



# University of Richmond

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

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

# Education & Research

## Co-Curricular Education

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

<b>Credit</b>
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.

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

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

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**Program name (1st program) :**

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

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

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

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

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

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

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

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

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

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

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

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

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**The website URL for 2nd program :**

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**Program name (3rd program) :**

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

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

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

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

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

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**The website URL for 3rd program :**

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**Program name (All other programs) :**

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

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

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

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

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

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**The website URL for all other programs :**

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# Student Sustainability Outreach Campaign

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## Responsible Party

**Megan Zanella-Litke**  
Sustainability Coordinator  
Sustainability

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## Criteria

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

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

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

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

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

The following impacts are not sufficient for this credit:

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

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

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

Yes

## The name of the campaign(s) :

RecycleMania 2010 and Campus Conservation Nationals: Dorm Wars 2010

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

RecycleMania is a nationwide competition between universities and colleges to reduce waste and improve campus recycling participation. As a campus-wide campaign, RecycleMania includes the entire student body, faculty, and staff. Beginning in February, the competition lasts for eight weeks. Every week, new rankings are released that rank the competing universities and colleges within their respective states, and throughout the country in categories such as bottles and cans, paper, cardboard, and waste minimization. During the competition, the Sustainability Office holds various events: a student waste audit to promote recycling awareness and education, an

e-waste recycling event for the campus community to recycle their electronics, and free give-a-ways to students using reusable mugs. Campus Conservation Nationals is a nationwide electricity and water reduction competition on college and university campuses. Competing institutions strive to achieve the greatest amount of energy reduction within their student residence halls. During a three week period between February and April, institutions choose to compete against dorms on their own campus, in a state or regional competition, or against other colleges and universities. The University of Richmond has selected to compete against their own dorms, measuring energy consumption using Lucid Building Dashboards. To generate enthusiasm about the competition members from the USGBC student group went to multiple dorms to speak about the competition and introduce the energy dashboard to students. To kick off the beginning of Campus Conservation Nationals and RecycleMania, a model dorm room was set up in a public space at the University. The model dorm room was equipped with numerous items exemplifying how easy it was to become personally sustainable. Some of these items included environmentally friendly products, a drying rack, CFL light bulbs, and organic cotton sheets. At the kick-off event, students were asked to sign a card pledging their participation in the competition.

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

Both of these campaigns aim to foster sustainable behavior change by educating students about recycling and personal energy consumption reduction. Positive, lasting impact can be seen by comparing RecycleMania results from 2010 and 2011. In 2010, the recycling rate was 16.59%, the university ranked 5th in bottles and cans recycling in Virginia, and 15.84 pounds per capita was recycled. In 2011, the recycling rate was 20.37%, the university ranked 1st in bottles and cans recycling in Virginia, and 15.37 pounds per capita was recycled. The improvements in these various factors show verifiable positive results about recycling on campus. To help spread awareness about Recyclemania, the Sustainability Office conducted a waste audit on the main campus forum and held an E-Waste collection event for personal electronics.

Campus Conservation Nationals: Dorm Wars aims to educate students that marginal changes in energy consumption behavior can have large impacts as a collective whole. All the dorms on campus compete to reduce energy consumption within their dorms. For the 2012 competition, the Sustainability Office has decided to include University Forest Apartments which house many of the upperclassman residents. The apartments are individually metered, so data will be collected and monitored by a student group on campus.

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

<http://sustainability.richmond.edu/involved/competitions/index.html>

# Sustainability in New Student Orientation

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## Responsible Party

**Megan Zanella-Litke**  
Sustainability Coordinator  
Sustainability

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## 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.

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*"---" 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 is featured throughout orientation. The sustainability office is represented at Orientation Express, an opportunity for students to meet all offices that might be of use to them while they are on campus. The president mentions sustainability and our person roll in reducing the environmental footprint of the institution. Information about waste reduction in packing is located on the website. Student volunteers help new students to recycle their packaging material and offer information on environmentally focused student groups.

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

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# Sustainability Outreach and Publications

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## Responsible Party

**Megan Zanella-Litke**  
Sustainability Coordinator  
Sustainability

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## Criteria

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

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

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

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

Yes

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

The sustainability website includes information about current programs, such as competitions, events, or speakers related to sustainability. The Climate Action Plan and related updates are available in full on the website. The site also highlights our green buildings, waste reduction efforts, educational opportunities, conservation programs, transportation initiatives, and sustainability related groups. The website provides information for individuals who wish to become more involved in sustainability efforts on campus and provides a means for individuals who wish to provide suggestions to the sustainability office.

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

**sustainability efforts :**

<http://www.sustainability.richmond.edu/>

**Does the institution have a sustainability newsletter? :**

Yes

**A brief description of the sustainability newsletter :**

The sustainability coordinator sends out a monthly letter to those who have elected to join the sustainability email list. The letter includes information about current events on campus and highlights sustainability success stories on campus. The email letter links to new or relevant content in the sustainability website.

**The website URL for the sustainability newsletter :**

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

No

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

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

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

No

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

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

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

No

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

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

systems :

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

No

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

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

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

No

**A brief description of the sustainability walking map or tour :**

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**The website URL of the sustainability walking map or tour :**

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

Yes

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

The Transportation office created a "Think Outside the Car" Sustainable Transportation Initiatives pamphlet which provides information on free bus passes, the campus transportation hub which provides shuttle tracking screens, University shuttles, bike registration, and carpooling resources. All of this information is also listed on the University's transportation website.

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

<http://transportation.richmond.edu/>

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

No

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

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

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

No

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

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

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

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**A brief description of this material :**

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**The website URL for this material :**

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

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**A brief description of this material :**

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**The website URL for this material :**

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

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**A brief description of this material :**

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**The website URL for this material :**

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

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**A brief description of this material :**

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**The website URL for this material :**

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

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**A brief description of this material :**

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**The website URL for this material :**

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

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**A brief description of this material :**

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**The website URL for this material :**

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

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**A brief description of this material :**

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**The website URL for this material :**

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

**material) :**

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**A brief description of this material :**

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**The website URL for this material :**

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# Student Group

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## Responsible Party

**Megan Zanella-Litke**  
Sustainability Coordinator  
Sustainability

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

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

Yes

## The name and a brief description of each student group :

The University of Richmond has two primary student groups that are focused on sustainability: USGBC Students of University of Richmond and GreenUR. The USGBC student group focuses on green projects throughout the school that focus on the built environment. In addition, the USGBC group provides study material and subsidies for students seeking LEED Credentials. Currently, The USGBC student group is working to construct a bioswale/rain garden and spread awareness about campus competitions such as Campus Conservation Nationals.

GreenUR primarily focuses on spreading information and awareness about pressing environmental issues through demonstrations and events. Green UR plays a large role in holding events during Environmental Awareness Week in September and Earth Week in April. Some of the events held during these weeks include, waste audits, composting demos, and environmental film screenings.

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

1. To generate enthusiasm about Campus Conservation Nationals, members from the USGBC student group went to multiple dorms to speak about the competition and introduce the energy dashboard to students.
2. The USGBC student group took a tour of the Solar Idea House in Richmond, Virginia. The house is Richmond' first LEED Platinum certified home. This was a great opportunity for the newly formed group to learn more about the green building industry and connect with a local practitioner.
3. Green UR held a composting demo with Backyard Farmers to teach students the art of composting.
4. Green UR participating in the Moving Planet Bike Rally in downtown Richmond to promote offshore wind power in Virginia.

## List other student groups that address sustainability :

Roosevelt Institute and the SEEDS Project

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

<http://sustainability.richmond.edu/groups/>

# Organic Garden

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## Responsible Party

**Megan Zanella-Litke**  
Sustainability Coordinator  
Sustainability

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

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

Yes

## A brief description of the garden :

The University of Richmond has created an on-campus organic garden where students, faculty, and staff can have their own 15' x 10' plot of land to grow vegetables, fruits, and flowers. The garden is organic, so pesticides are banned and only the use of organic fertilizers is permitted. The garden is open from Mid-March until October. There are required information sessions that individuals must attend to learn about organic farming principles and gardening principles. The orientation is taught by Cary Jameson and Megan Zanella-Litke. Students are encouraged to participate by working alongside experienced gardeners throughout the growing season.

## The website URL where information about the garden is available :

<http://sustainability.richmond.edu/involved/garden/index.html>

## Model Room in a Residence Hall

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

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

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**A brief description of the model room :**

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

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# Themed Housing

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## Responsible Party

**Todd Lookingbill**

Faculty Advisor

Geography/Environmental Studies

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

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

Yes

**A brief description of the themed housing, including name(s) and descriptions of theme(s) :**

The University of Richmond offers alternative housing options for sophomores, juniors and seniors called living and learning communities. The goal of these separate residences is it to connect students with common interests to live together and share real-world learning experiences. As the first living and learning community established on campus, the Earth Lodge is “a community for naturalists by naturalists”. The program aims to offer a living experience that provides students an opportunity to engage in communal dialogue about human connections with nature that promote learning and understanding.

The community is required to take a class named Geography/Environmental Studies 215: Geography of the James River Watershed. The course’s goal is to facilitate the involvement of students with their local ecosystem and to learn more about resource challenges facing urban watersheds. The course concludes with a project that works directly with the James River Park System.

Outside of the classroom, students of the Earth Lodge are encouraged to plan and participate in group excursions that further their knowledge about sustainably and the environment. In past years, the community has gone on trips to the Blue Ridge Mountains, Shenandoah National Park, and First Landing State Park. In addition, the community participates in community service project working with the Richmond city naturalist, Ralph White.

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

<http://livinglearning.richmond.edu/upper-class/earth-lodge.html>

**The total number of residents in themed housing. :**

17

## Sustainable Enterprise

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

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

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**A brief description of the enterprise :**

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

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# Sustainability Events

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## Responsible Party

**Todd Lookingbill**

Faculty Advisor

Geography/Environmental Studies

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*"---" 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) :**

Every year the Department of Geography & the Environment, the Environmental Studies Program and International Studies Program hold the Global Environmental Speaker Series. The goal of this series is “to bring noteworthy speakers and scholars to Richmond to present lectures related to our global environment”. All of the speeches are free and open to the public. A few of the presentations included: Dr. Peter Leimgruber, conservation GIS Lab Director of the Smithsonian Institution talking about “From Pixels to Elephants—Applications of Spatial Analysis Technology for Species Conservation”, and Dr. David Campell, professor in Nations and the Global Environment at Grinnell College speaking about “The Specter of Empire: is La Selva Maya a feral forest garden?”.

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

<http://geography.richmond.edu/resources/speaker-series.html>

# Outdoors Program

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## Responsible Party

**Patrick Benner**  
Associate Dean  
Richmond College

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### Submission Note:

<http://livinglearning.richmond.edu/first-year/outdoor-adventure.html>

<http://uroutdoors.weebly.com/index.html>

"---" 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 :**

Two freshman communities, WC (Westhampton College) Outdoor Adventure Program and RC (Richmond College) Xtreme, participate in weekend activities such as whitewater rafting, indoor rock climbing, hiking on local trails, snow tubing and skiing at local resorts, orienteering and tracking, and backpacking. An upper classmen community, Earth Lodge participates in comparable practices that include hiking and camping in state and national parks. The university is also home to individual student led groups such as the University of Richmond outdoors club and the Rock Climbing Club. These communities and groups promote the No Trace principles by engaging and learning about the environment that they are enjoying. In addition, these groups make it in their best efforts to plan ahead and travel by trail, concentrate their activity, clean up after themselves, and leave what they find behind.

### **The website URL where information about the program is available :**

<http://livinglearning.richmond.edu/first-year/rc-xtreme.html>

## Themed Semester or Year

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

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

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

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

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

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# 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.

<b>Credit</b>
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

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## Responsible Party

**Megan Zanella-Litke**  
Sustainability Coordinator  
Sustainability

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## 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.

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

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

No

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

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

Yes

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

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

Yes

**The website URL where the sustainability course inventory is posted :**

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# Sustainability-Focused Courses

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## Responsible Party

**Megan Zanella-Litke**  
Sustainability Coordinator  
Sustainability

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## 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*.

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

## The number of sustainability-focused courses offered :

10

## The total number of courses offered :

1092

## Number of years covered by the data :

One

## A list of sustainability-focused courses offered :

- Envr 201, Introduction to Environmental Studies
- Envr 220, Ecotourism
- Envr 269, Topics in Environmental Ethics
- Envr 362, Environmental Law and Policy
- Envr 391, Environmental Senior Seminar
- Geog 215, Geography of the James
- Geog 320, Power, Space and Territory
- Geog 333, Geographies of Amazonia
- Geog 345, Society, Economy and Nature
- Geog 370, Economic Geography

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

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**A copy of the sustainability course inventory :**

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# Sustainability-Related Courses

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## Responsible Party

**Megan Zanella-Litke**  
Sustainability Coordinator  
Sustainability

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## Criteria

Institution offers sustainability-related academic courses.

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

---

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

## The number of sustainability-related courses offered :

15

## The total number of courses offered :

1092

## Number of years covered by the data :

One

## A list of sustainability-related courses offered :

- Biol 108, Environmental Biology
- Biol 109, Introduction to Ecology
- Biol 111, Marine Biology of the Chesapeake Bay
- Chem 110, Pollutants in the Environment
- Chem 316, Environmental Chemistry
- Econ 211, Economic Development in Asia, Africa and Latin America
- Envr 230, Environmental Economics
- Envr 250, Introduction to Earth Systems and Physical Geography
- Envr 315, Landscape Ecology
- Envr 330, Environmental and Resource Economic Theory
- Envr 350, Environmental Gradients
- Hist 390, Food and Power in Africa and Asia
- Mgmt 348, Environmental Management
- Plsc 260, Introduction to Public Policy
- Plsc 360, International Development Policy

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

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**A copy of the sustainability course inventory :**

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# Sustainability Courses by Department

## Criteria

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

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

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

15

**The total number of departments that offer courses :**

32

**A list of departments that offer sustainability courses :**

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

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**A copy of the sustainability course inventory :**

---

# Sustainability Learning Outcomes

## Criteria

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

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

---

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

**The number of graduates covered by the sustainability learning outcomes :**

---

**Total number of graduates :**

---

**A list of degree programs that have sustainability learning outcomes :**

---

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

---

**A copy of the sustainability course inventory :**

---

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

---

# Undergraduate Program in 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? :**

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

# Graduate Program in Sustainability

## Criteria

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

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

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

---

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

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

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# Sustainability Immersive Experience

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## Responsible Party

**Megan Zanella-Litke**  
Sustainability Coordinator  
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 Earth Lodge is a separate residential experience which aims to offer an immersive experience that provides students an opportunity to engage in communal dialogue about human connections with nature, environmental issues, and sustainability. The community of students is required to take a class named Geography/Environmental Studies 215: Geography of the James River Watershed. The course's goal is to facilitate the involvement of students with their local ecosystem and to learn more about resource challenges facing urban watersheds. The final project of the class focuses on the Gambles Mill Trail corridor located on campus. Each room within the community is responsible for a separate project on the corridor. The area is an abandoned railroad corridor that runs along the southeast boundary of campus. Westham Creek is located downslope, which makes the trail a prime location for storm water and run-off management. It is also a central focus of the University Master Plan and prime transportation corridor for foot and bike access to the James River from campus.

The University also offers multiple internships offered to students that give real-world hands on experience with sustainability. Every semester, the Sustainability Office and Facilities has two interns that work with the LEED projects on campus. The aim of this internship is to provide students the opportunity to obtain knowledge in the LEED processes and principles. The LEED internship is open to application for all students. In addition, the Sustainability Office has two student internships that work as the Energy Program Assistant and Recycling Program Assistant. The two interns assist in the implementation of hands-on collegiate sustainability initiatives such as student programs, office supply exchange between faculty and staff, recycling programs, and campus sustainability competitions.

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

<http://livinglearning.richmond.edu/upper-class/earth-lodge.html>

# Sustainability Literacy Assessment

## Criteria

### *Part 1*

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

### *Part 2*

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

---

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

**Has the institution conducted a sustainability literacy assessment? :**

---

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

---

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

---

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

---

**A brief description of how the assessment was developed :**

---

**A brief description of how the assessment was administered :**

---

**A brief summary of results from the assessment :**

---

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

---

# Incentives for Developing Sustainability Courses

## Criteria

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

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

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

---

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

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

---

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

---

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

---

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

---

# Research

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

<b>Credit</b>
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

## Criteria

### Part 1

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

### Part 2

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

### Part 3

Institution makes its sustainability research inventory publicly available online.

---

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

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

Yes

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

Sustainability Research focuses on a key principle of sustainability (such as social equity or environmental stewardship); addresses a sustainability challenge (such as climate change or poverty); or furthers our understanding of the interconnectedness of societal and environmental challenges.

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

---

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

Environmental research initiatives have been established.

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

Yes

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

<http://environmental.richmond.edu/research/student-projects.html>

# Faculty Engaged in Sustainability Research

## Criteria

Institution's faculty members conduct research on sustainability topics.

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

---

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

**The number of faculty members engaged in sustainability research :**

13

**The total number of faculty members engaged in research :**

272

**Names and department affiliations of faculty engaged in sustainability research :**

---

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

---

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

---

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

---

**The website URL where information about sustainability research is available :**

---

# Departments Engaged in Sustainability Research

## Criteria

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

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

---

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

**The total number of academic departments that conduct research :**

---

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

7

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

---

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

---

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

---

# Sustainability Research Incentives

## Criteria

### Part 1

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

### Part 2

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

---

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

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

Yes

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

The University offers course credit for student fellowships and research during the semester or over the summer with a professor. Credit is also offered for research completed abroad as well as at off-site facilities. The University also provides students with living expenses and a stipend for fellowships.

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

<http://environmental.richmond.edu/research/student-projects.html>

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

Yes

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

A program to incentive and provide resources for interested faculty is being developed with roll-out expected for Summer 2012.

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

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# Interdisciplinary Research in Tenure and Promotion

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## Responsible Party

**Megan Zanella-Litke**  
Sustainability Coordinator  
Sustainability

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## Criteria

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

---

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

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

Yes

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

Joint appointments foster the development of interdisciplinary research.

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

<http://provost.richmond.edu/committees/Cross-School.html>

# 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.

<b>Credit</b>
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

# Building Operations and Maintenance

## Criteria

Institution owns and operates buildings that are:

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

and/or

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

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

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

**Total building space that meets "Eligible Buildings Criteria" :**

---

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

---

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

---

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

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

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

---

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

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

---

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

---

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

---

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

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

---

# Building Design and Construction

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## Responsible Party

**Andrew McBride**

University Architect, Interim AVP  
Facilities

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## 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" :**

146941 *Square Feet*

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

103911 *Square Feet*

## **New building space that is LEED Certified :**

0 *Square Feet*

## **New building space that is LEED Silver certified :**

43030 *Square Feet*

## **New building space that is LEED Gold certified :**

0 *Square Feet*

**New building space that is LEED Platinum certified :**

*0 Square Feet*

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

<http://www.sustainability.richmond.edu/buildings/index.html>

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

---

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

2007

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

---

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

E. Claiborne Robins Stadium, LEED Silver

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

Westhampton Deanery, Queally Hall, Carole Weinstein International Center are all in the process of becoming LEED certified

## Responsible Party

**George Souleret**  
University Engineer  
Facilities

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## Criteria

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

---

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

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

408710 *Square Feet*

## Total occupied building space :

2517754 *Square Feet*

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

CO2 monitors are used in several campus buildings. The work order form for the campus is always available for occupants to submit complaints. When the CO2 monitors sense an elevated level of CO2 in the space, an alarm is sent to the Building Automation System (BAS) to alert the controls manager that additional ventilation is required. He then makes adjustments to provide additional ventilation. In some buildings, the BAS automatically opens the outside air damper until the CO2 levels fall within the accepted range.

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

---

# Climate

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

<b>Credit</b>
Greenhouse Gas Emissions Inventory
Greenhouse Gas Emissions Reduction
Air Travel Emissions
Local Offsets Program

# Greenhouse Gas Emissions Inventory

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## Responsible Party

**Megan Zanella-Litke**  
Sustainability Coordinator  
Sustainability

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## 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.

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

### **The website URL where the GHG emissions inventory is posted :**

<http://www.sustainability.richmond.edu/action-plan/emissions.html>

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

Yes

### **Does the inventory include emissions from air travel? :**

Yes

### **Does the inventory include emissions from commuting? :**

Yes

### **Does the inventory include embodied emissions from food purchases? :**

No

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

No

**Does the inventory include emissions from solid waste disposal? :**

Yes

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

Yes

**If yes, please specify :**

Paper purchases

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

Yes

**If yes, please specify :**

Wastewater

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

No

**If yes, please specify :**

NA

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

No

**If yes, please specify :**

NA

# Greenhouse Gas Emissions Reduction

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## Responsible Party

**Megan Zanella-Litke**  
Sustainability Coordinator  
Sustainability

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## 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 :

40578 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 :

2770

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

2056

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

1082

## Scope 1 and 2 gross GHG emissions, performance year :

43301 *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 :**

July 1, 2010 - June 30, 2011

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

2779

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

2333

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

1040

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

July 2010 - August 2011 (snap shot from Fall semester 2010)

# Air Travel Emissions

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**Responsible Party**

**Megan Zanella-Litke**  
Sustainability Coordinator  
Sustainability

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

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

No

**A brief description of the policies and/or programs :**

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

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# Local Offsets Program

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**Responsible Party**

**Megan Zanella-Litke**  
Sustainability Coordinator  
Sustainability

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

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

No

**A brief description of the program :**

---

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

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# 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.

<b>Credit</b>
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

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## Responsible Party

**Cathy Moran**

Director of Purchasing for Dining Services  
University Dining Services

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## 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..

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"---" 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) :

17

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

### Sustainability Commitment

University of Richmond Dining Services will reduce its ecological footprint and meet sustainability objectives by:

- Encouraging healthy eating habits by providing a balanced menu focusing on quality and variety of healthy foods, nutrition education, and special diet counseling and guidance.
- Listing Feeding Fitness healthy selections on printed menus, TV menu monitors and menu signs in green print. Selections will be based on the American Dietetic Association's recommendations for a healthy diet, and include foods with 30 percent or fewer calories from fat.
- Providing a Nutrition Calculator for all menu items at each campus dining location to calculate the nutrition facts.
- Using the Virginia Fruit and Vegetable Availability Calendars as a guide to incorporate local produce on our menus and to increase awareness of eating seasonally.
- Ensuring foods served and sold are safe by using the Hazard Analysis and Critical Control Points (HACCP) food safety management program, which monitors food safety from the receiving point to the plate.
- Offering vegetarian and vegan selections for customers who prefer meatless menu selections.
- Continued use of trans-fat free oils in all Dining Services locations.

- Maintaining a smoke-free environment in all Dining Services locations.

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

<http://dining.richmond.edu/sustainability/index.html>

## Responsible Party

**Cathy Moran**

Director of Purchasing for Dining Services  
University Dining Services

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

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

:

Yes

**A brief description of the trayless dining program :**

In 2009, the dining hall began "Trayless Friday's" a program where we choose two Fridays per month for the Fall and Spring semester and go semi-trayless. There are signs designating the day as trayless Fridays so that our guests are aware and they may participate.

Trays are not offered in the usual bins; however, are offered at either wing of the servery. Also, tables are set up in key locations in the dining rooms for our guests to conveniently select their silverware without having to juggle it with their plates and cups while traveling to their tables.

All food waste is separated from non-food wasted at the return-tray window before our guests exit and all food waste is weighed and recorded. Also, all guests who decide to not participate are counted by tracking the trays that are used on trayless days.

**List the year the program was started :**

Jan. 1, 2009

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

3

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

2.80

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

98.24

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

---

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

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**Responsible Party**

**Cathy Moran**

Director of Purchasing for Dining Services  
University Dining Services

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

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

Yes

**A brief description of the vegan dining program :**

The salad bar includes varied vegetables, beans, tofu, hummus and an assortment of fresh fruit options. Soy milk is always available. The Stir Fry and Panini stations prepare entrees to order which increases vegetarian and vegan options. Additional vegan selections are also available throughout the week.

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

<http://dining.richmond.edu/sustainability/index.html>

# Trans-Fats

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## Responsible Party

**Cathy Moran**

Director of Purchasing for Dining Services  
University Dining Services

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

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

Yes

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

Dining Services use canola oil, which is trans-fat free. In addition, the Dining Center offers trans-fat free salad dressings.

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

<http://dining.richmond.edu/sustainability/index.html>

## Guidelines for Franchisees

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

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

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**A brief description of the guidelines for franchisees :**

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

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# Pre-Consumer Food Waste Composting

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## Responsible Party

**Cathy Moran**

Director of Purchasing for Dining Services  
University Dining Services

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"---" 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 :

All pre-consumer liquid and solid food waste is processed using a pulper which grinds and then reduces the volume of waste. The end product is transported to the Department of Corrections Environmental Services Unit at Meadow Farm for composting. Food product that went to composting for 2011 was 28,544 pounds.

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

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

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

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

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

<http://dining.richmond.edu/sustainability/index.html>

# PostConsumer Food Waste Composting

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

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

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**A brief description of the postconsumer food waste composting program :**

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

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

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

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

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

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# Food Donation

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## Responsible Party

**Cathy Moran**

Director of Purchasing for Dining Services  
University Dining Services

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

### **Does the institution donate leftover or surplus food? :**

Yes

### **A brief description of the food donation program :**

While our goal is to cook to order or batch cook in our all-you-care to eat facility, instances may arise when we may have leftover products. In such instances we donate products to the Central Virginia Foodbank. In addition, produce and dairy that remains in the coolers at the end of a semester and have not reached their expiration dates are also donated to the Foodbank.

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

<http://dining.richmond.edu/sustainability/index.html>

# Recycled Content Napkins

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## Responsible Party

**Cathy Moran**

Director of Purchasing for Dining Services  
University Dining Services

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

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

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## A brief description of the purchasing behavior :

Dining Services and retail areas use a Kraft napkin made from 100% recycled fiber, bleach-free; EPA Compliant (Minimum 90 Post Consumer Content) "EcoLogo" Certified.

Napkins used in Concessions are EcoLogo and Green Seal™ Certified and Compostable Verified by BPI and Cedar Grove

## The website URL where information about the purchasing is available :

<http://dining.richmond.edu/sustainability/index.html>

# Reusable Container Discounts

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## Responsible Party

**Cathy Moran**

Director of Purchasing for Dining Services  
University Dining Services

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

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

Yes

### **A brief description of the reusable mug program :**

University Dining Services has sponsored the "Lug-A-Mug" program for many years. Mugs are distributed to each meal plan student at the beginning of the academic year. These mugs serve as an incentive to students to include sustainable practices into their campus life. Lug-A-Mugs also provide the students the benefit of taking a beverage from the dining room and offer the benefit of receiving a discount in our retail operations. Consumers using their "Lug-A-Mug" can purchase a large beverage for the price of a small beverage.

### **Amount of the discount offered for using reusable mugs :**

---

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

ETC the campus retail outlet offers a 5 cent discount for bring our own bag

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

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# Reusable To-Go Containers

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## Responsible Party

**Cathy Moran**

Director of Purchasing for Dining Services  
University Dining Services

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

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

Yes

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

Heilman Dining Center - take-out meals

- Pay a one-time fee for the reusable container at the cashier's station: \$7 for a container and a new Lug-a-Mug or \$5 for a container only.
- The cashier will hold your ID after you pay with your meal plan, or with cash.
- Fill up the container with your HDC favorites. There is a 28ounces food limit per swipe or purchase.
- Select a dessert (have them wrap it at the dessert counter) or ice cream novelty and a piece of fruit. This does not count as part of your 28 ounces.
- Get a beverage in your Lug-a-Mug (only).
- Take it back to the cashier where they will check the weight and return your ID.
- After finishing your meal to-go, rinse out your container and return it to the Heilman Dining Center for a clean container the next time you need a meal to go. We will wash, sanitize, and recycle the container you return.

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

<http://dining.richmond.edu/locations/heilman/hdc-to-go.html>

# Energy

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

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

<b>Credit</b>
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

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## Responsible Party

**Megan Zanella-Litke**  
Sustainability Coordinator  
Sustainability

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## 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

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

## Total building energy consumption, 2005 :

206443 MMBtu

## Building space, 2005 :

1947394 Gross Square Feet

## Total building energy consumption, performance year :

256707 MMBtu

## Building space, performance year :

2157754 Gross Square Feet

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

July 1, 2010 - June 30, 2011

# Clean and Renewable Energy

## 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

**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 :**

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**Option 2: Non-electric renewable energy generated :**

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**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 :**

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**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 :**

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

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**Total energy consumed during the performance year :**

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

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

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

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

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**A brief description of cogeneration technologies deployed :**

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

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# Timers for Temperature Control

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## Responsible Party

**Dave Merchan**  
Project Engineer  
Facilities

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

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

Yes

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

A campus-wide building automation system (BAS) that is centrally controlled, monitors and adjusts space temperature according to occupancy schedules.

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

91

### **The website URL where information about the practice is available :**

<http://facilities.richmond.edu/services/mechanical/controls.html>

# Lighting Sensors

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**Responsible Party**

**Dave Merchan**  
Project Engineer  
University Facilities

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

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

Yes

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

A combination of motion sensors and infrared sensors are used in high use areas, including classrooms, conference rooms, other public spaces, such as bathrooms.

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

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

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**Responsible Party**

**Dave Merchan**  
Project Engineer  
University Facilities

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*"---" 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 recessed canned fixtures and track lighting are used in various public spaces on campus.

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

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

---

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

---

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

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

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# Vending Machine Sensors

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## Responsible Party

**Kaleb Shiferaw**  
Engineer in Training  
Facilities

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

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

Yes

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

The vast majority of vending machines on campus are motion-sensitive, meaning that they are unactive until the machine senses the presence of a person. The machines turn on by simply walking up to them. The machines are called Vending Misers and Snack Misers and have occupancy sensors

### **The percentage of vending machines with sensors :**

95

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

<http://sustainability.richmond.edu/action-plan/building.html>

# Energy Management System

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## Responsible Party

**Dave Merchan**  
Project Engineer  
University Facilities

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

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

Yes

**A brief description of the management system :**

The centrally located campus-wide building automation system (BAS) is used by the controls manager to track energy consumption and performance in all academic and most residential buildings on campus.

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

91

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

HVAC air handlers, pumps, chillers, boilers, and lighting are shut down during unoccupied periods.

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

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# Energy Metering

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**Responsible Party**

**Dave Merchan**  
Project Engineer  
University Facilities

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*"---" 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 :**

In Queally Hall, electricity is metered for the entire building. HVAC, plug load, lighting, and other electricity usage are monitored through submeters. Steam use is also metered. Electricity use is metered for each of our 14 residence hall as well.

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

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

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# 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.

<b>Credit</b>
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

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

**The size of the campus grounds :**

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

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**A brief description of the IPM plan(s) :**

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

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## Native Plants

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**Responsible Party**

**Megan Zanella-Litke**  
Sustainability Coordinator  
Sustainability

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*"---" 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 :**

While there is no formal policy, our Landscape Manager prioritizes the use of native or adaptive plants in all new plantings on campus.

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

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## Wildlife Habitat

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

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

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

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

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## Tree Campus USA

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

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

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

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

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## Snow and Ice Removal

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

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

Yes

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

Hand shovels are used in place of plows on all campus walkways.

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

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# Landscape Waste Composting

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

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

Yes

**A brief description of the composting or mulching program :**

All landscaping waste, including grass trimmings, are composted at an off campus facility.

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

0

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

100

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

---

# Purchasing

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

<b>Credit</b>
Computer Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Vendor Code of Conduct
Historically Underutilized Businesses
Local Businesses

# Computer Purchasing

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## Responsible Party

**Doug West**

Assistant Vice President Telecom Media Service  
Telecom and Media Services

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## 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.

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

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

No

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

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

There is no specific documentation that references the preference for "EPEAT Silver or higher"; however, we do talk about the importance of our sustainability efforts in our configuration planning meetings with our computer vendors, all of our desktop/laptop systems purchased over the last several years have met the EPEAT Silver or Gold rating, according to

[epeat.net](http://epeat.net)

.

We do address Sustainability in the RFP process as well. The following statement is included:

**SUSTAINABILITY:** The University of Richmond is committed to environmental sustainability by encouraging faculty, staff and students to purchase products and services that minimize waste, contain a high-recycled content, use responsible production methods, and demonstrate a maximum biodegradability, reparability, energy efficiency, non-toxicity and recyclability.

Vendors are encouraged to provide an alternate bid for products, services, or process that is more environmentally beneficial. Please provide product and sustainability fact sheets for each item in the bid. The University will evaluate all bids and the award will be made, in whole or in part, to the selected vendor(s).

FYI – prior to 2011, we purchased Lenovo PC products. All of the desktop/laptop systems for Lenovo are EPEAT Gold according to the [epeat.net](http://epeat.net)

site. Of the laptop/desktop computer assets in use on campus, 100% would be considered EPEAT Gold.

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

Yes

**Expenditures on EPEAT Gold desktop and laptop computers and monitors :**

1384853 *US/Canadian \$*

**Expenditures on EPEAT Silver desktop and laptop computers and monitors :**

0 *US/Canadian \$*

**Total expenditures on desktop and laptop computers and monitors :**

1384853 *US/Canadian \$*

# Cleaning Products Purchasing

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## Responsible Party

**Al Lane**

Mgr Environmental/Cust Service  
Facilities

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## 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.

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"---" 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.diverse.com/expertise/green-cleaning>

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

The Purchasing & Facilities department work together to assure use of green cleaning products. All products are on annual bid review.

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

Yes

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

20000 US/Canadian \$

**Total expenditures on cleaning products :**

65000 *US/Canadian \$*

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

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# Office Paper Purchasing

## 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.

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

# Vendor Code of Conduct

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## Responsible Party

**Wendy Burchard**

Strategic Sourcing Manager

Office of Procurement and Strategic Sourcing

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## 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.

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

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

Yes

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

<http://procurement.richmond.edu/green/index.html>

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

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

Below is the sustainability statement that is included in all our RFP's:

**SUSTAINABILITY:** The University of Richmond is committed to environmental sustainability by encouraging faculty, staff and students to purchase products and services that minimize waste, contain a high-recycled content, use responsible production methods, and demonstrate a maximum biodegradability, reparability, energy efficiency, non-toxicity and recyclability.

Vendors are encouraged to provide an alternate bid for products, services, or process that is more environmentally beneficial. Please provide product and sustainability fact sheets for each item in the bid. The University will evaluate all bids and the award will be made, in whole or in part, to the selected vendor(s).

Below is the language regarding bid submissions in our standard RFP guidelines. Most vendors submit their bids via email but many have to be submitted in paper form to see the complete representation of the product.

In an effort to support sustainability it is desirable that all printed responses from vendors meet the following requirements:

- All copies are printed double sided.
- All submittals and copies are printed on recycled paper with a minimum post-consumer content of 30% and indicate this information accordingly on the response.
- Unless absolutely necessary, all bids and copies should minimize or eliminate use of non-recyclable or non-reusable materials such as plastic report covers, plastic dividers, vinyl sleeves, and GBC binding. Three-ringed binders, glued materials, paper clips, and staples are acceptable.
- Materials should be submitted in a format which allows for easy removal and recycling of paper materials.

# Historically Underutilized Businesses

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## Responsible Party

**Wendy Burchard**

Strategic Sourcing Manager

Office of Procurement and Strategic Sourcing

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

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

Yes

### **A brief description of how the institution meets the criteria :**

The University of Richmond adopted its women- and minority-owned enterprises (WMBE) policy in December 2011 to reflect its growing commitment to a diverse and inclusive community. The University of Richmond is committed to the creation and development of relationships with women- and minority-owned enterprises. The University will engage and encourage WMBE's participation in the procurement process. In addition, the University will expect its contractors to adopt similar strategies of inclusion. All individuals of the University staff who are involved with procurement decisions are required to diversify their sources of business to include WMBE's. However, the University will not favor any WMBE supplier solely on the basis of their status. All suppliers will be assessed using the same criteria and are subject to the same conditions as all University suppliers.

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

<http://procurement.richmond.edu/diversity/index.html>

## 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.

<b>Credit</b>
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**

**Wendy Burchard**

Strategic Sourcing Manager  
Office of Procurement and Strategic Sourcing

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**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.

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**Submission Note:**

The University operates shuttles with propane fuel and also has three propane fueled carts.

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

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

4

**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 :**

14

**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 :**

126

# Student Commute Modal Split

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## Responsible Party

**Megan Zanella-Litke**  
Sustainability Coordinator  
Sustainability

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## 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.

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

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

82

**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 :**

18

**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 :**

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

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

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

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**The website URL where information about alternative transportation is available :**

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# Employee Commute Modal Split

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## Responsible Party

**Megan Zanella-Litke**  
Sustainability Coordinator  
Sustainability

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## 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.

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

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

21.80

**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 :**

78.20

**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 :**

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

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

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

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**The website URL where information about alternative transportation is available :**

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# Bicycle Sharing

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## Responsible Party

**Marti Tomlin**

Assistant Director, Facilities  
Recreation and Wellness

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

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

Yes

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

The Green Bike Program was launched in 2009 with 35 bikes available for students, faculty and staff to use freely around campus. The program seeks to lessen on-campus traffic and decrease our carbon footprint. The program has grown to 50 bikes since its creation. The school also recycles bikes by refurbishing them and selling them to students at a reduced cost.

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

<http://recreation.richmond.edu/outdoor-adventure/green-bike.html>

## Facilities for Bicyclists

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

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

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**A brief description of the facilities :**

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

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# Bicycle and Pedestrian Plan

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## Responsible Party

**Andrew McBride**

University Architect, Interim AVP  
Facilities

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

## Has the institution developed a bicycle plan? :

Yes

## A brief description of the plan :

The campus master plan aims to create more pedestrian and bicycle paths on campus. Improvements will be made around campus to better ensure the safety of bicyclists. Additional bike racks are added upon request or need and the University continues to operate on campus bicycles for use by the community.

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

<http://sustainability.richmond.edu/action-plan/transportation.html>

# Mass Transit Programs

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## Responsible Party

**Natalia Green**

Director of Parking and Transportation Services  
Police Department

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*"---" 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) :**

All full-time faculty, staff, and students may obtain a bus pass for ridership on the city of Richmond mass transit GRTC. The fares are paid by the University of Richmond. The passes may be obtained through the transportation department.

### **The website URL where information about the program is available :**

<http://police.richmond.edu/parking/sustainable/bus-pass.html>

## Condensed Work Week

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### Responsible Party

**Carl Sorenson**

Assoc VP for Human Resources

Human Resources

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*"---" 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 :**

Depending on the job requirements condensed work week decisions are made by each department.

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

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# Telecommuting

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## Responsible Party

**Carl Sorenson**

Assoc VP for Human Resources

Human Resources

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

### **Does the institution offer a telecommute program for employees? :**

Yes

### **A brief description of the program :**

Depending on the job requirements telecommuting decisions are made by each department. The University has some employees who telecommute on a permanent basis while other employees work on a hybrid schedule of telecommuting and traditional office work.

### **The website URL where information about the program is available :**

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# Carpool/Vanpool Matching

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## Responsible Party

**Natalia Green**

Director of Parking and Transportation Services

Police Department

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### Submission Note:

<http://police.richmond.edu/parking/sustainable/carpool.html>

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

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

Yes

### A brief description of the program :

The University has a relationship with Zimride, a ride-sharing program which matches individuals with other commuters. To promote carpooling the University will provide reserved spaces for those registered in a carpool. Faculty, staff and commuting students are eligible for the carpool program

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

<http://transportation.richmond.edu/zimride/index.html>

## Cash-out of Parking

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

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

:

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**A brief description of the program :**

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

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## Carpool Discount

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

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

No

**A brief description of the program :**

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

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## Local Housing

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

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

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**A brief description of the incentives or programs :**

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

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# Prohibiting Idling

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## Responsible Party

**Megan Zanella-Litke**  
Sustainability Coordinator  
Sustainability

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

## Has the institution adopted a policy prohibiting idling? :

Yes

## A brief description of the policy :

No non-diesel powered University vehicle or piece of equipment will be idled in a nonemergency situation. The operator of the vehicle/equipment will turn off the unit and the keys are to be removed from the ignition.

No vehicle should be left unattended or idling at a loading dock, delivery stop, or at other locations where exhaust emissions may enter an occupied building such as near building air intakes, entrances, or open windows, etc. Engines should be left running only as long as it takes to unload or load passenger.

Idling of diesel powered vehicles is generally unnecessary, except at cold start-up. According to the EPA, engine manufacturers typically recommend a warm up time for diesel engines of less than five minutes. Further, idling causes significantly more wear on engine parts than driving at regular speeds. Therefore, idling of these vehicles will not be allowed with the exception of cold starts.

## The website URL where information about the policy is available :

<http://sustainability.richmond.edu/action-plan/appendices.html>

## Car Sharing

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**Responsible Party**

**Natalia Green**

Director of Parking and Transportation Services  
Police Department

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

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

Yes

**A brief description of the program :**

The University hosts two ZipCars on campus.

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

<http://transportation.richmond.edu/zipcar/index.html>

# Waste

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

<b>Credit</b>
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

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## Responsible Party

**Al Lane**  
Mgr Environmental/Cust Service  
Facilities

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## 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*.

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

### **Weight of materials recycled, 2005 baseline year :**

534 Tons

### **Weight of materials composted, 2005 baseline year :**

164 Tons

### **Weight of materials disposed as garbage, 2005 baseline year :**

1451 Tons

### **Weight of materials recycled, performance year :**

383 Tons

### **Weight of materials composted, performance year :**

393 Tons

### **Weight of materials disposed as garbage, performance year :**

1188 Tons

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

January 1, 2010 - December 31, 2010

### **On-campus residents, 2005 :**

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

2700

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

2056

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

1082

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

2779

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

2333

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

1040

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

July 2010 - August 2011 (snap shot from Fall semester 2010)

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

---

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

The University has taken a multi-faceted approach to waste reduction which includes purchasing procedures, building material reuse, lug-a-mug and eco-clamshell programs to reduce packaging, and education efforts through the Sustainability office which include points earned for reduced purchasing in the Green Office Program and floor programs for residence halls.

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

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# Waste Diversion

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## Responsible Party

**Al Lane**

Mgr Environmental/Cust Service  
Facilities

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## 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*.

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

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

776 Tons

## Materials disposed in a solid waste landfill or incinerator :

1188 Tons

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

The University recycles mixed paper, cardboard, and metal, glass, and plastic #1 and #2 containers through programs around campus. Additionally, scrap metal, wood pallets, other wood materials, yard waste, tires, bulbs, batters, carpet, food service grease, and electronic waste are all diverted from the landfill through assorted recycling and reuse programs. At the end of spring semester, the University hosts a giant yard sale to divert move-out waste from the landfill. The yard sale is open to the community at large and provides an opportunity for reuse, unsold items are donated.

# Construction and Demolition Waste Diversion

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## Responsible Party

**Dave Merchan**  
Project Engineer  
University Facilities

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## 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.

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

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

683 Tons

## Amount of construction and demolition materials landfilled or incinerated :

57.90 Tons

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

We don't have a formal policy in place but we attempt LEED Materials and Resources credit 2 on every new LEED construction project. All of our construction debris is handled by a single source contractor, through the construction administrator (aka general contractor) on larger jobs. On smaller jobs, we don't have any policies in place so it just depends on the project.

# Electronic Waste Recycling Program

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## Responsible Party

**Doug West**

Assistant Vice President Telecom Media Service  
Telecom and Media Services

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## 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.

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

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

Yes

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

Yes

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

The e-waste process is outsourced to Redemtech, an e-stewards certified e-waste vendor.

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

Computers are purchased and distributed within a three year replacement schedule. At the end of three years, the computers are assessed to determine if the unit is still usable or if it has reached the end of its useful life. If still functional, the computer is redeployed; if not the computer is sent to Redemtech for recycling or donation.

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

Annually, during RecycleMania, the University hosts an e-waste collection drive during which faculty, staff, and students can all drop off e-waste for recycling with Redemtech free of charge.

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

<http://sustainability.richmond.edu/materials-management/recycling/ewaste-collection.html>

# 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.

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

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

Yes

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

A Waste Minimization Plan is required for all Large Quantity Generators (LQG) of hazardous waste. Our plan is targeted at reducing hazardous wastes generated by the sciences, and includes the following steps:

A) Elimination of most P-List (Acutely Toxic) materials from the chemical inventory, preventing future disposals of more than one kilogram in any calendar month, which would require reverting to LQG status.

B) Waste stream from two research laboratories' glass-washing protocol. Amounts of waste are significant during summer research, and the two waste streams are compatible. Since the inception of this bulking program, one of the two laboratories has changed their protocol to allow the use of a dishwasher, which has cut the lab's acetone wash use by half. Acetone wash has recoverable BTU value, and is used at EPA Permitted Treatment, Storage, and Disposal Facilities (TSD's) for beneficial use fuel blending in cement kilns.

This is an ongoing program since Academic Year 2009-2010. The program eliminated approximately 275 gallons (2200 lbs.) of flammable corrosive hazardous waste from being incinerated without recovering fuel value during the calendar year 2011.

C) Mercury article (thermometers, etc.) exchange program where non-mercury thermometers were provided to researchers, when suitable replacements existed. Additionally, mercury thermometers which could not be replaced with non-mercury ones, are held in the Chemical Stockroom and checked out for use, preventing spills from extra thermometers rolling around in drawers. While an occasional mercury thermometers are discovered, there have been no mercury spills from broken thermometers since this program was fully instituted at the end of Academic Year 2009-2010.

D) Chemical Inventory Reduction and Redistribution Program: The American Chemical Society estimates that unused chemicals can constitute up to 40% of the wastes generated by a lab. Therefore, purchasing and inventory functions are vital to reducing hazardous wastes.

### a. Purchasing

Prior to purchasing new chemicals, the Stockroom Manager reviews the inventory to determine if the department has an existing supply of the chemical in the Stockroom. While bulk purchasing may seem less expensive per gram of material, studies have shown that eventual disposal costs drive the price much higher when excess chemicals are purchased., Therefore, when chemical purchases are made, the Stockroom Manager purchases only the quantity required for the research project or instructional experiment.

### b. Inventory Management

The Stockroom Manager maintains an accurate electronic inventory of all chemicals in the Gottwald Center for the Sciences. Each chemical is assigned a unique inventory number. A bar coded label is placed on each chemical, with the inventory number and chemical's date of receipt. Chemical stock is rotated on a first in / first out basis to minimize aging.

#### c. Laboratory Unit Inventory Review

All Faculty and Staff are encouraged to perform an annual inventory review to determine if:

All chemicals listed on the inventory are present

All bar-coded chemicals in the lab are listed on the inventory

Chemicals have not deteriorated or aged beyond usefulness

Peroxide-forming chemicals are in good condition, and are tested for peroxides

All chemicals have a foreseeable use, or are returned to the Stockroom (see below)

#### d. Return to Stock Program

Many chemical reagents can be used by other laboratories. Even those chemicals deemed too old for research use may be useful in teaching laboratories, where a high level purity is not required. All chemicals which have no foreseeable use in the laboratory unit should be returned to the Stockroom for potential redistribution within the department(s). Those chemicals which are no longer usable will be evaluated for redistribution by a vendor (chemical recycling company), or declared a waste and properly disposed through the hazardous waste contractor. We are in the third year of this program, and we have found that approximately 50% of chemicals returned as part of this program, are suitable for use in teaching laboratories.

#### e. ChemSavers chemical redistribution service

The University has used the services of ChemSavers, Inc. for several years.

Through this program where the company repackages and resells virgin chemical reagents, we have eliminated 140.6 pounds of chemicals which would have been disposed as a hazardous waste since 2009. Some of the recycled chemicals were P-Listed chemicals (acutely toxic), which could cause an increase in generator status, back to LQG, if more than one kilogram is discarded in any calendar month

We have instituted all of these steps, which allowed the University to reduce the generator status to Small Quantity Generator. This not only eliminated an annual \$1000/year fee, but it also reduced labor and transportation costs for waste shipments due to longer allowable on-site accumulation times. An added benefit was the reduction in fuel used by the waste disposal company when they were transporting the wastes more frequently.

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

Hazardous waste contractors selected for Virginia state contract, extend the same pricing to all universities. The University of Richmond has used two permitted Hazardous Waste Transporters to take wastes to EPA Permitted Treatment, Storage, and Disposal (TSD) facilities. We strictly use incineration as a disposal method, unless it is not allowable by regulation. In the past year, only one waste stream (from a major equipment overhaul) was not suitable for incineration, and this waste will not be generated in the future.

Universal waste light bulbs are collected by the Electrical Shop, and maintained in sealed boxes until shipped off-site. To minimize storage issues, fluorescent tubes are crushed in a bulb crusher (equipped with HEPA filter) as allowable by regulation. All fluorescent bulbs are sent to a proper reclamation center.

Universal waste batteries are collected by the Facilities Storeroom and taken to Batteries Plus to be reclaimed. Information Services also maintains Universal Waste batteries and e-scrap, which are shipped periodically, and tracked on a reclamation database by the contractor.

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

<http://safety.richmond.edu/waste/hazardous.html>

# Materials Exchange

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## Responsible Party

**Megan Zanella-Litke**  
Sustainability Coordinator  
Sustainability

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

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

Yes

### **A brief description of the program :**

The sustainability office manages an office supply exchange which is open to all offices and student groups who wish to donate surplus supplies or pick up free supplies. In addition, surplus furniture is managed through facilities and is available for use in offices on campus.

### **The website URL where information about the program is available :**

<http://www.sustainability.richmond.edu/materials-management/green-office/index.html>

## Limiting Printing

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

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

Yes

**A brief description of how printing is limited :**

Students are given a limited amount of print credits each semester. Full time undergraduates are limited to 400 pages a semester, part time undergraduates are limited to 200 pages, and law school students are limited to 350 pages per semester. All limits on printing apply to public printers on campus such as computer labs, classrooms, and libraries. Once students use their print credits they have the option to purchase additional print credits for a small fee.

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

<http://is.richmond.edu/policies/technology/student-printing.html>

**Responsible Party**

**Megan Zanella-Litke**  
Sustainability Coordinator  
Sustainability

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**Submission Note:**

<http://undergraduatecatalog.richmond.edu/>

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

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

Yes

**A brief description of the practice :**

All course catalogs, course schedules, and directories are made available online. Hard copies of the course catalogs are not available. Hard copies of the University directory are available for a fee.

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

<http://directory.richmond.edu/sustainability/index.html>

# Chemical Reuse Inventory

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## Responsible Party

**John Conover**

Environment/Health/Safety Specialist  
Safety Services and Risk Management

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

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

Yes

## A brief description of the program :

Many chemical reagents can be used by other laboratories. Even those chemicals deemed too old for research use may be useful in teaching laboratories, where a high level purity is not required. All chemicals which have no foreseeable use in the laboratory unit should be returned to the Stockroom for potential redistribution within the department(s). Those chemicals which are no longer usable will be evaluated for redistribution by a vendor (chemical recycling company), or declared a waste and properly disposed through the hazardous waste contractor. We are in the third year of this program, and we have found that approximately 50% of chemicals returned as part of this program, are suitable for use in teaching laboratories.

Only available to Biology and Chemistry departments because the chemicals are not available for public use.

## The website URL where information about the practice is available :

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## Move-In Waste Reduction

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

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

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**A brief description of the program :**

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

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# Move-Out Waste Reduction

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**Responsible Party**

**Megan Zanella-Litke**  
Sustainability Coordinator  
Sustainability

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*"---" 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 :**

Every May the local Sierra Club and the environmental student group, Green UR, team up to host an event formally known as the "Big Yard Sale" at the University. Following the end of the academic school year, volunteers and members of the Sierra Club collect valuable items that students discard such as electronics, appliances, clothing, shoes, books, housewares, bathroom decor, linens, and sell them to the community. This event reduces waste by diverting trash from the landfill.

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

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# 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.

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

# Water Consumption

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## Responsible Party

**George Souleret**  
University Engineer  
Facilities

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## 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.

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

## Water consumption, 2005 baseline year :

85077520 Gallons

## Water consumption, performance year :

85217396 Gallons

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

July 1st, 2010 to June 30th 2011

## On-campus residents, 2005 :

2700

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

2056

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

1082

## On-campus residents, performance year :

2779

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

2333

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

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

July 2010 to August 2011 (snapshot from fall semester 2010)

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

---

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

No written plan as part of the climate action exists. We have been aggressive since the late 1980s in placing low-flow plumbing fixtures (sinks or lavatories, toilets, urinals, shower heads), use of lake water for irrigation on baseball field, and careful attention to any irrigation needed to establish plantings.

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

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# Stormwater Management

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## Responsible Party

**Andrew McBride**

University Architect, Interim AVP  
Facilities

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## 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.

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

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

Yes

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

Yes

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

The Westhampton Lake is used as a BMP for the majority of campus that contribute to stormwater runoff. Areas not draining to the lake have been addressed using bioswales.

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

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**Does the institution have a living or vegetated roof? :**

No

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

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**Does the institution have porous paving? :**

No

**A brief description of the institution's porous paving :**

---

**Does the institution have retention ponds? :**

Yes

**A brief description of the institution's retention ponds :**

The runoff from the 6600 square foot addition to the Westhampton Deanery runs into a retention pond located next to the building.

**Does the institution have stone swales? :**

No

**A brief description of the institution's stone swales :**

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**Does the institution have vegetated swales? :**

No

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

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

No

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

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## Waterless Urinals

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### Responsible Party

**Dave Merchan**  
Project Engineer  
University Facilities

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

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

Yes

### A brief description of the technology employed :

All waterless urinals employ a specific bowl shape and gravity to ensure that all waste drains into a conventional plumbing system.

### The website URL where information about the technology is available :

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## Building Water Metering

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

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

No

**A brief description of the water metering employed :**

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

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

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# Non-Potable Water Usage

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**Responsible Party**

**George Souleret**  
University Engineer  
Facilities

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

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

Yes

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

Water from the on campus lake, rather than potable water, is used to water the baseball field.

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

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

0

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

0

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

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# Xeriscaping

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

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

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**A brief description of the program or practice :**

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

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## Weather-Informed Irrigation

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

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

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

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

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# 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.

<b>Credit</b>
Sustainability Coordination
Strategic Plan
Physical Campus Plan
Sustainability Plan
Climate Action Plan

# Sustainability Coordination

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## Responsible Party

**Megan Zanella-Litke**  
Sustainability Coordinator  
Sustainability

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## 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.

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

## Does the institution have a sustainability committee? :

Yes

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

The Sustainability Working Group, which includes student, staff, and faculty representation, is co-chaired by the Sustainability Coordinator and the President's Chief of Staff and is responsible for the implementation of the Climate Action Plan and strategic planning for the University's environmental efforts.

The Environmental Awareness Group, a faculty committee with student representation, provides guidance on environmental aspects of the Campus Master Plan and educational components of the Climate Action Plan.

## Members of the committee, including affiliations :

Sustainability Working Group members: Megan Zanella-Litke, Sustainability; Lori Schuyler, President's Chief of Staff; Caitlin Bonney, Student Representative; Wendy Burchard, Procurement; Professor David Dean; Danielle Dimoff, Residence Life; Jerry Giordano, Student Representative; Dee Hardy, Campus Services; Amy Howard, Center for Civic Engagement; Professor David Kitchen; Al Lane, Facilities; Andrew McBride, Facilities; Cathy Moran, Dining Services; George Souleret, Facilities; Max Vest, Student Activities; Doug West, Information Services.

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

<http://www.sustainability.richmond.edu/involved/organizations.html>

## Does the institution have a sustainability office? :

Yes

**A brief description of the sustainability office :**

The sustainability office is comprised of the sustainability coordinator and two part-time student interns. The office plans new sustainability initiatives, manages and monitors existing efforts, and evaluates and reorganizes programs as needed. The office also manages outreach to facilities, student groups, the University Staff Advisory Council, and University leadership.

**The number of people employed in the sustainability office :**

1

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

<http://www.sustainability.richmond.edu/contact/index.html>

**Does the institution have a sustainability coordinator? :**

Yes

**Sustainability coordinator's name :**

Megan Zanella-Litke

**Sustainability coordinator's position title :**

Sustainability Coordinator

**A brief description of the sustainability coordinator's position :**

The sustainability coordinator is charged with updating and implementing the climate action plan and other sustainability goals. The coordinator works closely with facilities, student groups, and administration to prioritize and implement projects including energy efficiency and conservation efforts, community engagement programs, and educational efforts.

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

<http://www.sustainability.richmond.edu/contact/coordinator.html>

# Strategic Plan

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## Responsible Party

**Megan Zanella-Litke**  
Sustainability Coordinator  
Sustainability

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## Criteria

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

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

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

---

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

## Year the strategic plan or equivalent was completed or adopted :

2009

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

No

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

:

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

Yes

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

The Richmond Promise addresses social dimensions of sustainability through a commitment to integrated academics, inclusive diversity, and community engagement. The University provides opportunities for students of all majors to obtain a wide breadth of knowledge through the access to classes in schools outside a student's major. The University strives to create a diverse and inclusive community, by bringing students together who have diverse opinions, experiences, beliefs, and perspectives. In addition, the strategic plan ensures a welcoming and inclusive campus environment that acknowledges and embraces members of different races, ethnicities, genders, sexual

orientations, ability statuses, ages, religions, economic standings, or geographic origins. This focus on inclusivity prepares students with the ability to make a positive and powerful impact on the diverse and global community. The University's commitment to community engagement provides students with access to opportunities throughout their college career to become engaged citizens, using their collective knowledge to contribute to the local and global community.

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

Yes

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

The Richmond Promise addresses economic dimensions of sustainability through a commitment to accessibility and affordability and community engagement as two of the major goals. By making the University accessible and affordable to all students who can benefit from a Richmond education and contribute to bettering the Richmond community. Additionally, the focus on community engagement provides opportunities to actively contribute to and connect with the surrounding community.

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

<https://strategicplan.richmond.edu/>

# Physical Campus Plan

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## Responsible Party

**Andrew McBride**

University Architect, Interim AVP  
Facilities

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## 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.

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

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

Yes

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

The 2011 Campus Master Plan commits the campus to improving sustainability and efficiency of operations. The three primary areas of influence for the plan are energy, transportation, and water. The University plans to move away from coal power and maximize efficiency of heating systems in other buildings. There are also plans to improve water use, stormwater runoff management, better manage natural resources and open space on campus. The plan will improve transportation and connectivity between campus, the surrounding commercial zones, and the James River/James River Park. The master plan seeks to re-work roads through campus and use higher quality pathways to discourage unnecessary use of vehicles.

## The year the physical campus plan was developed or adopted :

2011

## The website URL where the physical campus plan is available :

[https://masterplan.richmond.edu/Richmond\\_Master-Plan-Final.pdf](https://masterplan.richmond.edu/Richmond_Master-Plan-Final.pdf)

# Sustainability Plan

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## Responsible Party

**Megan Zanella-Litke**  
Sustainability Coordinator  
Sustainability

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## 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.

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

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

Yes

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

The Climate Action Plan has been developed under the leadership of the University's Sustainability Working Group, comprised of staff, faculty, and students, and the University's Sustainability Coordinator. Within the Sustainability Working Group, Climate Action Plan subgroups were created to draft sections of the plan that established a time frame and goals associated with sustainability on campus. The first draft of the Climate Action Plan was published online and input from the entire University of Richmond community was sought and incorporated as appropriate into the final draft.

The final plan was reviewed and approved by President and Board of Trustees in December of 2010. The plan is designed to be a working document that is reviewed and updated regularly with input from the University Community to incorporate changing technologies, different strategies, and new opportunities.

## A brief description of the plan's measurable goals :

The University's Climate Action Plan focuses on administration, transportation, materials management, and education in addition to energy. The goals within the administration section focus on increased communication and outreach to improve cooperation and involvement, campus policy that emphasizes a commitment to sustainability, and a financing plan that facilitates the creation of both long-term and short-term sustainability projects. The aims of the transportation section are to reduce single occupancy vehicles on campus for staff and students in commuting and travel through bicycling and pedestrian initiatives, car sharing, bike sharing, and public transportation. The materials management portion aims to both increase recycling rates, and reduce total waste output. These goals can be achieved by spreading information about recycling education and awareness, reducing source waste by buying environmentally sound

products, and reusing larger and more valuable goods such as furniture. The education segment of the plan sets goals to continue to incorporate sustainability within the curriculum, promote co-curricular opportunities such as community involvement and students groups, and encourage faculty research within the field of sustainability.

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

The plans goals are measured through surveys, observations of recycling rates, participation in sustainability related courses, involvement in sustainability events, and through formal and informal focus groups with members of the University community.

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

<http://sustainability.richmond.edu/action-plan/index.html>

**The year the plan was developed or last updated :**

2012

# Climate Action Plan

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## Responsible Party

**Megan Zanella-Litke**  
Sustainability Coordinator  
Sustainability

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## 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*.

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"---" 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 :

In the long term, the University plans to reduce greenhouse gas emissions by 20% from the 2008 baseline by 2020. The University is aiming for carbon neutrality by 2050. Moving into the future, the University will continue to evaluate energy efficiency and renewable energy technologies as those technologies evolve.

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

The climate plan's short-term goals are to increase awareness and education on campus about sustainability goals while evaluating cost-effective energy efficiency technologies. In the next few years, the University is planning to move away from the use of coal entirely. The University is taking steps to maximize the efficiency of the fleet and provide alternatives to single-occupancy vehicle travel, so that transportation vehicles are as sustainable as possible.

## 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 :**

1, 2, & 3

**The reduction level (percentage) institution has committed to :**

20% from 2008 levels

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

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

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**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.sustainability.richmond.edu/action-plan/index.html>

# Diversity and Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

<b>Credit</b>
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

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## Responsible Party

**Lisa Miles**  
Assistant Director  
Common Ground

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## 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.

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

### Does the institution have a diversity and equity committee? :

Yes

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

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### Members of the committee, including job titles and affiliations :

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

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### Does the institution have a diversity and equity office? :

Yes

### A brief description of the diversity office :

Common Ground focuses on the connections that students and employees make across differences and creates learning opportunities which foster our ability to understand the experiences of those whose life stories are very different than our own. More specifically, the office:

- Offers students and others on campus opportunities to learn about diversity, inclusion, and social justice issues through focused dialogues, workshops, trainings, retreats and special programs.
- Supports, collaborates with, and offers consultation to groups or campus offices working to foster inclusive diversity.
- Serves as a confidential point of contact and advocate for students, faculty, and staff.
- Publicizes diversity initiatives, events, and other opportunities to the campus community.

**The number of people employed in the diversity office :**

2.50

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

<http://commonground.richmond.edu/>

**Does the institution have a diversity and equity coordinator? :**

Yes

**Diversity coordinator's name :**

Glyn Hughes

**Diversity coordinator's position title :**

Director of Common Ground

**A brief description of the diversity coordinator's position :**

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

<http://commonground.richmond.edu/contact/index.html>

# 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.

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

**Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit? :**

No

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

---

**Year the assessment was last administered :**

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**A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives :**

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

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# 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.

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

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

Yes

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

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

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

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

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# 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.

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

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

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

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

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# 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.

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

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

:

Yes

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

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

Richmond In Reach, our need-based aid program, is available to eligible, full-time undergraduate students who are U.S. citizens or permanent residents. Through this program, Richmond commits to meeting 100% of our students' demonstrated need, and we don't consider financial need when making admission decisions.

Aid packages are made up of grants and scholarships that do not have to be repaid, as well as a self-help portion that may include loans or Work-Study. Because it is the University's desire to help students graduate with very little debt, they attempt to keep loans to a minimum.

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

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

**education :**

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

For any entering first-year student from Virginia who qualifies for admission, whose total family income is \$40,000 or less and who demonstrates eligibility for need-based aid, the University of Richmond provides an aid package equal to full-time tuition plus standard room and board (without loans)

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

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

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

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

All first-year, degree-seeking applicants, including Fall Early Decision, Winter Early Decision, and Regular Decision applicants, are eligible for merit scholarship consideration. Scholarships range anywhere from \$750-\$20,000. Scholarships include music/dance scholarships, Davis United World Scholars, National Achievement Scholarships, National Hispanic Recognition, and Army ROTC Scholarships.

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

---

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

<http://financialaid.richmond.edu/>

# Gender Neutral Housing

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

# Employee Training Opportunities

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

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

Yes

**A brief description of the cultural competence trainings and activities :**

Safe Zone educates members of the University community about lesbian, gay, bisexual, and transgender (LGBT) issues to create a network of allies who, together with members of the LGBT community, work to create a community of safety and full inclusion for all its members.

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

<http://commonground.richmond.edu/programs/safe-zone.html>

## Student Training Opportunities

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

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

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**A brief description of the cultural competence trainings and activities :**

We nurture student leadership potential by providing all students with opportunities to participate in a variety of leadership conferences such as Colaborando Juntos 6th Annual Conference, East Coast Asian American Student Union Conference, Minority Student Medical Career Awareness Workshops & Recruitment Fair, UNC-Charlotte Multicultural Leadership Conference, New England Latino Student Leadership Conference.

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

<http://multicultural.richmond.edu/student-support/leadership-programs.html>

# 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.

<b>Credit</b>
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.

---

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

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

---

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

---

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

We do a market analysis annually.

**The most recent year total compensation for the institution's lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable :**

2012

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

<http://hr.richmond.edu/employees/benefits/compensation/index.html>

# Employee Satisfaction Evaluation

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## Responsible Party

**Carl Sorenson**

Assoc VP for Human Resources

Human Resources

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## Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

---

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

**Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit? :**

Yes

**A brief description of the institution's methodology for evaluating employee satisfaction :**

Every other year we participate in the Great Colleges to Work for Survey benchmarking ourselves against like institutions. University leadership works directly with employees to identify priorities and commit to specific follow-up actions based on survey response data.

**The year the employee satisfaction evaluation was last administered :**

2010

**The website URL where information about the institution's employee satisfaction evaluation process is available :**

<http://hr.richmond.edu/workplace-survey/index.html>

# 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

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## Responsible Party

**Megan Zanella-Litke**  
Sustainability Coordinator  
Sustainability

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## Criteria

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

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

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

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

All new faculty and staff receive a handout during the first day of orientation which includes information on the University's commitment to sustainability and information on waste reduction, recycling, energy conservation, water conservation, transportation, and other sustainability resources which are available to employees.

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

---

# Employee Sustainability Educators Program

## Criteria

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

---

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

## Childcare

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

**Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of students, faculty, and staff? :**

No

**A brief description of the child care program, policy, or practice :**

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

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# Employee Wellness Program

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## Responsible Party

**Carl Sorenson**

Assoc VP for Human Resources

Human Resources

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### Submission Note:

<http://hr.richmond.edu/employees/benefits/employee-assistance/index.html>

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

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

Yes

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

Health Advocate provides telephonic and online wellness coaching. Our Recreation and Wellness department provides daily wellness and fitness classes for free to all employees. All new hires receive three free visits with a personal trainer to determine fitness level, create a wellness profile and fitness plan. The University provides an Employee Assistance Program (EAP) which is a free, confidential service that provides employees with the resources needed to resolve personal problems that may affect their emotional health, well-being, and work productivity.

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

<http://hr.richmond.edu/employees/benefits/employee-wellness.html>

# Socially Responsible Retirement Plan

---

## Responsible Party

**Carl Sorenson**

Assoc VP for Human Resources

Human Resources

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

### **Does the institution offer a socially responsible investment option for retirement plans? :**

Yes

### **A brief description of the socially responsible investment option for retirement plans :**

Among the choices of retirement accounts available through the University's retirement plan provider is a Social Choice Equity Fund. The fund primarily invests in companies that are screened to meet or exceed certain environmental, social and governance criteria.

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

<http://hr.richmond.edu/employees/benefits/retirement/index.html>

# 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.

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

# Committee on Investor Responsibility

## Criteria

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

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

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

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

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

**Does the institution have a committee on investor responsibility or similar body that meets the criteria for this credit?**

:

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**The charter or mission statement of the CIR or other body, which reflects social and environmental concerns, or a brief description of how the CIR is tasked to address social and environmental concerns :**

---

**Members of the CIR, including affiliations :**

---

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

---

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

---

# 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.

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

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

---

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

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

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

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

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# Positive Sustainability Investments

## 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.

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

**Total value of the investment pool :**

---

**Value of holdings in sustainable industries, such as renewable energy or sustainable forestry :**

---

**Value of holdings in businesses selected for exemplary sustainability performances :**

---

**Value of holdings in sustainability investment funds, such as a renewable energy investment fund :**

---

**Value of holdings in community development financial institutions (CDFIs) :**

---

**Value of holdings in socially responsible mutual funds with positive screens :**

---

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

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

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## Student-Managed Sustainable Investment Fund

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

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

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

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

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# Sustainable Investment Policy

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

**Does the institution have a policy, practice or directive to consider the social and/or environmental impacts of investment decisions, in addition to financial considerations? :**

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**A brief description of the sustainable investment policy :**

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

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## Investment Disclosure

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

**Does the institution make a snapshot of its investment holdings, including the amount invested in each fund and/or company and proxy voting records, available to the public? :**

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

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**The website URL where information about investment disclosure available :**

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# 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.

<b>Credit</b>
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

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## Responsible Party

**Sylvia Gale**

Associate Director

Bonner Center for Civic Engagement

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## 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.

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

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

Yes

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

Bonner Scholars, students who receive a scholarship in exchange for serving weekly for 3.5 years with one local organization, work regularly with the James River Park system. Other UR students have been instrumental in starting and sustaining community gardens for various partner organizations, including several that are part of Build It, the University's holistic, neighborhood-focused engagement initiative. Students working at the North Richmond YMCA, for example, serve in the Flatiron Garden and Kitchen program, where they work with elementary school children on a curriculum designed to introduce concepts about fitness, biology, horticulture, and nutrition. UR students lead the children in fitness exercises, read them books, lead them in cooking and preparing healthy meals, and plant and tend the YMCA's vegetable and herb garden.

## The website URL where information about sustainability partnerships is available :

<http://engage.richmond.edu/involved/buildit/partners/ymca.html>

## Inter-Campus Collaboration on Sustainability

### Criteria

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

---

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

# Sustainability in Continuing Education

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## Responsible Party

**Cary Jamieson**

Program Coordinator

School of Professional and Continuing Studies

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## Criteria

### *Part 1*

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

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

### *Part 2*

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

---

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

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

Yes

**Number of sustainability continuing education courses offered :**

51

**Total number of continuing education courses offered :**

904

**Does the institution have a sustainability-related certificate program through its continuing education or extension department? :**

Yes

**A brief description of the certificate program :**

1. The Sustainability and Nature Institute for Educators (Started 2011) introduce educators and anyone interested to the beginning principles of design and science that support an outdoor classroom. The objective is to develop a plan for an outdoor classroom where students can explore opportunities for decision making, learning, social development, and establishing sustainable practices grounded in the natural world. Central to the program is a hands-on lab work emphasizing the science of soil, plant biology, and proper planting practices, which is increasingly important as we move towards a more sustainable future in the outdoor world.

2. Global Sustainability Institute (2012): a course that explores the twenty-five most critical global sustainability issues identified by the United Nations Commission for Sustainable Development. Objectives of this course include an increased understanding of critical global  
[STARS Reporting Tool](#) | [AASHE](#) | [Sierra Magazine](#)

issues, the impact that sustainability will have on society, and the development of students' capacity to be agents of positive change. Students will also develop a practical, broad-based view of what sustainability is and what challenges and opportunities sustainability creates within their society.

3. Landscape Design Professional Certificate (2006): professional certificate for individuals who are interested in pursuing a career in small scale or residential landscape design. Curriculum covers strong aesthetic design with sustainable practices that include a combination of native plants, non-natives and thoughtful site analysis to create beautiful but environmentally responsible design.

4. Landscape Horticulture Plants and Practices (2011): Study principles of horticulture, plant identification, design elements, and industry practices of Landscape Plants. Courses cover sustainable methods, soils, pruning, and planting standards from the perspective of professionals utilizing best practices for habitat and ecology. Curriculum covers the study of native plants, ornamental grasses and perennials that perform well in the Central Virginia, Piedmont and Tidewater regions.

**Year the certificate program was created :**

2012

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

<http://spcs.richmond.edu/>

# Community Service Participation

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## Responsible Party

**Sylvia Gale**

Associate Director

Bonner Center for Civic Engagement

---

## Criteria

Institution engages its student body in community service, as measured by the percentage of students who participate in community service.

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

---

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

## The number of students engaged in community service :

2735

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

3661

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

<http://engage.richmond.edu/>

# Community Service Hours

---

## Responsible Party

**Sylvia Gale**

Associate Director

Bonner Center for Civic Engagement

---

## Criteria

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

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

---

## Submission Note:

The numbers provided above are estimates. The University of Richmond does not officially track student community service hours, choosing instead to devote resources to forming and maintaining long-term, reciprocal partnerships. We believe that the quality of those partnerships, measured in part by the presence of multiple and coordinated intersections with our faculty and students, is a better indicator of our engagement with our local community than our students' service hours.

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

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

85500

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

3661

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

<http://engage.richmond.edu/>

# 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.

---

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

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

No

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

No

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

No

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

---

## Graduation Pledge

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

**Does the institution administer a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions? :**

---

**A brief description of the graduation pledge program :**

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

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## Community Service on Transcripts

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

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

No

**A brief description of the practice :**

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

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# Farmers' Market

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## Responsible Party

**Anna Denton**  
HR Specialist - Benefits  
Human Resources

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

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

Yes

### **A brief description of the farmers' market :**

The institution hosts Relay Foods once a week, while individuals cannot just stop by to purchase foods, they can order local produce, meats, and other food and housewares products from assorted vendors up until the night before. Food arrives on campus the next day and is available for pick-up. Relay Foods serves as a hub for vendors and uses biodiesel to deliver food.

### **The website URL where information about the market is available :**

<http://hr.richmond.edu/employees/benefits/employee-wellness.html>

# 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

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## Responsible Party

**Marti Tomlin**

Assistant Director, Facilities  
Recreation and Wellness

---

## Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
  - 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
  - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
  - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
  - 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
  - 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
  - 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
  - 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
  - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
  - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
- 

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

## **A brief description of the innovative policy, practice, program, or outcome :**

In 2009, as part of the University's Fun Initiative, students proposed the idea of an 18-hole disc golf course on campus. In September 2010, the idea was approved by the President of the University and construction began in winter of 2011. The course was designed by H.B. Clark, who had more than thirty years of disc golf course design experience and is on the Professional Disc Golf Association. The course was financed by Recreation and Wellness and constructed by University Facilities. The course was built with 100% recycled materials and no trees were cut down in the construction process. The course opened on March 16, 2011. Since then, the course has provided a fun and relaxing way for students, faculty, staff, and the community to exercise and stay active while promoting the use of [STARS Reporting Tool](#) | [AASHE](#) | [Sierra Magazine](#)

recycled materials.

**A letter of affirmation from an individual with relevant expertise :**

[UR Disc Golf.pdf](#)

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

<http://recreation.richmond.edu/facilities/outdoor.html#disc-golf>

### Responsible Party

**Lisa Miles**

Assistant Director

Common Ground

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### Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
  - 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
  - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
  - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
  - 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
  - 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
  - 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
  - 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
  - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
  - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
- 

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

### A brief description of the innovative policy, practice, program, or outcome :

In the fall of 2010, Common Ground in collaboration with Residence Life created the Cultural Advisor (CAs) program. CAs are student leaders on campus who live in the residence halls and work with residents and residence life staff to make the halls, welcoming, and supportive communities for all students. Through various methods, cultural advisors promote learning and understanding across differences, share information about campus resources on diversity and inclusion, and facilitate connections between and among residents. The primary emphasis of CAs is to create relationships among residents that encourage community and inclusion, which they do by sharing information about campus and community resources related to diversity and inclusion, and by planning programs and

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

events that promote learning and understanding across differences.

Cultural Advisors live in pre-designated residence hall single rooms or double rooms with a roommate of their choosing. In addition, cultural advisors serve as a resource for residents about University diversity resources including student organizations, administrative offices, and the Bias Resource Team.

**A letter of affirmation from an individual with relevant expertise :**

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

<http://commonground.richmond.edu/programs/cultural-advisors/index.html>

## 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.

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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.

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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.

<b>Credit</b>
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

### Criteria

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

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

# Food Education

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## Responsible Party

**Megan Zanella-Litke**  
Sustainability Coordinator  
Sustainability

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## Criteria

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

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

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

No

**Provide a brief description :**

---

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

No

**Provide a brief description :**

---

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

No

**Provide a brief description :**

---

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

No

**Provide a brief description :**

---

**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 Community Garden Program allows students that elect to participate to take care of and manage a plot of personal garden space in a larger garden. Participants will be taught proper gardening and upkeep skills and be able to execute techniques in a hands-on setting. The program is available to faculty and staff as well.

# Food and Beverage Purchases

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## Responsible Party

**Cathy Moran**

Director of Purchasing for Dining Services  
University Dining Services

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## Criteria

Institution provides details of its food and beverage purchases.

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*"---" 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 :**

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

7

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

Local sources are flagged on our Prime Vendor's web-site as defined by the USDA.

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

---

**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: Earth Song Blend, FTO Ethiopian Harrar Coffee, FTO Honduran Coffee, FTO Sumatran Coffee, FTO Peruvian Decaf Coffee, FTO Peruvian Coffee, Café Estima Blend, USDA Certified Organic & Fair Trade – Honest Tea beverages, cultured products: Yogurt, Sour Cream, Cottage Cheese

# Confinement-Free Food Purchases

## Criteria

Institution provides details of its confinement-free animal product purchases.

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

**Type of cage-free / free-range eggs purchased :**

---

**Percentage purchased :**

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**Comments :**

---

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

---

**Percentage purchased (1st product) :**

---

**Comments (1st product) :**

---

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

---

**Percentage purchased (2nd product) :**

---

**Comments (2nd product) :**

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

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**Percentage purchased (3rd product) :**

---

**Comments (3rd product) :**

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

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**Percentage purchased (4th product) :**

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**Comments (4th product) :**

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# Vegetarian-Fed Food Purchases

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## Responsible Party

**Cathy Moran**

Director of Purchasing for Dining Services  
University Dining Services

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## Criteria

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

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

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

All fresh dairy products

### Percentage purchased (1st product) :

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### Comments (1st product) :

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

---

### Percentage purchased (2nd product) :

---

### Comments (2nd product) :

---

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

---

### Percentage purchased (3rd product) :

---

### Comments (3rd product) :

---

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

---

**Percentage purchased (4th product) :**

---

**Comments (4th product) :**

---

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

---

**Percentage purchased (5th product) :**

---

**Comments (5th product) :**

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# Hormone-Free Food Purchases

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## Responsible Party

**Cathy Moran**

Director of Purchasing for Dining Services  
University Dining Services

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## 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) :

All fresh dairy products, Gelato, Tyson chicken

### Percentage purchased (1st product) :

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### Comments (1st product) :

---

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

---

### Percentage purchased (2nd product) :

---

### Comments (2nd product) :

---

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

---

### 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) :**

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# Seafood Purchases

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## Responsible Party

**Cathy Moran**

Director of Purchasing for Dining Services  
University Dining Services

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## Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

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"---" 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) :**

Clams, Oysters, Crawfish, Mussels

### **Percentage purchased (1st product) :**

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### **Standard used (1st product) :**

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### **Comments (1st product) :**

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### **Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (2nd product) :**

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### **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

## Criteria

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

---

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

## Energy Initiatives

### Criteria

Institution provides details about its energy initiatives.

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

## Energy Use by Type

### Criteria

Institution reports its energy use by type.

---

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

**Responsible Party**

**Wendy Burchard**

Strategic Sourcing Manager  
Office of Procurement and Strategic Sourcing

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**Criteria**

Institution provides details about its procurement efforts.

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

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

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**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) :**

100

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

No

# Bike Sharing

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**Responsible Party**

**Marti Tomlin**

Assistant Director, Facilities  
Recreation and Wellness

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**Criteria**

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

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

**The number of bicycles available through bike sharing programs :**

50

## Water Initiatives

### Criteria

Institution provides details about its water initiatives.

---

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

**Is there is a ban or restriction on selling or distributing bottled water on campus? :**

No

**Provide a brief description of any bottled water ban or restriction :**

---

**Does the institution meter any of its non-potable water usage? :**

---

**The percentage of urinals on campus that are waterless :**

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# Endowment

## Criteria

Institution provides details about its endowment.

---

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

# Sustainability Staffing

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**Responsible Party**

**Megan Zanella-Litke**  
Sustainability Coordinator  
Sustainability

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**Criteria**

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

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*"---" 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) :**

1

**FTE staff on payroll :**

1

**FTE student intern/fellow :**

0.50