.

The website URL where information about the program is available :

http://life.umt.edu/asum/asum_agencies/Transportation/bus/parknride_udash/default.php

Condensed Work Week

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

"---" 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 :

Eligible employees may work a compressed week during the summer months only.

The website URL where information about the program is available :

Telecommuting

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

Carpool/Vanpool Matching

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

Cash-out of Parking

Responsible Party

Cherie Peacock

Sustainability Coordinator

Office of Sustainability

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

Carpool Discount

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

Yes

A brief description of the program :

The university offers a greatly reduced parking rate for commuters who carpool with two or more people.

The website URL where information about the program is available :

<http://www.umt.edu/publicsafety/Campus%20Parking/Parking%20Permits.aspx>

Local Housing

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

No

A brief description of the incentives or programs :

No incentives are given.

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

Prohibiting Idling

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

Car Sharing

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

Weight of materials recycled, 2005 baseline year :

129.50 Tons

Weight of materials composted, 2005 baseline year :

0 Tons

Weight of materials disposed as garbage, 2005 baseline year :

4026 Tons

Weight of materials recycled, performance year :

160 Tons

Weight of materials composted, performance year :

0 Tons

Weight of materials disposed as garbage, performance year :

5752 Tons

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

7/1/2009 to 6/31/2010

On-campus residents, 2005 :

Campus Sustainability Data Collector | AASHE | Sierra Magazine

2762

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

10504

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

2708

On-campus residents, performance year :

2762

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

12003

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

3357

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

7/1/2009 to 6/31/2010

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

No

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 :

<http://www.umt.edu/greeningum/Operations/Recycling/default.aspx>

Waste Diversion

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

186 Tons

Materials disposed in a solid waste landfill or incinerator :

6098 Tons

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

UM has a student-funded campus-wide recycling program with two full-time recycling coordinators and 15-20 part-time materials collectors. UM also diverts materials from the landfill through a reuse program, yearly garage sale, composting, and employee salvage.

Construction and Demolition Waste Diversion

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

Electronic Waste Recycling Program

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

Yes

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

No

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

E-waste is recycling using state approved companies that meet environmental standards. More information available at:

<http://deq.mt.gov/Recycle/electronics/default.mcp>

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

The recycling program collects, palletizes, and arranges for transport the electronic waste generated by university faculty and staff. UM students have also organized community-wise e-waste recycling events.

<http://www.umt.edu/greeningum/InitiativesCampaigns/Past%20Campaigns%20Initiatives.aspx>

Only certified e-waste recyclers are used.

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

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

<http://www.umt.edu/greeningum/Operations/Recycling/Recycling%20Guide.aspx>

Hazardous Waste Management

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.

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

Materials Exchange

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

Limiting Printing

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

Materials Online

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

Chemical Reuse Inventory

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

Move-In Waste Reduction

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

Yes

A brief description of the program :

Additional recycling containers are placed near every residence hall. Also, more frequent pickup is done.

The website URL where information about the program is available :

Move-Out Waste Reduction

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

Yes

A brief description of the program :

Additional recycling containers are placed at each residence hall and additional pick-ups are scheduled. Reusable materials that are thrown away are collected and donated to local the local Goodwill.

The website URL where information about the program is available :

Water

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

Credit
Water Consumption
Stormwater Management
Waterless Urinals
Building Water Metering
Non-Potable Water Usage
Xeriscaping
Weather-Informed Irrigation

Water Consumption

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

Stormwater Management

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

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

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

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

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

Part 2

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

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

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

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

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

Yes

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

Yes

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

UM follows the state stormwater permitting requirements. See URL below for more details.

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

<http://www.umt.edu/facilities/Energy%20and%20Utilities/Storm%20Water%20Program.aspx>

Does the institution have a living or vegetated roof? :

No

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

Does the institution have porous paving? :

No

A brief description of the institution's porous paving :

Does the institution have retention ponds? :

No

A brief description of the institution's retention ponds :

Does the institution have stone swales? :

No

A brief description of the institution's stone swales :

Does the institution have vegetated swales? :

No

A brief description of the institution's vegetated swales :

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

Yes

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

Containment and drainage through underground sumps.

Waterless Urinals

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

Building Water Metering

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

Yes

A brief description of the water metering employed :

Turbine water meters are used on some campus buildings.

The percentage of building space with water metering :

60

The website URL where information about the practice is available :

Non-Potable Water Usage

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

Xeriscaping

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

Weather-Informed Irrigation

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

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

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

Does the institution have a sustainability committee? :

Yes

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

Mission Statement:

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

Charge:

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

Members of the committee, including affiliations :

Committee structure:

- The committee shall be composed of 12 members from the faculty, staff, administration, and students at the University of Montana.
- The committee members will be appointed by the UM President on the recommendation of ASUM, Staff Senate, Faculty Senate or the [Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

SCC.

- Members will serve two year terms.
 - To capture a diversity of perspectives, the committee will draw from a variety of departments and services found on the campus.
 - There will be three representatives from each of the following: administration, faculty, staff and students.
- Students representations will usually include an ASUM representative, a MTPIRG representative, a graduate student.

(EVST or other interested department)

- The committee will elect a chair.
- The full committee will meet monthly in September, October, November, February, March & April

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

<http://www.umt.edu/greeningum/Get%20Involved/Sustainable%20Campus%20Committee/default.aspx>

Does the institution have a sustainability office? :

Yes

A brief description of the sustainability office :

The Office of Sustainability evolved out of the efforts of the Sustainable Campus Committee, Facility Services Sustainability Initiatives Team, ASUM Sustainability, and the Recycling Oversight Committee. These groups coordinated various campus sustainability efforts and worked hard to create a united Office of Sustainability with a full-time Sustainability Coordinator. The first Sustainability Coordinator for the Office of Sustainability, Cherie Peacock, started January, 2009. The Office of Sustainability includes the ASUM Sustainability Coordinator, the full-time Recycling Coordinator, and students hired to collect and process recyclable materials.

The Office of Sustainability is responsible for implementing recycling on campus and coordinating a variety of efforts in support of overall campus sustainability. Activities that have been ongoing for a number of years include alternative transportation, farm-to-college food services, facility energy conservation measures, energy-efficient new construction, and education on the environment and climate change. The Office of Sustainability also networks and solicits feedback from the local Missoula community.

The number of people employed in the sustainability office :

3

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

<http://www.umt.edu/greeningum/about.aspx>

Does the institution have a sustainability coordinator? :

Yes

Sustainability coordinator's name :

Cherie Peacock

Sustainability coordinator's position title :

Director, Office of Sustainability

A brief description of the sustainability coordinator's position :

The Office of Sustainability evolved out of the efforts of the Sustainable Campus Committee, Facility Services Sustainability Initiatives Team, ASUM Sustainability, and the Recycling Oversight Committee. These groups coordinated various campus sustainability efforts and worked hard to create a united Office of Sustainability with a full-time Sustainability Coordinator. The first Sustainability Coordinator for the Office of Sustainability, Cherie Peacock, started January, 2009. The Office of Sustainability includes the ASUM Sustainability Coordinator, the full-time Recycling Coordinator, and students hired to collect and process recyclable materials.

The Office of Sustainability is responsible for implementing recycling on campus and coordinating a variety of efforts in support of overall campus sustainability. Activities that have been ongoing for a number of years include alternative transportation, farm-to-college food services, facility energy conservation measures, energy-efficient new construction, and education on the environment and climate change. The Office of Sustainability also networks and solicits feedback from the local Missoula community.

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

<http://www.umt.edu/greeningum/Get%20Involved/CommitteesOfficesServices.aspx>

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

Year the strategic plan or equivalent was completed or adopted :

2011

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 :

Sustainability is identified as a core value in UM's Strategic Plan and defined as follows:

"SUSTAINABILITY

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

Environmental sustainability is addressed by requiring campus infrastructure to model sustainability and achieve LEED certification.

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 :

Sustainability is identified as a core value in UM's Strategic Plan and defined as follows:

"SUSTAINABILITY

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

The social dimensions of sustainability are addressed by fostering interdisciplinary learning and research as well as encouraging systems thinking and diversity.

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 :

Sustainability is identified as a core value in UM's Strategic Plan and defined as follows:

"SUSTAINABILITY

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

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

<http://www.umt.edu/planningassessmentcontinuum/plan/plandocs/StrategicPlan2012-2020.pdf>

Physical Campus Plan

Criteria

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

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

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

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

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

Sustainability Plan

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

Does the institution have a sustainability plan that meets the criteria for this credit? :

Yes

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

Stakeholder input was solicited through all-campus emails, website, open house meetings, focus groups, committee involvement, and media.

A brief description of the plan's measurable goals :

UM's Strategic Plan establishes sustainability as a core value which is infused throughout the plans goals. Measureable goals include LEED certification of campus infrastructure.

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

Progress is measured through annual "report cards" delineating current rate of success as compared to the 2020 target rate.

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

<http://www.umt.edu/planningassessmentcontinuum/plan/plandocs/StrategicPlan2012-2020.pdf>

The year the plan was developed or last updated :

2011

Climate Action Plan

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution's administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward *PAE Credit 4: Sustainability Plan*.

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

Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit? :

Yes

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

Carbon neutral by 2020

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

10% reduction below 2007 levels by 2015

Year the climate plan was formally adopted or approved :

2010

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

Yes

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

Scope 1, 2, and 3 (purchased electricity only for Scope 2)

The reduction level (percentage) institution has committed to :

100%

The baseline year the institution used in its GHG emissions commitment :

June 30, 2007

The baseline emissions level institution used in its GHG emissions commitment :

61072 MTeCO₂

The target year the institution specified in its GHG emissions commitment :

Dec. 31, 2020

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

<http://www.umt.edu/greeningum/UM%20Climate%20Action%20Plan/UM%20Climate%20Action%20Plan%202010.pdf>

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

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.

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

Measuring Campus Diversity Culture

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.

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

Support Programs for Underrepresented Groups

Criteria

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

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

Support Programs for Future Faculty

Criteria

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

Such programs could take any of the following forms:

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

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

Affordability and Access Programs

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.

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

Gender Neutral Housing

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

Employee Training Opportunities

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

Student Training Opportunities

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

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

Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

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

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

Employee Satisfaction Evaluation

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.

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

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

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

Sustainability in New Employee Orientation

Criteria

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

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

Employee Sustainability Educators Program

Criteria

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

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

Childcare

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

Employee Wellness Program

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

Socially Responsible Retirement Plan

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

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Shareholder Advocacy
Positive Sustainability Investments
Student-Managed Sustainable Investment Fund
Sustainable Investment Policy
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Cherie Peacock

Sustainability Coordinator

Office of Sustainability

Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

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

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

Shareholder Advocacy

Criteria

There are two possible approaches to earning this credit.

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

and/or

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

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

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

Positive Sustainability Investments

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

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

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

Student-Managed Sustainable Investment Fund

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

Sustainable Investment Policy

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

Investment Disclosure

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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

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

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.

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

Inter-Campus Collaboration on Sustainability

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

Yes

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

UM collaborated with University of Idaho to initiate a consortium of sustainability coordinators and advocates from higher education institutions across the Northwest. The network will enable schools to share successes and challenges, as well as pool resources to raise the caliber of sustainability programs – food systems, waste management, etc. –around the region. Information is shared on a PBWorks site, members participate in monthly conference calls, and yearly conferences are held focusing on a sustainability topic the hosting university specializes in. The network is named Sustainability Partnership of the Northern Rockies (SPNR)

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

American College and University President's Climate Commitment

ACUPCC Implementation Liaison Support Committee

American Association for Sustainability in Higher Education (past member)

Sustainability Partnership of the Northern Rockies

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

Information is shared on a PBWorks site, members participate in monthly conference calls, and yearly conferences are held focusing on a sustainability topic the hosting university specializes in.

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

<http://www.uidaho.edu/cogs/envs/sustainability>

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.

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

Community Service Participation

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.

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

Community Service Hours

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.

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

Sustainability Policy Advocacy

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.

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

Trademark Licensing

Criteria

Part 1

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

Part 2

Institution has signed on to participate in the Designated Suppliers Program.

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

Graduation Pledge

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

Community Service on Transcripts

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

Farmers' Market

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

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

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 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

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

Yes

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

Sustainability-related organizations and student groups are represented at new student orientation events such as informational fairs. Information about Farm-to-College dining is available to new students on the orientation website. Information about green living in the residence halls is also available on the Greening UM website.

<http://www.umt.edu/greeningum/storage/Green%20Dorm%20Tips.aspx>

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? :

Provide a brief description of the activities :

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 :

Annual Welcomefeast provides locally-grown food and increased awareness of recycling and reuse.

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

Yes

Provide a brief description :

A model Green Dorm Room demonstrating energy conservation techniques, recycling options, and water conservation was included new student orientation tours.

Food Education

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Institution provides education about eco-positive food and gardening techniques.

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

Are students educated in an academic class about how to make eco-positive food choices? :

Yes

Provide a brief description :

The Environmental Studies department's Program in Ecological Agriculture and Society, combines traditional academics with hands-on work at an urban, organic farm, which produces tens of thousands of pounds of fruits and vegetables each season for low-income members of the local community. More information about the PEAS Farm is located at:

<http://www.umt.edu/greeningum/Operations/Food/PEAS%20Farm.aspx>

In addition, courses specifically address eco-positive food choices such as Environmental Studies 225 - Community and Environment

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

Yes

Provide a brief description :

UM is proud of the leadership that Dining Services has had for years in the sustainability movement on campus. In the spring of 2003 UM Dining Services teamed up with four UM graduate students and created the UM Farm-to-College Program, a program dedicated to buying more food locally to feed the campus community. Since its creation, the program has been an incredible success, and today students get 20% of their campus food from vendors around the state. Students are informed about the Farm-to-College program through events throughout the year and signage in the cafeteria.

<http://www.umt.edu/greeningum/Operations/Food/Farm%20to%20College.aspx>

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

Yes

Provide a brief description :

Brochures and cafeteria tours highlight the Farm-to-College program and eco-positive food choices.

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

Yes

Provide a brief description :

UM's annual Feastival brings local farmers together with students to share a meal made from locally-sourced food. Interpretation is made available to students that informs them where the food comes from and who grows it.

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 PEAS farm teaches students how to grow food as does the on-campus garden. The student government also provides garden plots to students who want to grow their own food.

<http://www.umt.edu/greeningum/Operations/Food/ASUM%20Community%20Gardens.aspx>

Food and Beverage Purchases

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Institution provides details of its food and beverage purchases.

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

The percentage of food and beverage expenditures that were processed within 100 miles of the institution by a company that is not publicly traded :

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

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

Institutional database

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

Greens, herbs, eggplant, tomatoes, garlic, apples, and a variety of other produce.

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

List all Fair Trade certified items purchased :

Coffee

Confinement-Free Food Purchases

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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 :

Cage free

Percentage purchased :

100

Comments :

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

eggs

Percentage purchased (1st product) :

100

Comments (1st product) :

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

Beef

Percentage purchased (2nd product) :

98

Comments (2nd product) :

grass-fed beef

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

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Institution provides details of its vegetarian-fed animal product purchases.

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

Type of vegetarian-fed product purchased (1st product) :

eggs

Percentage purchased (1st product) :

100

Comments (1st product) :

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

beef

Percentage purchased (2nd product) :

100

Comments (2nd product) :

grass-fed

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

Poultry

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

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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) :

Eggs

Percentage purchased (1st product) :

100

Comments (1st product) :

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

beef

Percentage purchased (2nd product) :

100

Comments (2nd product) :

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

poultry

Percentage purchased (3rd product) :

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

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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) :

Fish, calamari, clams, and shrimp

Percentage purchased (1st product) :

Standard used (1st product) :

Monterey Bay Aquarium Seafood Watch

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

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Institution provides details of the dishware its provides at its dining services locations.

Submission Note:

When practical, reusable dishware is provided and washed. Plastic dishware that is recycleable is also use but campus is phasing out of compostable dishware. Compostable dishware is not recycleable and if it is not composted is becomes trash. Dining Services is going to resuable to-go containers.

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

Does the institution offer reusable dishware at its dining services locations? :

Yes

Does the institution offer plastic dishware at its dining services locations? :

Yes

Does the institution offer polystyrene (Styrofoam) dishware at its dining services locations? :

No

Does the institution offer post-consumer recycled content dishware at its dining services locations? :

No

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

Yes

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

Yes

Provide a brief description. :

Reuseable to-go containers

Energy Initiatives

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Institution provides details about its energy initiatives.

"---" 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 :

33

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

6

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

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

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Institution reports its energy use by type.

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

The percentage of total electricity use from coal. :

60

The percentage of total electricity use from wind. :

7

The percentage of total electricity use from biomass. :

0

The percentage of total electricity use from natural gas. :

7

The percentage of total electricity use from solar PV. :

0

The percentage of total electricity use from geothermal. :

0

The percentage of total electricity use from nuclear. :

1

The percentage of total electricity use from hydro. :

25

The percentage of total electricity use from other. :

Provide a brief description. :

UM purchased almost all of its electricity from Northwest Energy which has the breakdown of sources as listed above.

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

0

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

0

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

0

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

100

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

0

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

0

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

0

Provide a brief description. :

UM operates an on-campus steam plant that uses natural gas.

If cogeneration, please explain. :

The on-campus steam plant produces a small amount (1%) of electricity from cogeneration.

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Institution provides details about its procurement efforts.

Submission Note:

All eligible appliances are required to be Energy Star certified by university policy (<http://www.umt.edu/policies/300-Financial/purchasingenergy.aspx>) however Energy Star purchases are not formally tracked.

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

The percentage of institutionally purchased appliances that are ENERGY STAR rated (of eligible appliance categories) :

100

Does the institution have a policy to purchase ENERGY STAR appliances whenever possible? :

Yes

The percentage of expenditures on Forest Stewardship Council (FSC) certified office paper (US/Canadian dollars) :

Does the institution's vendor code or policy require vendors to use less packaging? :

No

Bike Sharing

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Institution reports the number of bicycles available through bike sharing programs.

Submission Note:

20 is approximately the number of bike available for rent.

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

The number of bicycles available through bike sharing programs :

20

Water Initiatives

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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? :

No

The percentage of urinals on campus that are waterless :

Endowment

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

Criteria

Institution provides details about its endowment.

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

The institution's total endowment market value as of the close of the most recent fiscal year :

127844 US/Canadian \$

Date as of :

June 30, 2011

Does the institution offer donors the option of directing gifts to an investment fund that considers environmental/sustainability factors? :

No

If yes, or if currently under consideration, provide a brief description :

Has the institution made investments in on-campus energy and/or water efficiency projects through the endowment (as an endowment investment and not a payout or using operating budget funds) :

Size of capital commitments made within past 3 years :

Provide a brief description :

Does institution lack the ability to vote proxies on environmental and social resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)? :

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)? :

Do investment managers handle the details of proxy voting on environmental and social resolutions? :

Do investment managers handle the details of proxy voting on corporate governance resolutions? :

Are investment managers provided with general guidelines that determine proxy votes on environmental and social resolutions? :

Are investment managers provided with general guidelines that determine proxy votes on corporate governance resolutions? :

Are investment managers provided with specific guidelines that determine proxy votes on environmental and social resolutions? :

Are investment managers provided with specific guidelines that determine proxy votes on corporate governance resolutions? :

Does a single administrator determine proxy votes on environmental and social resolutions? :

Does a single administrator determines proxy votes on corporate governance resolutions? :

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on environmental and social resolutions? :

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on corporate governance resolutions? :

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy

votes on environmental and social resolutions? :

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on corporate governance resolutions? :

Is institution community feedback incorporated into proxy voting decisions on environmental and social resolutions through town hall meetings or a website? :

Is institution community feedback incorporated into proxy voting decisions on corporate governance resolutions through town hall meetings or a website? :

Sustainability Staffing

Responsible Party

Cherie Peacock
Sustainability Coordinator
Office of Sustainability

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) :

3

FTE staff on payroll :

3

FTE student intern/fellow :

2