University of Illinois at Chicago

The following information was submitted through the STARS Reporting Tool.

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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.

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Doctorate

Institutional control:

Public

Which campus features are present and included in the institutional boundary?:

	Present?	Included?
Agricultural school	No	No
Medical school	Yes	Yes
Pharmacy school	Yes	Yes
Public health school	Yes	Yes
Veterinary school	No	No
Satellite campus	No	No
Hospital	Yes	Yes
Farm larger than 5 acres or 2 hectares	No	No
Agricultural experiment station larger than 5 acres or 2 hectares	No	No

Reason for excluding agricultural school:

UIC does not have an agricultural school. It is an urban university located within a couple miles of Chicago, IL's downtown Loop. It's an example of infill development.

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

UIC does not have a veterinary school.

Reason for excluding satellite campus:

We have a couple of medical school related buildings but we have not done any sustainability programming there, nor do we include them in the scope of the GHG inventory.

Reason for excluding hospital:

Reason for excluding farm:

We don't have a farm.

Reason for excluding agricultural experiment station:

We don't have an agricultural experiment station.

Narrative:

Operational Characteristics

Criteria

n/a

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

Endowment size:

2,800,000,000 *US/Canadian $*

Total campus area:

242.63 *Acres*

IECC climate region:

Cold

Locale:

Large city

Gross floor area of building space:

14,766,876 *Gross Square Feet*

Conditioned floor area:

14,184,725 *Square Feet*

Floor area of laboratory space:

837,228 *Square Feet*

Floor area of healthcare space:

542,499 *Square Feet*

Floor area of other energy intensive space:

1,891,908 *Square Feet*

Floor area of residential space:

856,135 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)

Biomass	0.19
Coal	26.84
Geothermal	0
Hydro	0.31
Natural gas	62.90
Nuclear	9.05
Solar photovoltaic	0.02
Wind	0.36
Other (please specify and explain below)	0.32

A brief description of other sources of electricity not specified above:

Other is the sum of oil, other fossil fuel, and unknown sources from the eGRID summary table for the RFCW subregion.

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---
Electricity	---
Fuel oil	---
Geothermal	0.20
Natural gas	99.80
Other (please specify and explain below)	---

A brief description of other sources of building heating not specified above:

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

15

Number of academic departments (or the equivalent):

99

Full-time equivalent enrollment:

27,589

Full-time equivalent of employees:

10,924

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

16,678

Total number of graduate students:

11,197

Number of degree-seeking students:

27,093

Number of non-credit students:

496

Number of employees:

9,898

Number of residential students:

3,800

Number of residential employees:

0

Number of in-patient hospital beds:

495

Academics

Curriculum

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

Credit
Academic Courses
Learning Outcomes
Undergraduate Program
Graduate Program
Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Courses
Campus as a Living Laboratory

Academic Courses

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Part 1

Institution offers sustainability courses and/or courses that include sustainability and makes an inventory of those courses publicly available.

Part 2

Institution's academic departments (or the equivalent) offer sustainability courses and/or courses that include sustainability.

In order to report and earn points for this credit, the institution must conduct a course inventory. The inventory should consist of two parts:

1) An inventory of sustainability courses that includes, at minimum, the title, department (or equivalent), and level of each course (i.e. undergraduate or graduate), as well as a brief description if the sustainability focus of the course is not apparent from its title

2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.

A course may be a sustainability course or it may include sustainability; no course should be identified as both:

• A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the Earth Charter).

• A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

For guidance on conducting a course inventory and distinguishing between sustainability courses and courses that include sustainability, see *Standards and Terms* and the Credit Example in the STARS Technical Manual. An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty and departments to self-identify sustainability courses and courses that include sustainability using the definitions outlined in *Standards and Terms* 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.

This credit does not include continuing education and extension courses, which are covered by *EN 11: Continuing Education*.

Figures required to calculate the percentage of courses with sustainability content::

	Undergraduate	Graduate
Total number of courses offered by the institution	2,054	1,168
Number of sustainability courses offered	77	20
Number of courses offered that include sustainability	143	54

Number of academic departments (or the equivalent) that offer at least one sustainability course and/or course that includes sustainability (at any level):

55

Total number of academic departments (or the equivalent) that offer courses (at any level):

99

Number of years covered by the data:

One

A copy of the institution's inventory of its course offerings with sustainability content (and course descriptions):

UICSustainabilityCoursesAY2014.xlsx

An inventory of the institution's course offerings with sustainability content (and course descriptions):

See course inventory above. Note: Course numbers 100-499 are undergraduate level; course numbers 500-699 are graduate level.

The website URL where the inventory of course offerings with sustainability content is publicly available:

https://sustainability.uic.edu/education/courses/spring-2014-courses/

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

The course catalog was reviewed by the Associate Chancellor for Sustainability and staff from the Energy Initiative. The criteria used was based on that given in the credit. The definition of sustainability was based on the discoveries from UIC's Sustainability Strategic Thinking Process. Input was also received from students who have taken courses related to sustainability. Only the courses that were offered in Fall 2013 and Spring 2014 appear on the attached list.

How did the institution count courses with multiple offerings or sections in the inventory?:

Each offering or section of a course was counted as an individual course

A brief description of how courses with multiple offerings or sections were counted (if different from the options outlined above):

Which of the following course types were included in the inventory?:

	Yes or No
Internships	No
Practicums	No
Independent study	No
Special topics	Yes
Thesis/dissertation	No
Clinical	No
Physical education	No
Performance arts	Yes

Does the institution designate sustainability courses in its catalog of course offerings?:

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Institution's students graduate from degree programs that include sustainability as a learning outcome or include multiple sustainability learning outcomes. Sustainability learning outcomes (or the equivalent) may be specified at:

- Institution level (e.g. covering all students)
- Division level (e.g. covering one or more schools or colleges within the institution)
- Program level
- Course level

This credit includes graduate as well as undergraduate programs. For this credit, "degree programs" include majors, minors, concentrations, certificates, and other academic designations. Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*. Programs that include co-curricular aspects may count as long as there is an academic component of the program. Learning outcomes at the course level count if the course is required to complete the program.

This credit is inclusive of learning outcomes, institutional learning goals, general education outcomes, and graduate profiles that are consistent with the definition of "sustainability learning outcomes" included in Standards and Terms.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may report graduates from sustainability-focused programs (i.e. majors, minors, concentrations and the equivalent as reported for *AC 3: Undergraduate Program* and *AC 4: Graduate Program*) in lieu of the above criteria.

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

Undergraduate Program

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Institution offers at least one:

> • Sustainability-focused program (major, degree program, or equivalent) for undergraduate students

> And/or

> • Undergraduate-level sustainability-focused minor or concentration (e.g. a concentration on sustainable business within a business major).

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*.

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

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for undergraduate students?:

Yes

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

Earth and Environmental Sciences

A brief description of the undergraduate degree program (1st program):

The Earth and Environmental Sciences undergraduate degree program offers courses related to the physical and biological sciences. Course topics include Global Environmental Change and Earth, Energy and the Environment.

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

http://www.uic.edu/depts/geos/curriculum/undergrad.html

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

Urban and Public Affairs

A brief description of the undergraduate degree program (2nd program):

The Urban and Public Affairs major is a pre-professional program that prepares undergraduate students to enter urban professions and graduate programs. Students gain knowledge and understanding of the complexity and diversity of the urban environment as well as learn the policy and management processes that affect urban living. Using the Chicago metropolitan area for investigation and hands on experience, students experience and analyze urban issues, relating to sustainability from active and pratical perspectives.

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

http://www.uic.edu/cuppa/upa/home/index.html

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

Civil and Material Engineering

A brief description of the undergraduate degree program (3rd program):

The Civil and Materials Engineering undergraduate degree program graduates civil engineers who have the fundamental knowledge and modern tools necessary for civil engineering practice in industry and government in the following areas of specialization: environmental and water resources engineering, geotechnical engineering, structural engineering, and transportation engineering, relating to sustainability.

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

http://www.uic.edu/depts/cme/

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

Biology

http://www.uic.edu/depts/bios/

Environmental Engineering minor

http://www.uic.edu/ucat/catalog/EGENGRPHYS.shtml

Does the institution offer one or more sustainability-focused minors, concentrations or certificates for undergraduate students?:

No

The name of the sustainability-focused undergraduate minor, concentration or certificate (1st program):

A brief description of the undergraduate minor, concentration or certificate (1st program):

The website URL for the undergraduate minor, concentration or certificate (1st program):

The name of the sustainability-focused undergraduate minor, concentration or certificate (2nd program):

A brief description of the undergraduate minor, concentration or certificate (2nd program):

The website URL for the undergraduate minor, concentration or certificate (2nd program):

The name of the sustainability-focused undergraduate minor, concentration or certificate (3rd program):

A brief description of the undergraduate minor, concentration or certificate (3rd program):

The website URL for the undergraduate minor, concentration or certificate (3rd program):

The name, brief description and URL of all other undergraduate-level sustainability-focused minors, concentrations and certificates:

Graduate Program

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Institution offers at least one:

• Sustainability-focused program (major, degree program, or equivalent) for graduate students

And/or

• Graduate-level sustainability-focused minor, concentration or certificate (e.g. a concentration on sustainable business within an MBA program).

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*.

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

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for graduate students?:
Yes

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

A brief description of the graduate degree program (1st program):

The Urban Planning and Policy (UPP) department is one of the largest graduate planning programs in the nation and the only accredited planning program in the Chicago area. This sustainability-focused graduate-level degree program offers concentrations in Environmental Planning, Economic Development, Community Development, Urban Transportation, Globalization and International Planning, and Physical Planning. The Environmental Planning and Policy concentration provides students with an overview of the theory and methods used to guide urban development and redevelopment in a more sustainable manner, so as to conserve natural resources and enhance ecosystem services while providing for economic development and promoting social equity and civic engagement within the planning process. The concentration introduces students to both regulatory and market-based strategies of environmental management, explores economic and systematic quantitative analyses of environmental policy, and offers electives examining discrete topics of environmental practice.

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

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

Environmental and Occupational Health Sciences

A brief description of the graduate degree program (2nd program):

The Master of Science (MS) degree in Environmental and Occupational Health Sciences prepares students for research and program management in companies, laboratories, and policy-making organizations. Students will learn how to conduct workplace, community, and environmental assessments; to recognize exposures to environmental stressors; to apply quantitative modeling techniques; to develop control strategies; and to develop and evaluate training programs.

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

http://www.uic.edu/sph/eohs.htm

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

Earth and Environmental Sciences

A brief description of the graduate degree program (3rd program):

The Department of Earth and Environmental Sciences offers work leading to the Master of Science and Doctor of Philosophy degrees in Earth and Environmental Sciences. Both programs are based in an earth and environmental science curriculum. Applicants with interdisciplinary natural science backgrounds are also encouraged to apply.

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

http://www.uic.edu/depts/geos/

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

Masters of Energy Engineering

http://www.mie.uic.edu/programs/mee.htm

Does the institution offer one or more graduate-level sustainability-focused minors, concentrations or certificates?:

No

The name of the graduate-level sustainability-focused minor, concentration or certificate (1st program):

A brief description of the graduate minor, concentration or certificate (1st program):

The website URL for the graduate minor, concentration or certificate (1st program):

The name of the graduate-level sustainability-focused minor, concentration or certificate (2nd program):

A brief description of the graduate minor, concentration or certificate (2nd program):

The website URL for the graduate minor, concentration or certificate (2nd program):

The name of the graduate-level sustainability-focused minor, concentration or certificate (3rd program):

A brief description of the graduate minor, concentration or certificate (3rd program):

The website URL for the graduate minor, concentration or certificate (3rd program):

The name and website URLs of all other graduate-level, sustainability-focused minors, concentrations and certificates:

Immersive Experience

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program is one week or more in length and may take place off-campus, overseas, or on-campus.

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

- It concentrates on sustainability, including its social, economic, and environmental dimensions

  And/or

- It examines an issue or topic using sustainability as a lens.

For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

See the Credit Example in the STARS Technical Manual for further guidance.

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

Does the institution offer at least one immersive, sustainability-focused educational study program that meets the criteria for this credit?:

Yes

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

The Summer Institute on Sustainability and Energy (SISE) is a summer intensive workshop that focuses on current topics in energy, sustainable energy, and sustainability. Participants converge at the University of Illinois at Chicago where they live and work together in a tight-knit, diverse community of energy-minded students and professionals. The SISE experience affords participants time and resources to explore pressing energy topics in an immersive environment. These future energy leaders are educated to make decisions about energy at the personal, civic, and global levels, in energy related fields including science, technology, entrepreneurship, economics, policy, planning, and behavior.

The program itself convenes for two-weeks and lasts on average eight-hours a day, including some weekend activities. The program is divided into two parts, SISE intensives and the SISE core program. The former prepares participants to more fully engage with the latter.

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

http://sise.phy.uic.edu/

Sustainability Literacy Assessment

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and may also address values, behaviors and/or beliefs. Assessments that focus exclusively on values, behaviors and/or beliefs are not sufficient to earn points for this credit.

Institution may conduct a follow-up assessment of the same cohort group(s) using the same instrument.

This credit includes graduate as well as undergraduate students.

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

Incentives for Developing 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 specifically aims to increase student learning of sustainability.

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

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

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

Incentives for Developing Courses

Campus as a Living Laboratory

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Institution is utilizing its infrastructure and operations for multidisciplinary student learning, applied research and practical work that advances sustainability on campus in at least one of the following areas:

- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination, Planning & Governance
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Public Engagement
- Other

This credit includes substantive work by students and/or faculty (e.g. class projects, thesis projects, term papers, published papers) that involves active and experiential learning and contributes to positive sustainability outcomes on campus (see the Credit Example in the STARS Technical Manual). On-campus internships and non-credit work (e.g. that take place under supervision of sustainability staff or committees) may count as long as the work has a learning component.

This credit does not include immersive education programs, co-curricular activities, or community-based work, which are covered by *AC 5: Immersive Experience*, credits in the Campus Engagement subcategory, and credits in the Public Engagement subcategory, respectively.

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

Is the institution utilizing the campus as a living laboratory in the following areas?:

	Yes or No

Air & Climate	Yes
Buildings	Yes
Dining Services/Food	Yes
Energy	Yes
Grounds	Yes
Purchasing	No
Transportation	Yes
Waste	Yes
Water	Yes
Coordination, Planning & Governance	Yes
Diversity & Affordability	Yes
Health, Wellbeing & Work	Yes
Investment	No
Public Engagement	Yes
Other	No

A brief description of how the institution is using the campus as a living laboratory for Air & Climate and the positive outcomes associated with the work:

UIC's Office of Sustainability has had an undergraduate intern working on data collection and research relating to greenhouse gas emissions from UIC campus sources. The research and work of this intern has helped the Office, and the campus, make informed decisions related to Air and Climate.

A brief description of how the institution is using the campus as a living laboratory for Buildings and the positive outcomes associated with the work:

We have campus green maps and sustainability maps that point out the green features of the buildings. These maps were developed by students. We also conduct tours of our green buildings. We had two tours during Sustainability Days in September 2013 of the "Civil War" complex of green buildings.

A brief description of how the institution is using the campus as a living laboratory for Dining Services/Food and the positive outcomes associated with the work:

In September of 2013 and April of 2014, campus Dining Services held an event open to students, faculty and staff called "Weigh Your Waste with Dining Services". UIC Dining Services and student volunteers weighed all the food scraps at the end of a lunch period to emphasize the amount of food wasted and to also show the importance of reserve resources by only taking what the community eats. This event also educated attendees of composting in the dining halls, and allowed participants to get a hands on experience with sustainability in Dining Services.

A brief description of how the institution is using the campus as a living laboratory for Energy and the positive outcomes associated with the work:

In the Fall of 2012, students James Pena and Maher Maymoun submitted a "Green Fee" proposal for an "Off-Grid Shelter". The Off-Grid Bus Shelter proposed powering an existing UIC bus shelter with solar photovoltaic panels.

Student interns in the Office of Sustainability also research UIC's energy consumption, and relate this information to Climate Action Plan goals and measurements.

A brief description of how the institution is using the campus as a living laboratory for Grounds and the positive outcomes associated with the work:

In the Fall of 2013, a campus tree intern worked to establish a "Tree Tagging" initiative. UIC's 5,300 trees are marked through "Tree Tags" which illustrate the tree's species, environmental benefits, and financial worth. These Tree Tags were placed on trees throughout campus through an education service learning project, where a variety of student organizations adopted Tree Tags for trees on campus.

In 2012, student Engineering Expo winners, Glenn Arnold, William Bakos, Benjamin Hendron, and Veronica Ward, were selected for their project "UIC East Campus Sustainable Pedestrian Bridge Crossing to Halsted Street Parking Garage". The students' project proposed an elevated pedestrian walkway across a main street on campus that would provide safe passages as well as promote environmental sustainability on campus, by providing pedestrian connectivity on campus grounds. The proposed bridge would include sustainable elements such as a rainwater collection system, vegetated swale and permebale pavers.

UIC's Heritage Garden, which is located on UIC's East campus, offers a variety of internships to students, allowing them to work directly with the Garden and interact with campus grounds and community. The Heritage Garden and its satellite gardens are educational spaces on campus that relate diversity to quality of life issues that benefit both people and nature. The garden and satellites use an integrated approach that links environmental and social concerns to promote social change. It's Summer and Fall internships of 2013 helped to establish a sustainable educational model with activities that can help mobilize other students on campus around environmental and cultural sustainability issues. Students are able to expand their knowledge of cultural and diversity issues through intellectual framework discussion, participating in field days, hands on horticulture learning and practice, and developing a public program displaying the garden.

A brief description of how the institution is using the campus as a living laboratory for Purchasing and the positive

outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Transportation and the positive outcomes associated with the work:

In Fall of 2012, Jonathon Chance submitted a "Green Fee" proposal titled "Bicycle for UIC". Bicycle for UIC introduces two new biking assets for UIC. The first asset would be Bicycle Repair Stations and the second asset would be Bicycle Tool-Kits. The tool-kits would be mainly for Campus Housing and the repair stations would help anyone in need of quick repairs. These repair stations will be near the Student Centers on campus.

In 2013 UIC partnered with the Chicago Metropolitan Agency for Planning to develop a UIC "Multi-Modal Plan" through part of a Local Technical Assistance grant. As such, the entire University was welcomed to pariticpate in the UIC Multimodal Transportation survey where that gathered information on people's transportation priorities,likes, concerns, and desires for the campus. This included an "Amenities and Opportunities" active map, where participants could identify places and spaces on campus where they would like to see a particular amenity related to bicycling and pedestrian access. It was important to offer this survey to the entire UIC body so to allow as many people to participate as possible. The survey included information on travel priorities

A brief description of how the institution is using the campus as a living laboratory for Waste and the positive outcomes associated with the work:

The Office of Sustainability offers recycling internships to undergraduate students, with the purpose of analyzing the University's recycling and waste management data. Students are able to track the amount of waste the University is producing, and what totals are being sent to the landfill or recycled.

A brief description of how the institution is using the campus as a living laboratory for Water and the positive outcomes associated with the work:

The Office of Sustainability has hired an undergraduate intern for the Summer 2014 to research campus storm water. He will be researching storm water volumes and vulnerable areas with the goal of creating storm water management practices.

A brief description of how the institution is using the campus as a living laboratory for Coordination, Planning & Governance and the positive outcomes associated with the work:

Throughout the two years of UIC's Sustainability Strategic Thinking process we engaged undergraduate student interns to conduct research on campus assets and develop a toolkit for sustainability awareness around campus. We also had 3 student groups working on Master's of Public Affairs capstone projects related to this process and one Urban Planning studio class.

A brief description of how the institution is using the campus as a living laboratory for Diversity & Affordability and the positive outcomes associated with the work:

UIC's Heritage Garden allows for student involvement with issues of diversity and affordability. The Heritage Garden is an on-campus garden that provide educational spaces that relate diversity to quality of life issues. The Heritage Garden's internship program allows students to learn about environmental issues, horticulture and social issues, all the while understanding how environmentally friendly

plants and herbs have cultural significance.

A brief description of how the institution is using the campus as a living laboratory for Health, Wellbeing & Work and the positive outcomes associated with the work:

UIC's Wellness Center has used student interns to assist in their programming efforts. Additionally peer educators at the Wellness Center have prepared an informative and easy to read guide to nutrition and fitness.

A brief description of how the institution is using the campus as a living laboratory for Investment and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Public Engagement and the positive outcomes associated with the work:

The Office of Sustainability's summer 2014 internship program welcomed a "Green Events" intern, whose primary focus is to establish sustainable event guides for the campus. As a part of this internship, the student will utilize the sustainable event guides as a tool for public engagement around sustainability.

A brief description of how the institution is using the campus as a living laboratory in Other areas and the positive outcomes associated with the work:

The website URL where information about the institution's campus as a living laboratory program or projects is available:

http://sustainability.uic.edu/education/

Research

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

Credit
Academic Research
Support for Research
Access to Research

Academic Research

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Part 1

Institution's faculty and/or staff conduct sustainability research and the institution makes an inventory of its sustainability research publicly available.

Part 2

Institution's academic departments (or the equivalent) include faculty and staff who conduct sustainability research.

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

In order to report for this credit, the institution should conduct an inventory to identify its sustainability research activities and initiatives.

Each institution is free to choose a methodology to identify sustainability research that is most appropriate given its unique circumstances. For example, an institution may distribute a survey to all faculty members and ask them to self-identify as being engaged in sustainability research or ask the chairperson of each department to identify the sustainability research activities within his or her department. The research inventory should be based on the definition of "sustainability research" outlined in Standards and Terms and include, at minimum, all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

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

Number of the institution's faculty and/or staff engaged in sustainability research:

173

Total number of the institution's faculty and/or staff engaged in research:

1,400

Number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts sustainability research:

31

The total number of academic departments (or the equivalent) that conduct research:

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

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

http://www.iesp.uic.edu/research/research.htm

http://www.iesp.uic.edu/about/affiliated_environmental_faculty.htm

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

We used two sources:
1. The information found on the Institute for Environmental Science and Policy website for faculty and affiliated environmental faculty. These include biologists, engineers, urban planners, architects, environmental scientists, and some humanities and social sciences.
2. We also used information gained from an assets-based assessment that we conducted as part of the Sustainability Strategic Thinking process (described in the Phase 1 Report found under "Documents"

http://sustainability.uic.edu/get-involved/sustainability-strategic-thinking/#Resources

. This process identified work by faculty in the health sciences, liberal arts, and architecture.

A brief description of notable accomplishments during the previous three years by faculty and/or staff engaged in sustainability research:

The website URL where information about sustainability research is available:

http://www.iesp.uic.edu/research/research.htm

Support for Research

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Institution encourages and/or supports sustainability research through one or more of the following:

- 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. The program specifically aims to increase student sustainability research.
- 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. The program specifically aims to increase faculty sustainability research.
- Formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.
- Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and e-learning objects focused on sustainability.

"---" 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 UIC Student Research Forum provides a venue for students at UIC to present their scholarly efforts and is an event in which the campus celebrates the wealth of research across all disciplines carried out by the dedicated students of this campus. In the submission process, students are requried to declare if their project relates to sustainability. If it is, students are encouraged to apply for the sustainability award.

The UIC Engineering Expo is a design competition for the University's senior-level engineering students showcasing their research. The Expo encourages students to broaden their research, and offers a variety of categories for projects. Categories included Environental Sustainability, which featured research projects like Combined Heat and Power for Corn Wet Milling Plant, and Nutrient Removal Using a Constructed Wetland. Another category, Sustainability and Infrastructure for UIC, included research projects such as Sustainable Student Housing, Storm Water Repurposing System for Lecture Center E, and Solar Heating Solutions for UIC Student Center East.

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

http://tigger.uic.edu/depts/ovcr/research/forum/instructions.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:

UIC's Institute for Environmental Sciences and Policy provides seed funding to faculty clusters interested in doing sustainability research.

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

http://www.iesp.uic.edu/

Has the institution formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions?:

Yes

A brief description or the text of the institution's policy regarding interdisciplinary research:

In the promotion and tenure guidelines it addresses the issue of interdisciplinary research: "The availability of and reliance on external funding varies considerably across fields and it is important that campus reviewers be told the situation and expectations of the candidate's discipline. Collaborative Work: Because interdisciplinary and multi-investigator research is becoming more common, campus reviewers need more detail on the role of candidates in research and teaching that is collaborative. In the case of research use Section II C. to delineate the contributions of the candidate. Letters from co-authors that document the relative contributions of the co-authors can be especially helpful and should be solicited by the executive head. An executive officer statement that explains the value of collaborative work in a given discipline may also be helpful." While optional, faculty are able to include up to one page in their promotion and tenure papers about interdisciplinary work and include appraisals from colleagues about their collaboration to that research.

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

http://www.uic.edu/depts/oaa/pt.html

Does the institution provide ongoing library support for sustainability research and learning that meets the criteria for this credit?:

Yes

A brief description of the institution's library support for sustainability research and learning:

The University of Illinois faculty developed an e-text titled: Sustainability: A Comprehensive Foundation. It is available at

http://cnx.org/content/col11325/latest/

.

Also, a research guide is being developed

The website URL where information about the institution's library support for sustainability is available:

http://researchguides.uic.edu/

Access to Research

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Institution has a formally adopted open access policy that ensures that versions of all future scholarly articles by faculty and staff and all future theses and dissertations are deposited in a designated open access repository.

The open access repository may be managed by the institution or the institution may participate in a consortium with a consortial and/or outsourced open access repository.

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

Total number of institutional divisions (e.g. schools, colleges, departments) that produce research:

142

Number of divisions covered by a policy assuring open access to research:

0

A brief description of the open access policy, including the date adopted and repository(ies) used:

The University does not have an open access policy at the time. However, as a result of the State of Illinois's open access to research act" the University of Illinois at Chicago, in collaboration with the University of Illinois at Urbana-Champaign and University of Illinois at Springfield, is developing a policy. This will likely occur in the next 6- 9 months.

The NIH Public Access policy (NIH PAP) is one of the one most prominent policies that assures open access to research publications. The NIH Public Access Policy ensures that the public has access to the published results of NIH funded research. Researchers are required to submit journal articles that arise from NIH funds to the digital archive PubMed Central. The policy requires that these articles be publicly accessible in order to advance science and improve human health. Almost all colleges have faculty that have NIH funding, with the most prominent ones being Medicine, Dentistry, Nursing, Allied Health, Pharmacy and Public Health.
The law states "The NIH Public Access Policy implements Division G, Title II, Section 218 of PL 110-161 (Consolidated Appropriations Act, 2008) which states:

SEC. 218. The Director of the National Institutes of Health shall require that all investigators funded by the NIH submit or have submitted for them to the National Library of Medicine's PubMed Central an electronic version of their final, peer-reviewed manuscripts upon acceptance for publication, to be made publicly available no later than 12 months after the official date of publication."

Faculty who receive funding from the Howard Hughes Medical Institute (HHMI) or from the Institute of Education Science (IES), also need to make their articles publicly available within 6 to 12 months of publication.

A copy of the open access policy:

The open access policy:

While the University does not have an open access policy, it is expected one will be created in the next 6-9 months.

UIC has a repository, INDIGO, where scholarly Intellectual property in DIGital form is made available online in an open environment. INDIGO collects, disseminates, and provides persistent and reliable access to the research and scholarship of faculty, staff and students at UIC. Faculty, staff and graduate students can deposit their research and scholarship-unpublished, and in many cases, published-directly into INDIGO. Departments can also use INDIGO to distribute their working papers, technical reports, or other research material.

The website URL where the open access repository is available:

http://indigo.uic.edu/

A brief description of how the institution's library(ies) support open access to research:

The University Library supports open access to research in many ways. One opportunity is the ability for faculty to self archive their publications in INDIGO, UIC's institutional repository. In addition, the library has an Open Access journal publishing platform where 5 journals are currently published. Two of these journals are also archived in PubMed Central. There are also several open access memberships (BMC, HINDAWI), which allow University authors to get discounts on the open access publishing fees when they publish in these journals. There is also an Open Access fund (ROAAP) where authors can apply for funds to use for open access publishing. The funds are provided by the University Library, the Provost's Office, and the the Office of the Vice Chancellor for Research).

The website URL where information about open access to the institution's research is available:

http://researchguides.uic.edu/sc

Engagement

Campus Engagement

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.

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

Credit
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development

Student Educators Program

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

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 (paid and/or volunteer),
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or other 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.

This credit recognizes ongoing student educator programs that engage students on a regular basis. For example, student educators may be responsible for serving (i.e. directly targeting) a particular subset of students, such as those living in residence halls or enrolled in certain academic subdivisions. Thus, a group of students may be served by a program even if not all of these students avail themselves of the outreach and education offerings.

Sustainability outreach campaigns, sustainability events, and student clubs or groups are not eligible for this credit unless the criteria outlined above are met. These programs are covered by *EN 5: Outreach Campaign* and *EN 3: Student Life*.

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

Does the institution coordinate one or more ongoing student, peer-to-peer sustainability outreach and education programs that meet the criteria for this credit?:
Yes

Number of degree-seeking students enrolled at the institution:
25,057

Name of the student educators program (1st program):
Eco-Educators

Number of students served (i.e. directly targeted) by the program (1st program):
4,000

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

Eco-Educators is a voluntary program that encourages interested students to volunteer with the Office of Sustainability to spread environmental awareness. Eco-Educators attend events at UIC, and assist event-goers with sustainability practices such as recycling and waste minimization. Eco-Educators are able to reach a broad audience of students, faculty, staff and sometimes outside institutions.

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

Our eco-educators are selected by the Office of Sustainability staff. Students sign up either events, or on our website at

http://sustainability.uic.edu/get-involved/volunteer/

.

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

Eco-Educators receive a formal one-hour training by the Office of Sustainability staff. They are given information on UIC's sustainability commitments and programs.

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

The Office of Sustainability provides administrative support and swag for the program.

Name of the student educators program (2nd program):

Number of students served (i.e. directly targeted) by the program (2nd program):

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

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

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

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

Name of the student educators program (3rd program):

Number of students served (i.e. directly targeted) by the program (3rd program):

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

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

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

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

Name(s) of the student educator program(s) (all other programs):

Number of students served (i.e. directly targeted) by all other student educator programs:

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

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

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

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

Total number of hours student educators are engaged in peer-to-peer sustainability outreach and education activities annually:

The website URL for the peer-to-peer student outreach and education program(s):

Student Orientation

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Institution includes sustainability prominently in its student orientation activities and programming. Sustainability activities and programming are intended to educate about the principles and practices of sustainability. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. Prominent inclusion of sustainability may also take different forms for different types of students (e.g. undergraduate students, transfer students, graduate students). When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context. (See the Credit Example in the STARS Technical Manual.)

As this credit is intended to recognize programming and student learning about sustainability, incorporating sustainability strategies into event planning (e.g. making recycling bins accessible or not serving bottled water) is not, in and of itself, sufficient for this credit. Such strategies may count if they are highlighted and are part of the educational offerings. For example, serving local food would not, in and of itself, be sufficient for this credit; however, serving local food and providing information about sustainable food systems during meals could contribute to earning this credit.

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

The percentage of entering students that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability:

100

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

The Office of Sustainability participates in new student orientation by providing educational information on sustainability in higher education. An education presentation is provided to the students with information on climate change, green house gas emissions, UIC's Climate Action Plan, and efforts students can take to help make better sustainability choices. The presentation also informs students of the role of the Office of Sustainability and ways to get involved, either through volunteer efforts, internships, or committee memberships. The Office of Sustainability also provides bookmarks with a sustainability facts and a website link, campus bike maps, and how to bike in the city booklets to be included in the materials students get at orientation.

The Office of Sustainability also provides entering students an opportunity to participate in sustainability related programming through the UIC Involvements Fair. The Involvements Fair occurs at the beginning of both the Fall and Spring semesters. The purposes is to gather over 200 student organizations and departments, including the Office of Sustainability to inform and engage new, entering

students. The Office of Sustainability offers entering students information on campus sustainability initiatives, volunteer opportunities, and involvement opportunities, such as joing one of our sustainability focused committees on campus.

In addition, the Office of Sustainability participated in Market Place - an information fair that took place at each of the over 20 orientation days held over the summer. This included tabling the events so students could learn more about sustainability at the University and sign up for our bi-weekly sustainability newsletter, Greenlights, as well as sign up for volunteer opportunities with the Office of Sustainability.

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

Student Life

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Institution has co-curricular sustainability programs and initiatives. The programs and initiatives fall into one or more of the following categories:

- Active student groups focused on sustainability
- Gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems
- Sustainable enterprises that include sustainability as part of their mission statements or stated purposes (e.g. cafés through which students gain sustainable business skills)
- Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills
- Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience
- Cultural arts events, installations or performances related to sustainability that have students as the intended audience
- Wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students and follow Leave No Trace principles
- Sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading)
- Programs through which students can learn sustainable life skills (e.g. a series of sustainable living workshops, a model room in a residence hall that is open to students during regular visitation hours and demonstrates sustainable living principles, or sustainability-themed housing where residents and visitors learn about sustainability together)
- Sustainability-focused student employment opportunities offered by the institution
- Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions
- Other co-curricular sustainability programs and initiatives

Multiple programs and initiatives may be reported for each category and each category may include institution-governed and/or student-governed programs.

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

Does the institution have one or more co-curricular sustainability programs and initiatives that fall into the following categories?:

	Yes or No

Active student groups focused on sustainability	Yes
Gardens, farms, community supported agriculture (CSA) or fishery programs, or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems	Yes
Student-run enterprises that include sustainability as part of their mission statements or stated purposes	No
Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills	No
Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience	Yes
Cultural arts events, installations or performances related to sustainability that have students as the intended audience	Yes
Wilderness or outdoors programs that follow Leave No Trace principles	No
Sustainability-related themes chosen for themed semesters, years, or first-year experiences	No
Programs through which students can learn sustainable life skills	No
Sustainability-focused student employment opportunities offered by the institution	Yes
Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions	No
Other co-curricular sustainability programs and initiatives	Yes

The name and a brief description of each student group focused on sustainability:

There are at least three active student organizations that are focused on improving UIC's sustainability. In addition, there are more groups that explore environmental and sustainability themes to improve UIC and student's awareness of the problems.

UIC's EcoCampus is an organization dedicated to promoting a safe, clean, and beautiful environment at UIC and around the world.

One student organization in particular is the the Green Youth Revolution(GYR). GYR is a grassroots student organization that revolves around expanding environmental awareness, responsibility and stewardship at the University of Illinois at Chicago and the community. The movement is centered on ecology, health, human rights, social and environmental justice. GYR not only seeks to educate, involve and heighten awareness in the cause for environmental conservation, but to encourage lifelong social action and volunteerism. In doing so, they work to make positive environmental changes at UIC and on a local, state and national level.

The website URL where information about student groups is available:

http://sustainability.uic.edu/get-involved/studentorganizations/

A brief description of gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems:

The UIC Heritage Garden offers an experiential learning space where students in collaboration with faculty, staff, and community members can engage in hands-on horticultural activities while expanding their knowledge of sustainable practices that include culturally diverse and environmentally friendly traditions and values.

The website URL where information about the organic agriculture and/or sustainable food systems projects and initiatives is available:

http://uicheritagegarden.org/

A brief description of student-run enterprises that include sustainability as part of their mission statements or stated purposes:

The website URL where information about the student-run enterprise(s) is available:

A brief description of the sustainable investment or finance initiatives:

The website URL where information about the sustainable investment or finance initiatives is available:

A brief description of conferences, speaker series, symposia or similar events related to sustainability that have

students as the intended audience:

Throughout the course of an academic year the institution along with students will hold large events that focus on sustainability/environmentalism. Events include conferences, lectures, festivals, etc. Some of these events occur annually and others on a more frequent basis. In the fall of 2013, UIC's Office of Sustainability hosed a lecture with Guy McPherson titled "The Twin Side of the Fossil Fuel Coin" that focused on energy resources, and how to practice backyard sustainability.

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

A brief description of cultural arts events, installations or performances related to sustainability that have students as the intended audience:

In 2012, the Office of Sustainability and the School of Architecture hosted an interdisciplinary design competition that challenged students to assess and provide improvements for biking on campus. This allowed the architecture students to create a broad, innovative vision for how biking could be enhanced at UIC. After turning in their submissions on the 5th of November, students attended a reception and awards ceremony on the 9th, generously sponsored by SRAM Corporation. A diverse panel made up of leaders in architecture, bike planning, urban design and public health judged the competition entries. The awards event was hosted in the 3100 Gallery of the School, and was attended by Alderman Solis, School faculty, Office members, students, representatives of Rapid Transit, and representatives from SRAM. The competition entries represented a diverse and exciting number of approaches to improving biking at UIC, with the student teams each approaching the challenge in a unique way.

The website URL where information about the cultural arts event(s) is available:

http://blog.sustainability.uic.edu/2012/12/bicycle-design-competition-cycle-circle.html

A brief description of wilderness or outdoors programs for students that follow Leave No Trace principles:

The website URL where information about the wilderness or outdoors program(s) is available:

A brief description of sustainability-related themes chosen for themed semesters, years, or first-year experiences:

The website URL where information about the theme is available:

A brief description of program(s) through which students can learn sustainable life skills:

The website URL where information about the sustainable life skills program(s) is available:

A brief description of sustainability-focused student employment opportunities:

The Heritage Garden project and the Office of Sustainability have internship programs that offer sustainability-focused student employment opportunities.

The website URL where information about the student employment opportuntities is available:

http://sustainability.uic.edu/jobs/

A brief description of graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions:

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

A brief description of other co-curricular sustainability programs and initiatives:

The UIC Experience is a co-curricular opportunity that enhances students' learning and development as tomorrow's global leaders by reinforcing three key areas: urban exploration, intellectual inquiry, and engagement in a diverse community. Students can complete a general tract or they can do one around sustainability. This information will appear on a co-curricular transcript.

The website URL where information about other co-curricular sustainability programs and initiatives is available:

http://www.uic.edu/depts/ovcsa/get_involved.html

Outreach Materials and Publications

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A sustainability newsletter
- Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
- 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 and/or landscaping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
- 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

A single outreach material or publication that serves multiple purposes may be counted more than once. For example, a sustainability website that includes tools for bicyclists and pedestrians may be counted in both categories.

Submission Note:

https://twitter.com/SustainableUIC

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

Does the institution produce the following outreach materials and/or publications that foster sustainability learning and knowledge? :

	Yes or No

A central sustainability website that consolidates information about the institution's sustainability efforts	Yes
A sustainability newsletter	Yes
Social media platforms that focus specifically on campus sustainability	Yes
A vehicle to publish and disseminate student research on sustainability	Yes
Building signage that highlights green building features	Yes
Food service area signage and/or brochures that include information about sustainable food systems	Yes
Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed	Yes
A sustainability walking map or tour	Yes
A guide for commuters about how to use alternative methods of transportation	Yes
Navigation and educational tools for bicyclists and pedestrians	Yes
A guide for green living and incorporating sustainability into the residential experience	No
Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat	Yes
Other sustainability publications or outreach materials not covered above	Yes

A brief description of the central sustainability website:

The Office of Sustainability manages a website that includes information about campus sustainability initiatives including academics, initiatives, community, reports, resources, a calendar of sustainability events on campus and in the community, and a blog/news feed. This website has been operational since 2008.

The website URL for the central sustainability website:

http://www.uic.edu/sustainability/

A brief description of the sustainability newsletter:

The Office of Sustainability sends out a biweekly (monthly in summer) sustainability e-newsletter to a list with the intent to inform students, faculty and administrators on the different aspects of sustainability/environmental related news and event happenings at UIC and the community. The newsletter links to articles on the blog. We send out a campus massmail twice a year to all faculty, staff and students.

The website URL for the sustainability newsletter:

http://www.uic.edu/sustainability/newsletter

A brief description of the social media platforms that focus specifically on campus sustainability:

UIC's Office of Sustainability's Facebook page serves as the main social media platform for sustainability. This website serves as the primary social media site for sustainability focused topics in and around campus. The Facebook page braodcasts updates on sustainability related news topics events, lectures, internships, jobs, scholarships and fun articles. As of 2013, the Office of Sustainability's Facebook page has over 500 likes.

SustainableUIC's Twitter page allows the UIC community and others to view sustainability related topics from a social media platform. This allows users to access all things sustainability related at UIC and additional sustainability topics, on the go, from a computer , smart phone, etc. Topics include sustainability related events on campus, "green" gift ideas, trending sustainability topics, news articles, and many more.

The website URL of the primary social media platform that focuses on sustainability:

https://www.facebook.com/#!/SustainableUIC

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

While there is no formal process for students to publish and disseminate student research on sustainability, the Office of Sustainability, and UIC in general, offer many options for students to publish/disseminate any type of research be it online, publications, lectures, etc. The Office of Sustainability not only offers ideas and encourages students to embark on research initiatives, but has an online section to publish and disseminate the research. Students can also post to the blog and include research reports.

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

http://www.uic.edu/sustainability/academics/research_ideas.html

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

UIC's Lincoln Hall (LEED NC Gold certified), features svideo footage on monitors that feature its green features. The energy production of the solar system is shown on one monitor (website below) and the building monitor projects slides of the building's green features. UIC's Douglas Hall (LEED NC Gold certified) also has a monitor at the entrance that highlights green building features.

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

http://enlighten.enphaseenergy.com/public/systems/akcT2917

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

At the dining halls, the Dining Services has signs that feature the menu along with it being available online as well and table tents that discuss sustainable features of the food.

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

http://www.dineoncampus.com/uic/show.cfm?cmd=sustainability

A brief description of signage on the grounds about sustainable groundskeeping and/or landscaping strategies:

UIC's grounds carry "Tree Tags" on various trees throughout campus, illustrating their environmental and financial benefits.
The areas that do feature sustainable grounds-keeping strategies have brief descriptions of the plants utilized. (West Campus Prairie Garden).

The website URL for signage on the grounds about sustainable groundskeeping and/or landscaping strategies:

A brief description of the sustainability walking map or tour:

The UIC Green Map offers students, faculty, and staff a map of featured spaces and places on campus that help reduce the University's carbon footprint. It includes both a geospatial map and descriptive narratives of all the green spaces and places on campus. Green spaces include UIC's LEED certified buildings, solar panels, geothermal heating and cooling, green roofs, public transportation options, car-sharing stations, and areas with sustainable food options.

This past academic year, our students also developed a sustainability map of campus that can be used for a self-guided tour and for a scavenger hunt.

The website URL of the sustainability walking map or tour:

http://sustainability.uic.edu/campus-resources/sustainability-toolkit/#SustainabilityMap

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

UIC's Commuter Resource Center offers plenty of information on different modes of transportation to and from UIC and Chicago. This includes maps of the CTA and Metra systems, bicycle routes, pedestrian walkways and opportunities for people to carpool. The Office of Sustainability also has compiled transportation resources on its website.

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

http://sustainability.uic.edu/campus-resources/transportation/

A brief description of the navigation and educational tools for bicyclists and pedestrians:

UIC's Office of Sustainability website offers the UIC community navigation and educational tools for bicyclists and pedestrians. The website offers a Bicycle Amenities Map, links to the city of Chicago's bike maps which show the lanes near UIC, as well as informational links and pages for Bicycle Safety and Security, Bicycle Rules of the Road, bicycle racing information, gear and clothing, and a bike facilities map.

The website URL for navigation and educational tools for bicyclists and pedestrians:

http://sustainability.uic.edu/campus-resources/maps/#BikeAmenitiesMap

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

N/A

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

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

The UIC News regularly publishes articles about sustainability on campus. Anne Brooks-Renaldo is the reporter assigned to the sustainability beat. The website has a tag for all sustainability-related articles.

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:

https://news.uic.edu/tag/sustainability

A brief description of another sustainability publication or outreach material not covered above (1st material):

The Institute for Environmental Science and Policy publishes a newsletter that features research and other initiatives related to environmental sustainability.

The website URL for this material (1st material):

http://www.uic.edu/depts/ovcr/iesp/Publications/DepartmentalPublications.htm

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

Yes

A brief description of this material (2nd material):

The UIC sustainability blog is used to publish information and topics on how to make UIC a more sustainable campus. It also features news updates on projects and events being held by the Office of Sustainability. It is accessed from UIC's Office of Sustainability Home page.

The website URL for this material (2nd material):

http://sustainability.uic.edu/

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

A brief description of this material (3rd material):

The website URL for this material (3rd material):

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

A brief description of this material (4th material):

The website URL for this material (4th material):

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

A brief description of this material (5th material):

The website URL for this material (5th material):

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

A brief description of this material (6th material):

The website URL for this material (6th material):

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

A brief description of this material (7th material):

The website URL for this material (7th material):

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

A brief description of this material (8th material):

The website URL for this material (8th material):

Outreach Campaign

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Part 1

Institution holds at least one sustainability-related outreach campaign directed at students that 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.

Part 2

Institution holds at least one sustainability-related outreach campaign directed at employees that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution or an employee organization.

The campaign(s) reported for this credit could take the form of a competition (e.g. a residence hall conservation competition), a rating or certification program (e.g. a green labs or green office program), and/or a collective challenge (e.g. a campus-wide drive to achieve a specific sustainability target). A single campus-wide campaign may meet the criteria for both parts of this credit if educating students is a prime feature of the campaign and it is directed at both students and employees.

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

Has the institution held at least one sustainability-related outreach campaign directed at students within the previous three years that has yielded measurable, positive results in advancing sustainability?:
Yes

Has the institution held at least one sustainability-related outreach campaign directed at employees within the previous three years that has yielded measurable, positive results in advancing sustainability?:
Yes

The name of the campaign (1st campaign):
September Sustainability Days

A brief description of the campaign (1st campaign):

The Office of Sustainability hosted a campaign within the month of September of 2013. This campaign went beyond previous years' "Sustainability Week", in that it provided a variety of events throughout the entire month. The purpose of September Sustainability Days was to raise awareness around campus of the importance of sustainability, and how students, faculty and staff can practice sustainability on campus. The campaign included marketing through banners around campus grounds, flyers, website annoucements, and University calendar annoucements. Campaign events included a climate change lecture, building tours of our LEED certified buildings on campus, a fresh market, a "Weigh Your Waste" event in the campus dining halls, campus electronic recycling event, a "Great Lab Exchange", a tour of UIC's Heritage Garden, a Transportation Fair, a "Fun Run and Shoe Recycling" event, Park(ing) Day event, a "Great Stuff Exchange", a water bottle giveaway, and an EatUp MeetUp.

A brief description of the measured positive impact(s) of the campaign (1st campaign):

September Sustainability Days postively impacted the UIC community by raising awareness on the importance of sustaianbility. More importantly, many of these events were UIC focused, and provided students, faculty and staff the information and tools necessary to make a more sustainable community.

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

http://blog.sustainability.uic.edu/2013/09/uic-sustainability-days.html

The name of the campaign (2nd campaign):

Proud to be Sustainable UIC

A brief description of the campaign (2nd campaign):

In the Spring of 2014, UIC's Office of Sustainability launched the "Proud to be Sustainable UIC" campaign aimed at UIC's students, faculty and staff. This campaign asked participants to share how they were proud to be sustainable and proud to be apart of UIC. Participants could join the campaign by submitting a poster to a poster contests via social media.

A brief description of the measured positive impact(s) of the campaign (2nd campaign):

The campaign was marketed to the entire UIC community, including students, faculty and staff.

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

http://illinois.edu/calendar/detail/3805?eventId=30082630&calMin=201310&cal=20131003&skinId=4375

A brief description of other outreach campaigns, including measured positive impacts:

The Office of Sustaianbility hosts a variety of sustainability awareness related events throughout the year. Continuous events are always posted on the Office's Events calendar. This allows the UIC community to know of a one stop place where they can learn of sustainability related events at UIC and within the Chicagoland area. It is the goal of the Office of Sustainability to continuously host and market sustainability related events on the website, calendar and through physical media, as a regular sustainability campaign. Events include

academic lectures, awareness events (transportation fair, bike workshops, tabling events at Involvement Fairs, etc.) and involvement events such as the "Great Stuff Exchange", Campus Electronics Recycling, "Great Lab Exchange", "Weigh Your Waste", and others.

Employee Educators Program

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

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 recognizes ongoing programs that engage employees on a regular basis. For example, employee educators may represent or be responsible for engaging workers in certain departments or buildings. Thus, a group of employees may be served (i.e. directly targeted) by a program even if not all of these employees avail themselves of the outreach and education offerings.

Training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in *EN 8: Staff Professional Development*.

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

Does the institution administer or oversee an ongoing faculty/staff peer-to-peer sustainability outreach and education program that meets the criteria for this credit?:

Yes

Total number of employees:

14,550

Name of the employee educators program (1st program) :

EcoReps

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

14,550

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

Deans and Department heads designate an EcoRep via a secure website administered by Academic Computing and Communications Center (ACCC), the campus central IT services. This automatically adds the designee to an EcoRep email list and lists the department's EcoRep on the campus directory.

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

Four times a year, the Office of Sustainability hosts EcoReps meetings to explain the current state of sustainability on campus, and shares tips and best practices to support greening initiatives in each EcoRep's department. Through the EcoReps email list, the Office of Sustainability and EcoReps communicate and share information, tips, and best practices.

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

UIC Office of Sustainability staff provides the training and resources to support the program and is budgeted to do so.

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

https://sustainability.uic.edu/get-involved/ecoreps/

Name of the employee educators program (2nd program):

Building Service Worker Training

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

225

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

The Office of Sustainability worked with Facilities Management administration to provide a train-the-trainers program specifically for Building Service Workers (BSWs) and their building foremen. Foremen (approximately 75) were required to attend this training, who then required their staff (totalling approximately 225) to attend subsequent training sessions.

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

At the foremen training, Office of Sustainability staff were joined by representatives from Rochester Midland Corporation, provider of campus green cleaning chemicals, and a representative from Recycling Services, Inc., one of the UIC recycling providers. The training session included: an explanation of the campus sustainability commitments; information about how the recycling program on campus is designed to function and what the expectation of services workers should be; a presentation on where recycled materials from campus end up; and a presentation on the operational differences between conventional cleaning supplies and the green cleaning supplies UIC now uses. The foremen were then expected to bring this information to their BSWs, and the Office of Sustainability participated in 4 follow-up recycling trainings for BSW shifts on both sides of campus.

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

UIC Office of Sustainability staff provides the training and resources to support the program and is budgeted to do so.

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

Name(s) of the employee educator program(s) (all other programs):

Number of employees served by all other programs:

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

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

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

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

Employee Orientation

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

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

The percentage of new employees that are offered orientation and/or outreach and guidance materials that cover sustainability topics:

100

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

New employee orientation is conducted through an on-line training program. The narrated slide show includes information on active transportation, the transit benefit, as well as sustainability programs.

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

https://www.hr.uic.edu/new_hires/videos_and_resources/

Staff Professional Development

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of 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.

Public Engagement

This subcategory seeks to recognize institutions that help catalyze sustainable communities through public engagement, community partnerships and service. Engagement in community problem-solving is fundamental to sustainability. By engaging with community members and organizations in the governmental, non-profit and for-profit sectors, institutions can help solve sustainability challenges. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems and the process of creating solutions. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs and by engaging community members in institutional decisions that affect them. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy advocacy.

Credit
Community Partnerships
Inter-Campus Collaboration
Continuing Education
Community Service
Community Stakeholder Engagement
Participation in Public Policy
Trademark Licensing
Hospital Network

Community Partnerships

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

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

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
A. Supportive	• *Scope:* Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) • *Duration:* May be time-limited (short-term projects and events), multi-year, or ongoing • *Commitment:* Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement • *Governance:* Campus and community leaders or representatives are engaged in program/project development
B. Collaborative	• *Scope:* Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood) • *Duration:* May be time-limited, multi-year, or ongoing • *Commitment:* Institution provides faculty/staff, financial, and/or material support • *Governance:* Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

C.Transformative	• *Scope:* Catalyzes community resiliency and local/regional sustainability by simultaneously supporting social equity and wellbeing, economic prosperity, and ecological health on a community or regional scale (e.g. "transition" projects and partnerships focused on community adaptation to climate change) • *Duration:* Is multi-year or ongoing and proposes or plans for institutionalized and systemic change • *Commitment:* Institution provides faculty/staff and financial or material support • *Governance:* Partnership has adopted a stakeholder engagement framework through which community members, vulnerable populations, faculty, staff, students and other stakeholders are engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

An institution may have multiple partnerships of each type, however no single partnership may be both supportive and collaborative, collaborative and transformative, or supportive and transformative.

Recognizing the diversity of forms that community partnerships may take, it is not required that a partnership meet all of the criteria listed to be considered supportive or collaborative. A partnership must meet all of the criteria listed to be considered transformative, however. For further guidance in identifying community partnerships that meet the criteria for each type, see the Credit Example in the STARS Technical Manual.

This credit recognizes campus-community partnerships that advance sustainability in an explicit and participatory way. Participatory, community-based research and engaged scholarship around issues of sustainability may be included if it involves formal partnership(s). Although community service activities (e.g. academic service learning, co-curricular service learning and volunteer activities, Work-Study community service and paid community service internships) may involve local partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by *EN 12: Community Service*.

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

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as "supportive"?:
Yes

A brief description of the institution's supportive sustainability partnership(s) with the local community:

UIC's Office of Sustainability has partnered with:
The Chicagoland Green Collar Jobs Initiative

http://greencollarchicago.org/?page_id=24

Citizens Utility Board's CUB Energy Saver program

https://www.cubenergysaver.com

City of Chicago - Chicago Climate Action Plan

http://www.chicagoclimateaction.org/pages/partners__funders/61.php

Solar Chicago Program

www.mygroupenergy.com/solarchicago

Elevate Energy

http://www.elevateenergy.org

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as "collaborative"?:

Yes

A brief description of the institution's collaborative sustainability partnership(s):

Chicago Metropolitan Agency for Planning (CMAP) to develop a multimodal transportation plan for UIC

http://www.cmap.illinois.gov/programs-and-resources/lta/uic

. This program began in Summer 2013 and should be completed by Fall 2014. Campus and community members were engaged through surveys and town hall meetings.

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as "transformative"?:

No

A brief description of the institution's transformative sustainability partnership(s) with the local community:

A brief description of the institution's sustainability partnerships with distant (i.e. non-local) communities:

The website URL where information about sustainability partnerships is available:

Inter-Campus Collaboration

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

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

See the Credit Example in the STARS Technical Manual for guidance on identifying appropriate collaborations.

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

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

Yes

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

UIC's Climate Action plan along with several reports by sustainability committees are available online to share with other institutions. Staff from the Office of Sustainability have made presentations at campus sustainability conferences such as the Illinois Sustainable Campuses Conference (2008, 2010), and at the AASHE conference (2010, 2011, 2013). We have posted case studies on the NWF Campus Ecology site.

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

Green Universities and Colleges Subcommittee of the Illinois Green Government Coordinating Council, AASHE, Illinois Student Environmental Coalition, Workers Rights Consortium, Fair Labor Association, Energy Action Coalition, the Chicagoland Network for Sustainability in Higher Education - CNSHE (, the Big 10 Environmental Stewardship group.

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

UIC has taken a leadership role in several Chicago-area initiatives including establishing the CNSHE group which branched off into a Bike Group that put together the first Bike2Campus week. Together we published a report on Local and Sustainable Food. We have also been involved in establishing the Chicagoland Higher Education (Energy) Retrofit project. Through the assistance of foundation funding, we have been working collaboratively to advance energy efficiency on campuses in the area - starting with 11 and expanding to nearly 30 in the region.

This spring many of us also put together a pre-conference session on sustainability in higher ed prior to GreenTown, which was hosted at

UIC.

http://www.greentownconference.com/wp-content/uploads/2013/12/GT_Chicago_Campus_Insert.pdf

On the state level, UIC collaborates with all the universities and colleges across Illinois. Regionally the CNSHE group meets quarterly to share best practices and coordinate projects. The Big 10 Environmental Stewardship group meets twice a year to share best practices at large public research universities in the midwest. The Associate Chancellor for Sustainability sits on the Green Universities and Colleges Subcommittee of the Illinois Green Government Coordinating Council and is a AASHE STARS Technical Liaison. On a national level, UIC is a member of AASHE and ACUPCC.

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

http://sustainability.uic.edu/policiesreports/chicagoland-network-for-sustainability-in-higher-education-cnshe/

Continuing Education

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

Courses that address sustainability include continuing education sustainability courses and continuing education courses that include 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 at least one sustainability-themed certificate program through its continuing education or extension department.

Degree-granting programs (e.g. programs that confer Baccalaureate, Masters, and Associates degrees) and certificates that are part of academic degree programs are not included in this credit. They are covered in the Curriculum subcategory.

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

Continuing Education

Community Service

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Part 1

Institution engages its student body in community service, as measured by the percentage of students who participate in community service.

Part 2

Institution engages students in community service, as measured by the 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:

There are numerous opportunities for the student body to get involved in community service and it is difficult to get an exact count since there is no one central repository. The Office of Student Leadership, Development and Volunteer Services operates a volunteer opportunity listing
http://www.uic.edu/depts/sldvs/index.html
. They reported 179 students participated in the program in the last year.

The Honors College which requires its students to engage in community service each semester.http://www.uic.edu/honors/learning/requirements.shtml The number of students participating through the Honors College is 144.

UIC also has a Co-Curricular transcript program called UIC Experience. Credit for this transcript can be obtained through volunteering for service opportunities in the Chicagoland area, tutoring, etc.
http://www.uic.edu/depts/ovcsa/get_involved.html

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

Number of students engaged in community service:

4,849

Total number of students :

24,607

Does the institution wish to pursue Part 2 of this credit (community service hours)?:

Yes

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

22,353.50

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

Yes

A brief description of the practice of including community service on transcripts, if applicable:

The UIC Co-Curricular Transcript documents the learning and activities that students engage in outside of the classroom. Used in conjunction with the academic transcript, the co-curricular transcript provides a comprehensive overview of a student's collegiate experiences during their time at UIC. Students may input various experiences through the Collegiate Link online program to build their Co-Curricular Transcript, thus documenting their learning through experiential education.

Does the institution provide incentives for employees to participate in community service (on- or off-campus)?:

Yes

A brief description of the institution's employee community service initiatives:

Various administrative departments, including the Student Leadership Development & Volunteer Services (SLVDS), Campus Housing, Campus Programs, and Athletics, offer a variety of community-service opportunities for UIC's undergraduate and graduate/professional students to choose from when they seek to volunteer their time.

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

http://www.uic.edu/honors/learning/requirements.shtml

Community Stakeholder Engagement

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Institution has adopted a framework for community stakeholder engagement in governance, strategy and operations. The framework includes:

1) Policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities (e.g. planning and development efforts, capital investment projects, and/or other activities and decisions that affect the broader community)

And

2) Established practices to identify and engage relevant community stakeholders, including any vulnerable or underrepresented groups.

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

This credit does not include the engagement of internal campus stakeholders (e.g. students, faculty and staff); internal stakeholder engagement is covered in *PA 3: Governance*.

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

Has the institution adopted a framework for community stakeholder engagement in governance, strategy and operations?:

No

A brief description of the policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities:

While there is no formal community stakeholder engagement policy or framework, UIC has a multitude of stakeholders that affect the University's ongoing governance, strategy and operations. Stakeholders participate in a variety of ways. Many academic units, including the UIC Urban Health program have advisory committees and alumni groups that offer opportunities for input from stakeholders. For example, the Office of Development most likely consults with major donors to the University regarding fundraising campaigns. Stakeholders such as the Mayor, influential alumni and donors have a great impact on policy and practice at UIC.

Stakeholder engagement occurs at UIC, but not necessarily in the terms of engagement in governance. The Institute for Policy and Civic Engagement, under the College of Urban Planning & Public Affairs, focuses in transforming democracy by creating a more fully engaged

citizenry with more effective leaders. The Institute creates opportunities for scholars, concerned citizens, students and government officials to actively participate in social discourse, research and educational programs on policy issues and social trends.

A brief description of how the institution identifies and engages community stakeholders, including any vulnerable or underrepresented groups:

The Office of Community Relations is an office within the Office of the Vice Chancellor for External Affairs. The Office of the Vice Chancellor for External Affairs works to build and maintain relationships between UIC and its neighboring communities. The office works with local civic, corporate, and community organizations, and with alumni and internal constituents. The Office of Community Relations works to actively engage all of its units in heaping UIC attain recognition as a leading urban based research institution. The Office of Community Relations is involved in many external organizations, projects, awards and foundations.

List of identified community stakeholders:

Some stakeholders include
Connecting4Communities
University Village
Little Italy residents
Alderman's offices
Illinois Medical District
Little Village Environmental Justice Organization
Lighthouse for the Blind

A brief description of successful community stakeholder engagement outcomes from the previous three years:

During the process for the development of the Multimodal Transportation Plan for UIC - stakeholder engagement was conducted. Input was received to inform the plan. Since we were particularly interested in addressing issues that are confronted by people with disabilities, a meeting was held at the Lighthouse for the Blind. Also a survey was developed and administered that could be used by vision-impaired people.

The website URL where information about the institution's community stakeholder engagement framework and activities is available:

Participation in Public Policy

Criteria

Institution advocates for national, state/provincial, 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 acknowledges institutions that advocate for policy changes and legislation to advance sustainability broadly. Advocacy efforts that are made exclusively to advance the institution's interests or projects may not be counted. For example, advocating for government funding for campus sustainability may be counted, whereas lobbying for the institution to receive funds that have already been appropriated may not.

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

Trademark Licensing

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Institution is a member of the Fair Labor Association (FLA) and/or the Worker Rights Consortium (WRC).

Submission Note:

The other web address for the Fair Labor Association is
http://www.fairlabor.org/affiliates/colleges-universities?page=12

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

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

Yes

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

Yes

Has the institution expressed an intention to participate in the WRC's Designated Suppliers Program? :

No

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

http://www.workersrights.org/about/as.asp

Hospital Network

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Institution's affiliated hospital or health system is a member of the Global Green and Healthy Hospitals Network, the Healthier Hospitals Initiative and/or Practice Greenhealth.

This credit includes hospitals and health systems that are formally affiliated with a higher education institution (sometimes called "university hospitals"). Other types of health care providers (e.g. insurers through which an institution obtains health care for its employees) are not included.

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

Is the institution a member of the Global Green and Healthy Hospitals Network?:

No

Is the institution a member of the Healthier Hospitals Initiative?:

No

Is the institution a member of Practice Greenhealth?:

No

A brief description of the hospital's sustainability initiatives:

The University of Illinois Hospital and Health Sciences System has a Green Healthcare Committee (Green Team) that meets regularly to discuss how to implement sustainability practices in the hospital. The Committee works to implement recycling and sustainability programs in the hospital, such as the TerraCycle program which is a pen recycling program. The most utilized sustainability program is the toner-bin recycling program where toner bins are picked up for recycling for free. The Personal Electronics Recycling program and CUB Energy Savers are also initiatives of the hospital, in employees can recycle their electronic devices and are provided home energy savings opportunities. The hospital also partners with Food Services to sell reusable beverage mugs and cups with discounts in the cafeteria.

The hospital also practices sustainability through a variety of events. In April of 2014, the hospital held is 5th Annual Green Fair. The Green Fair offers opportunities for the University of Illinois Health employees to learn about and practice sustainability at work and home. The University Hospital also celebrated Earth Month by hosting a "Wear Green to Work Day". The Green Team continuously works to offer sustainability initiatives and are looking to implement battery recycling in the future.

The website URL where information about the hospital's sustainability initiatives is available:

Operations

Air & Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas and air pollutant emissions. Global climate change is having 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 particularly pronounced for low-income communities and countries. In addition, institutions that inventory and take steps to reduce their air pollutant emissions can positively impact the health of the campus community, as well as the health of their local communities and regions.

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Part 1

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions. The inventory may be validated internally by campus personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party.

Part 2

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

Part 3

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO2e) per gross square foot (0.002 MtCO2e per gross square metre) of floor area.

Performance for Part 3 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

For this credit, the following carbon offsets may be counted:

1. Institution-catalyzed carbon offsets (popularly known as "local offsets")
2. Carbon sequestration due to land that the institution manages specifically for sequestration (as documented in policies, land management plans or the equivalent)
3. Carbon storage from on-site composting
4. Third-party verified purchased carbon offsets

Purchased Renewable Energy Certificates (RECs) that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party may be counted as zero emissions energy for purposes of Scope 2 GHG accounting.

Purchased carbon offsets and RECs that have not been third-party verified do not count.

Institutions that have sold or transferred emissions reductions, e.g. in the form of verified emissions reductions (VERs), may not count those reductions toward this credit.

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

Does the institution's GHG emissions inventory include all Scope 1 and Scope 2 GHG emissions?:

Yes

Does the institution's GHG emissions inventory include all Scope 3 GHG emissions from any of the following categories?:

	Yes or No
Business travel	Yes
Commuting	Yes
Purchased goods and services	No
Capital goods	No
Fuel- and energy-related activities not included in Scope 1 or Scope 2	Yes
Waste generated in operations	Yes

Does the institution's GHG emissions inventory include Scope 3 emissions from other categories?:

No

A brief description of the methodology and/or tool used to complete the GHG emissions inventory:

The Campus Carbon Calculator by Clean air-Cool Planet was used to perform the greenhouse gas inventory. Energy interns collected the data from different departments and put the data into the tool.

Has the GHG emissions inventory been validated internally by personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party?:

No

A brief description of the internal and/or external verification process:

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year

Scope 1 GHG emissions from stationary combustion	142,935.60 *Metric Tons of CO2 Equivalent*	203,201.80 *Metric Tons of CO2 Equivalent*
Scope 1 GHG emissions from other sources	1,444.90 *Metric Tons of CO2 Equivalent*	1,671.10 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from purchased electricity	142,064.50 *Metric Tons of CO2 Equivalent*	40,205.70 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from other sources	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

Figures needed to determine total carbon offsets::

	Performance Year	**Baseline Year**
Institution-catalyzed carbon offsets generated	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon sequestration due to land that the institution manages specifically for sequestration	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon storage from on-site composting	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Third-party verified carbon offsets purchased	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

A brief description of the institution-catalyzed carbon offsets program:

A brief description of the carbon sequestration program and reporting protocol used:

A brief description of the composting and carbon storage program:

A brief description of the purchased carbon offsets, including third party verifier(s) and contract timeframes:

Figures needed to determine "Weighted Campus Users":::

	Performance Year	Baseline Year
Number of residential students	3,800	2,744
Number of residential employees	0	0
Number of in-patient hospital beds	495	491
Full-time equivalent enrollment	27,589	24,203
Full-time equivalent of employees	10,924	10,845
Full-time equivalent of distance education students	0	390

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2003	June 30, 2004

A brief description of when and why the GHG emissions baseline was adopted:

This baseline was adopted because the necessary data was unavailable before July 1, 2003. The baseline also aligns with the baseline of UIC's Climate Action Plan.

Gross floor area of building space, performance year:

14,766,876 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	837,228 *Square Feet*

Healthcare space	542,499 *Square Feet*
Other energy intensive space	1,891,908 *Square Feet*

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	10,133.90 *Metric Tons of CO2 Equivalent*
Commuting	46,423.40 *Metric Tons of CO2 Equivalent*
Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	14,050.30 *Metric Tons of CO2 Equivalent*
Waste generated in operations	1,265 *Metric Tons of CO2 Equivalent*
Other categories (please specify below)	---

A brief description of the sources included in Scope 3 GHG emissions from "other categories":

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

http://acupcc.aashe.org/search/?abs=&q=University%20of%20Illinois%20at%20Chicago

A brief description of the institution's GHG emissions reduction initiatives, including efforts made during the previous three years:

Outdoor Air Quality

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Part 1

Institution has adopted policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources. Policies and/or guidelines may include, but are not limited to, prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and other strategies for minimizing mobile emissions.

Policies adopted by entities of which the institution is part (e.g. government or university system) may count for Part 1 of this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO_x), sulfur oxides (SO_x), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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

Does the institution have policies and/or guidelines in place to improve outdoor air quality and minimize air pollutant emissions from mobile sources?:

Yes

A brief description of the policies and/or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources:

Anti-idling regulations are addressed in the Climate Action Plan Strategy 3.6. Employees in the campus fleet are instructed not to allow vehicles to idle. In addition, Illinois has idling regulations that allow for fining.

Has the institution completed an inventory of significant air emissions from stationary sources on campus?:

Yes

A brief description of the methodology(ies) the institution used to complete its air emissions inventory:

UIC is regulated under Title V the Clean Air act and as such reports annually to the Illinois EPA due to its operation of two power plants. We have completed an inventory of both significant and insignificant air emission sources on campus. The methodology used was record

review and a field survey.

Weight of the following categories of air emissions from stationary sources::

	Weight of Emissions
Nitrogen oxides (NOx)	137.19 *Tons*
Sulfur oxides (SOx)	1.40 *Tons*
Carbon monoxide (CO)	120.94 *Tons*
Particulate matter (PM)	56.37 *Tons*
Ozone (O3)	0 *Tons*
Lead (Pb)	0.00 *Tons*
Hazardous air pollutants (HAPs)	3.66 *Tons*
Ozone-depleting compounds (ODCs)	0 *Tons*
Other standard categories of air emissions identified in permits and/or regulations	23.71 *Tons*

A brief description of the institution's initiatives to minimize air pollutant emissions from stationary sources, including efforts made during the previous three years:

The Utility boilers and engines must meet federal air compliance regulations which require certain reductions in air emissions.

Other standard categories above is VOCs.

The website URL where information about the institution's outdoor air quality policies, guidelines or inventory is available:

Buildings

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

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

Building Operations and Maintenance

Criteria

Institution owns and operates buildings that are:

1) Certified under a green building rating system for existing buildings, e.g. LEED® for Existing Buildings: Operations & Maintenance (O&M)

And/or

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

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

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

Building Design and Construction

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

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

1) Certified under a green building rating system for new construction and major renovations (e.g. the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, LEED for Healthcare, and/or LEED for Core and Shell Green Building Rating Systems)

2) Certified Living under the Living Building Challenge (LBC)

And/or

3) Designed and built in accordance with formally adopted green building guidelines and policies that cover all of the following topics:

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

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

Does the institution have any building space certified under the following green building rating systems for new construction and major renovations?:

	Yes or No
LEED or another 4-tier rating system used by an Established Green Building Council (GBC)	Yes
The DGNB system, Green Star, or another 3-tier GBC rating system	No

BREEAM, CASBEE, or another 5-tier GBC rating system	No
The Living Building Challenge	No
Other non-GBC rating systems (e.g. BOMA BESt, Green Globes)	No

A brief description of the green building rating system(s) used and/or a list of certified buildings and ratings:

Lincoln Hall LEED NC
Douglas Hall LEED NC

Total floor area of eligible building space (design and construction):

52,924 *Square Feet*

Floor area of building space that is certified at each level under a 4-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 *Square Feet*
3rd Highest Level (e.g. LEED Silver)	0 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	52,924 *Square Feet*
Highest Achievable Level (e.g. LEED Platinum)	0 *Square Feet*

Floor area of building space that is certified at each level under a 3-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	0 *Square Feet*
4th Highest Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
2nd Highest Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

Floor area of building space certified Living under the Living Building Challenge:

0 *Square Feet*

Floor area of building space that is certified at any level under other green building rating systems for new construction and major renovations:

0 *Square Feet*

Floor area of building space that was designed and constructed in accordance with green building policies or guidelines but NOT certified:

0 *Square Feet*

A copy of the guidelines or policies :

UIC_BLD_STDS.pdf

The date the guidelines or policies were adopted:

Nov. 1, 2010

A brief description of the green building guidelines or policies and/or a list or sample of buildings covered:

Energy Policy 2010

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

The Office of Capital Programs (OCP) is responsible for all major renovations and new construction. They are thus responsible for implementing the policy during any construction projects. The Office of Sustainability tracks and reports on sustainability initiatives and

will coordinate with OCP to ensure that compliance is maintained.

The website URL where information about the institution's certified buildings and/or green building design and construction guidelines or policies is available:

http://sustainability.uic.edu/campus-resources/energy/energy-policy-goals/#EnergyConsiderations InFutureFacilities

Indoor Air Quality

Criteria

Institution has an indoor air quality (IAQ) management program that includes regular auditing or monitoring, a mechanism for occupants to register complaints, and action plans to implement any corrective measures required in response to audits, monitoring or complaints.

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

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

Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

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

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Part 1

Institution's dining services purchase food and beverages that meet at least one of the following criteria:

• Local and community-based

And/or

• Third party verified to be ecologically sound, fair and/or humane

Food and beverage purchases that meet both criteria listed above (e.g. local community-based products that are Certified Organic) should not be double-counted.

Local community- based products:

• Are sourced from local community-based producers (directly or through distributors)
• Contain raw ingredients (excluding water) that are third party verified and/or locally harvested and produced (e.g. bread made with Organic flour or local honey) and
• Exclude products from Concentrated Animal Feeding Operations (CAFOs), products that have minimal nutritional value (e.g. soda, chewing gum, candies made predominantly from sweeteners), and products from producers that have been convicted of one or more labor law violations within the previous three years

Products that are not local and community-based must be third party verified to count. Recognized third party standards and certifications for food and beverages are outlined in the STARS Technical Manual. Institutions located outside the U.S. and Canada may use additional third party certifications to identify ecologically sound, fair and humane products, provided the certifications are reported in "Notes about this submission".

Part 1 of 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 services, and concessions are excluded from Part 1.

Part 2

Institution's on-site franchises, convenience stores, vending services, and/or concessions purchase food and beverages that are third party verified and/or locally sourced (i.e. meet the criteria outlined in Part 1).

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

Percentage of dining services food and beverage expenditures that are local and community-based and/or third party verified:

10.30

A copy of an inventory, list or sample of sustainable food and beverage purchases:

An inventory, list or sample of sustainable food and beverage purchases:

Serving Seafood that Comes from Sustainable Sources: We are committed to protecting the threatened global fish supply. In collaboration with the Monterey Bay Aquarium Seafood Watch program, we established a landmark purchasing policy in 2006 that removes unsustainable wild and farmed seafood from our menus.

Featuring Socially and Ecologically Certified Coffee: All of our Farmer Bros. coffees featured in our all-you-care-to-eat dining locations are Rainforest Alliance Certified. Farmer Bros. as a vendor does a great deal in terms of sustainability including waste reduction, fuel reduction, water reduction, and energy reduction. They are LEED silver certified. Additionally, they are industry leaders in stewardship through local and community based philanthropy with Ronald McDonald House Charities, Feeding America, Coffee Kids, and Mercy Corps.

We serve only fresh local fluid milk from Prairie Dairy in Rockford IL, and fresh yogurt from cows that have been certified to be free of the artificial growth hormones rBGH/rBST.

We currently offer shelled and whole liquid eggs that are certified by the HFAC program in partnership with the Humane Society of America to be cage free.

We only serve chicken and turkey that have been produced with restricted use of these drugs, especially as a growth additive in feed. Our contracted suppliers are required to provide products that adhere to criteria developed in partnership with The Environmental Defense Fund.

In collaboration with our partners at the Institute for Agriculture and Trade Policy, we are seeking to reduce our dependence on factory farming and to partner with qualified local and regional growers to encourage our units to develop relationships with local farms whenever possible. We define "local" as typically within a 250-mile radius of the producing facility.

Our primary local vendor, Midwest Foods support farms in Illinois, Michigan, Indiana, Wisconsin, Iowa, and Ohio and provide the majority of our local produce. UIC Dining Services strives to provide local products in all of our facilities whenever feasible. Examples of Local Vendors we use include:

Midwest Foods
Meats by Linz
Supreme Lobster
Alpha Baking
Chicago Sweet Connections
Poppies Dough

Does the institution wish to pursue Part 2 of this credit (food and beverage expenditures for on-site franchises, convenience stores, vending services, or concessions)?:

No

Percentage of on-site franchise, convenience store, vending services, and concessions food and beverage purchases that are local and community-based and/or third party verified:

A copy of an inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

An inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

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

UIC is aware of the impact our food and beverage purchasing program has on the communities in which we do business and on the environment. We are proud of our collective efforts to make this world a better place. This program strives and continue to be sustainable by serving seafood that comes from sustainable sources, featuring socially and ecologically certified coffee, providign fresh yogurt and milk that is free of artificial growth hormones, promoting certified humane cage-free eggs, purchasing poultry produced without the routine use of human antibiotics, and buying local prodcust to support family farming.

A brief description of the methodology used to track/inventory sustainable food and beverage purchases:

Foodbuy is the purchasing arm of Compass, they handle QA, as well as sourcing, tracking, and monitoring vendors. We are set up to do the majority of our purchasing through Foodbuy for tracking/inventory purposes. Additionally, in-house we record all of our monthly invoices, using separate data files to isolate invoices from local and other sustainable sources in an effort to ensure we are correctly reporting our sustainable food and beverage purchasing.

Total annual food and beverage expenditures:

1,850,000 *US/Canadian $*

Which of the following food service providers are present on campus and included in the total food and beverage expenditure figures?:

	Present?	Included?
Dining operations and catering services operated by the institution	No	No
Dining operations and catering services operated by a contractor	Yes	Yes

Franchises	Yes	No
Convenience stores	Yes	No
Vending services	Yes	No
Concessions	No	No

Has the institution achieved the following?:

	Yes or No
Fair Trade Campus, College or University status	No
Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)	No
Marine Stewardship Council (MSC) certification	No
Signatory of the Real Food Campus Commitment (U.S.)	No

A brief description of other sustainable restaurant and food service standards that the institution's dining services operations are certified under:

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

http://www.dineoncampus.com/uic/show.cfm?cmd=sustainability

Low Impact Dining

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Part 1

Conventionally produced animal products comprise less than 30 percent of the institution's total dining services food purchases.

Conventionally produced animal products include all food products that contain animal derived (i.e. meat, fish, egg, dairy) ingredients that have not been verified to be sustainably produced. Sustainably produced animal products have been either:

- Third party verified to be ecologically sound and/or humane (see *OP 6: Food and Beverage Purchasing*)

    Or

- Verified by the institution to be both ecologically sound and humane (e.g. "Pasture Raised", "Grass Fed" or "Humanely Raised") through a relationship with a local producer

Part 2

Institution:

- Offers diverse, complete-protein vegan options at all meals in at least one dining facility on campus

    And

- Provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items

This credit includes on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor. On-site franchises, convenience stores, vending machines, and concessions should be excluded to the extent feasible.

Submission Note:

We go to great lengths to provide proper signage and identification through a color coded icon system both in the dining locations as well as the online menus so that our guests are aware of the vegan options available at any given time.

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

Percentage of total dining services food purchases comprised of conventionally produced animal products:

9

A brief description of the methodology used to track/inventory expenditures on animal products:

Foodbuy is the purchasing arm of Compass (UIC's food service provider), they handle QA, as well as sourcing, tracking, and monitoring vendors. Compass is set up to do the majority of our purchasing through Foodbuy for tracking/inventory purposes. Additionally, in-house they record all of their monthly invoices, using separate data files to isolate invoices from local and other sustainable sources in an effort to ensure they are correctly reporting our sustainable food and beverage purchasing.

Does the institution offer diverse, complete-protein vegan dining options at all meals in at least one dining facility on campus?:

Yes

Does the institution provide labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items?:

Yes

Are the vegan options accessible to all members of the campus community?:

Yes

A brief description of the vegan dining program, including availability, sample menus, signage and any promotional activities (e.g. "Meatless Mondays"):

In Fall 2013, UIC Dining Services introduced the Exclusively Vegan station in our three All-You-Care-To-Eat locations. Here our guests can take comfort in knowing that among the many options found throughout our locations, this station has been dedicated as an isolated location to feature our hot vegan entrees and sides in the hopes of making it easier for our vegan-conscious diners to locate options without question as to what is and is not vegan-friendly.

Every meal period includes at minimum of one protein-complete vegan option. Examples of some of these dishes offered during the past semester include: Vegan-Hoppin John (Black eye peas, rice and caramelized tomato and Cajun spices),Vegan-Green Split Pea Soup, Vegan-Hominy Squash Stew, Vegan-Chipotle Taco Salad, Vegan-Tofu Fried Rice, and Vegan-Santa Fe Chili.

. In addition, the majority of our sides and starches are modified to comply with vegan restricted diets. Butter is eliminated in most cases with the exception of mashed potatoes and vegetable stocks are utilized as an alternative to chicken or beef bases in many situations. Vegan and gluten free veggie burger options are available in all locations for every meal by request and a salad bar option is available as well to address the needs of vegan restricted diets.

The dining menus are posted with the vegan and vegetarian dining options for every meal on the website and the meals are posted daily in the cafes. There is a wide array of vegan and vegetarian options.

A brief description of other efforts the institution has made to reduce the impact of its animal-derived food purchases:

In addition to offering animal-based proteins at our action stations for both lunch and dinner every day, we also provide a vegan alternative. For example if we were to offer a chicken stir fry dish, we would also offer a tofu stir fry dish.

We host regular PB&J bars in the all-you-care-to-eat locations with signage to emphasis the importance of eliminated animal based meals occasionally from one's diet.

We rotate in Meatless Monday signage in the three All-You-Care-To-Eat locations to encourage guests to opt for one of our many meatless alternatives.

The website URL where information about where information about the vegan dining program is available:

http://www.dineoncampus.com/uic

Annual dining services expenditures on food:

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

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 climate change. Global climate change is having 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, ocean acidification, and spread of diseases. The impacts are particularly pronounced for vulnerable and poor communities and countries. In addition to causing global climate change, 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 projects flood habitats and disrupt fish migration and can involve the relocation of entire communities.

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Part 1

Institution has reduced its total building energy consumption per gross square foot/metre of floor area compared to a baseline.

Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 28 Btu per gross square foot (2.6 Btu per gross square metre) of floor area per degree day.

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

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

Total building energy consumption, all sources (transportation fuels excluded):

	Performance Year	Baseline Year
Total building energy consumption	3,386,867.27 *MMBtu*	4,042,937.23 *MMBtu*

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	698,898.23 *MMBtu*	226,271.02 *MMBtu*
District steam/hot water	0 *MMBtu*	0 *MMBtu*

Gross floor area of building space::

	Performance Year	Baseline Year

Gross floor area	14,766,876 *Gross Square Feet*	14,063,190 *Gross Square Feet*

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	837,228 *Square Feet*
Healthcare space	542,499 *Square Feet*
Other energy intensive space	

Degree days, performance year (base 65 °F / 18 °C)::

	Degree Days
Heating degree days	5,883
Cooling degree days	1,196

Source-site ratios::

	Source-Site Ratio (1.0 - 5.0; see help icon above)
Grid-purchased electricity	3.14
District steam/hot water	1.20

Start and end dates of the performance year and baseline year (or 3-year periods)::

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2003	June 30, 2004

A brief description of when and why the building energy consumption baseline was adopted:

This baseline was adopted because the necessary data was unavailable before July 1, 2003. The baseline also aligns with the baseline of UIC's Climate Action Plan.

A brief description of any building temperature standards employed by the institution:

The Education, Performing Arts and Social Work building is using a Building Automation System that regulates the temperature range available to occupants. It actually goes beyond a timer by using motion sensors to detect occupants.

A brief description of any light emitting diode (LED) lighting employed by the institution:

A variety of LED lighting technology was installed in a large lecture center - E1 in Spring 2010. Keyser Visual Par 38 track lights, 8 inch can lights, 4' Troffer lights and Cove lighting were used.

A brief description of any occupancy and/or vacancy sensors employed by the institution:

At least one of the residence halls (Commons West) utilizes motion sensors for the study lounges in the dormitories. The lights will turn on when the motion sensors are activated and turn off after a period of inactivity.

A brief description of any passive solar heating employed by the institution:

A brief description of any ground-source heat pumps employed by the institution:

Geothermal ground-source heating and cooling is used for 3 buildings - Lincoln, Douglas and Grant Halls. It is provided by 64 wells dug 500 feet deep.

http://sustainability.uic.edu/campus-resources/energy/energy-initiatives-projects/#RenewableEne

rgy

A brief description of any cogeneration technologies employed by the institution:

Utility Operations runs its own power plants on the UIC campus. Cogeneration is the simultaneous production of heat and power in a single thermodynamic process. Instead of discarding the heat produced by the power production process, it is captured and used to provide space heating and hot water heating, thus eliminating the added expense of burning fuels for the sole purpose of space heating. On the east side the plant can co-generate the production of high-temperature hot water with electricity. The west side plant can co-generate steam with electricity. These plants run primarily on natural gas which is cleaner than coal and fuel oil when considering hazardous air pollutants and carbon dioxide. When operated under certain conditions, cogeneration can be beneficial and helps lower the emission of carbon and sulfur dioxide pollutants into the air.

A brief description of any building recommissioning or retrofit program employed by the institution:

UIC has been working with SEDAC to retrocommission buildings on camppus. More information is available at:

http://sustainability.uic.edu/campus-resources/energy/energy-initiatives-projects/#Retrocommiss

ioning

A brief description of any energy metering and management systems employed by the institution:

Building-level metering has been installed in 28 state-owned buildings across campus. These meters are electronically monitored so energy consumption can be tracked. As building renovations and HVAC systems are updated building performance can be tracked as well.

A brief description of the institution's program to replace energy-consuming appliances, equipment and systems with high efficiency alternatives:

A brief description of any energy-efficient landscape design initiatives employed by the institution:

Green roofs have been installed on 3 buildings on the east side and on the recently constructed Mile Square Health Clinic on the west side. Light colored, reflective pavement is used for walkways and light colored, permeable pavement was installed at the Mile Square Health Clinic

A brief description of any vending machine sensors, lightless machines, or LED-lit machines employed by the institution:

The vending machines (Pepsi) in the Behavioral Sciences Building are on a timer where the lights shut off at a pre-determined time and do not come on until a customer activates the machine by pushing a selection button.

Additionally, the university is in the process of upgrading older machines with Energy Star rated ones.

A brief description of other energy conservation and efficiency initiatives employed by the institution:

From lighting to HVAC systems all renovations that impact these systems include energy efficiency.

The website URL where information about the institution's energy conservation and efficiency initiatives is available:

http://sustainability.uic.edu/campus-resources/energy/energy-initiatives-projects/

Clean and Renewable Energy

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

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

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

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

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

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

Since this credit is intended to recognize institutions that are actively supporting the development and use 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.

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power

- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

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, as well as improved efficiencies achieved through using cogeneration technologies, are captured by *OP 1: Greenhouse Gas Emissions* and *OP 8: Building Energy Consumption*.

Transportation fuels, which are covered by *OP 1: Greenhouse Gas Emissions* and *OP 18: Campus Fleet*, are not included in this credit.

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	438.29 *MMBtu*
Option 2: Non-electric renewable energy generated on-site	1,065.29 *MMBtu*
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 *MMBtu*
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	0 *MMBtu*

Total energy consumption, performance year:

3,386,428.98 *MMBtu*

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

UIC has installed 224 (52 kW capacity) solar panels on campus, most notably the ones on top of UIC's first LEED Gold certified building, Lincoln Hall. We also have 245 panel (55 kW capacity) on Douglas Hall.

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

A geothermal well system is used for heating and cooling two "green" buildings currently. This will expand to three in Fall 2011, two of which will be LEED certified. A geothermal heat pump is a central heating and cooling system that uses the earth as a heat source. This design takes advantage of the moderate temperatures in the ground to boost efficiency and reduce the operational costs of heating and cooling systems.

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

A brief description of the RECs and/or similar renewable energy products:

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

http://www.uic.edu/sustainability/initiatives/energy_projects.html#cogen

Grounds

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

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Institution's grounds include areas that are managed at one or more of the following levels:

1) Managed in accordance with an Integrated Pest Management (IPM) Plan

2) Managed in accordance with a sustainable landscape management program

And/or

3) Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table below:

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: • Using least-toxic chemical pesticides, • Minimum use of chemicals, and • Use of chemicals only in targeted locations and only for targeted species

2) Sustainable Landscape Management Program	The program includes formally adopted guidelines, policies and/or practices that cover all of the following: • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
3) Organic, Certified and/or Protected	Protected areas and land that is: • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

Land that meets multiple criteria should not be double-counted. An area of grounds that does not meet the standards specified for a particular management level should be reported at the next appropriate level for which it does meet the standards. For example, a landscape management program that includes an IPM plan and meets some, but not all, of the other standards listed for a sustainable landscape management plan should be reported at level 1 (IPM Plan).

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

Figures required to calculate the total area of managed grounds::

	Area
Total campus area	242.63 *Acres*
Footprint of the institution's buildings	72.62 *Acres*
Area of undeveloped land, excluding any protected areas	0 *Acres*

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	0 *Acres*
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	0 *Acres*
Managed organically, third party certified and/or protected	0 *Acres*

A copy of the IPM plan:

The IPM plan :

A brief summary of the institution's approach to sustainable landscape management:

A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:

In the past three or four years, UIC's practice has been to install low maintenance, native plants in new renovation/construction campus grounds. The construction of Lincoln Hall (UIC's first LEED Gold certified building), is just one of the latest "green" buildings that have low maintenance, native plant plot with proper drainage surrounding the building.

http://www.uic.edu/sustainability/initiatives/buildings/lincolnhall.html

As new buildings/major remodeling projects occur their will be a transition to this kind of landscaping. A prairie garden has been planted across from the UI Medical Center

http://blog.sustainability.uic.edu/2009/09/ui-hospital-prairie-garden-blossoms.html

. In addition, the Department of Biological Sciences, Grounds and Maintenance, along with students and student groups have been maintaining a couple of small plots of native plants under the program UIC Seed as a pilot project for future native plant landscaping endeavors. UIC also maintains a satellite 5 acre plot (James Woodworth Prairie) of native prairie grass in Glenview, Illinois.

A brief description of the institution's landscape materials management and waste minimization policies and practices:

UIC collects all landscaping waste for off-site composting. Typically, 150-200 tons of landscape material is composted annually.

A brief description of the institution's organic soils management practices:

A brief description of the institution's use of environmentally preferable materials in landscaping and grounds management:

A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus:

UIC's campus is a form of infill development in an urban area. Therefore, there isn't an opportunity to restore or maintain the integrity of the natural hydrology of the campus.

A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):

UIC's snow and ice removal practice includes the strict adherence to limiting certain chemical compounds to certain areas of the institution's grounds. Sodium chloride (NaCl) is only used on parking lots, while calcium chloride (CaCl2) and magnesium chloride (MgCl2) is used on sidewalks, streets, pavements and other necessary hard surfaces. Both CaCl2 and MgCl2 are much less toxic to plant life surrounding paved surfaces, and is less corrosive to concrete and steel (and other iron alloys) than sodium chloride.

A brief description of any certified and/or protected areas:

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

Yes

The website URL where information about the institution's sustainable landscape management programs and practices is available:

Biodiversity

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

    And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:
No

A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with habitats on institution-owned or –managed land?:
Yes

Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:
No

The methodology(-ies) used to identify endangered and vulnerable species and/or environmentally sensitive areas and any ongoing assessment and monitoring mechanisms:

The Peregrine Falcon was removed from the Federal Endangered and Threatened Species List in August of 1999. Outlined as a requirement for removal, a monitoring plan was developed and is currently in affect. As part of the Chicago Peregrine Program, researchers from the Field Museum monitor the local population. The Peregrines that nest at UIC are monitored through a banding program. The parent falcons are banded as are the chicks that hatch each year. Through citizen assistance additional data is gathered.

A brief description of identified species, habitats and/or environmentally sensitive areas:

Peregrine Falcon

A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:

The James Woodworth Prairie is 5 acres (2 hectares) of original tallgrass prairie located in Glenview, Illinois. It is the only natural area owned by the University of Illinois at Chicago. Over 100 plant species characteristic of mesic, black-soil Illinois prairie are found on this small site. Many rare prairie invertebrates also successfully persist. As a remnant of the prairie which once covered much of Illinois, Woodworth serves the community by providing an opportunity to experience prairie plants and animals that are now rare. For the intellectual community, Woodworth provides a base from which change can be measured and a challenge to understand how communities can be preserved.

The website URL where information about the institution's biodiversity policies and programs(s) is available:

http://www.fieldmuseum.org/science/special-projects/illinois-peregrines

Purchasing

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

Credit
Electronics Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Inclusive and Local Purchasing
Life Cycle Cost Analysis
Guidelines for Business Partners

Electronics Purchasing

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Part 1

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

Submission Note:

Does not include purchases of Apple computers.

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

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:
Yes

A copy of the electronics purchasing policy, directive, or guidelines:

The electronics purchasing policy, directive, or guidelines :

While there is no institution-wide stated preference to purchase electronic products that are EPEAT registered, the University's Administrative Information Technology Services (AITS) offers guidelines on sustainability efforts for technology resources. AITS provides descriptions on why environmentally friendly electronic products are important, referring to effective power management,

energy consumption, eco-friendly disposal of e-waste, and the virtualization of servers and applications to reduce power consumption. Their website lists vendors that have established green initiatives (or Energy Star certifications) that they take advantage of purchasing through University or state contracts. These include: Apple, Dell, EMC, Hewlett-Packard, and SUN/Oracle. AITS also utilizes planned refresh cycles where they can take advantage of technology improvements, lowering prices and lowering energy consumption.

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

All of Office of Business and Finance solicitation documents follow the State Procurement Code and include specifications which outline the requirements for sustainability, required certifications, or green products. We provide the vehicle agreement/contract) for the Universities to purchase from.

The State does have Preferences/Special Programs for Environmentally Preferable Supplies (30 ILCS 500/45-26) located at:

http://www.ilga.gov/legislation/ilcs/ilcs4.asp?DocName=003005000HArt%2E+45&ActID=532&ChapterID=

7&SeqStart=14700000&SeqEnd=16700000

The Universities purchase off of these agreements / University Contracts within the scope, within their budgets, and at the guidelines set by the University.

We want the best and greenest products or services for our University. Included in the microcomputer IFB are:
* take-back programs (at the end of life the microcomputers are sent back to be re-used as parts or whole)
* swap-outs (microcomputers are swapped out for the same or newer models when there is a problem)
* vendor trained computer technicians (eliminates the need for the vendor to provide a technician to drive to campus to fix/upgrade computers in-house

Does the institution wish to pursue to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:
Yes

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment::

	Expenditure Per Level
EPEAT Bronze	3,326 *US/Canadian $*
EPEAT Silver	21,675 *US/Canadian $*
EPEAT Gold	1,757,531 *US/Canadian $*

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

2,088,988 *US/Canadian $*

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:

http://www.aits.uillinois.edu/services/network_and_desktop_services/sustainability_initiatives/

Cleaning Products Purchasing

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. 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 UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
- General-purpose, bathroom, glass, and carpet cleaners
- Biologically-active cleaning products (enzymatic and microbial products)
- Floor-care products, e.g. floor finish and floor finish strippers
- Hand cleaners
- Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
- Plastic film products (e.g. garbage bags/liners)
- Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
- Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses

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

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:
No

A copy of the green cleaning product purchasing policy, directive, or guidelines:

The green cleaning product purchasing policy, directive, or guidelines:

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

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

Yes

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:

280,737 *US/Canadian $*

Total expenditures on cleaning and janitorial products:

658,644 *US/Canadian $*

Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological ("green") cleaning program?:

Yes

A brief description of the institution's low-impact, ecological cleaning program:

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

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

The website URL where information about the institution's green cleaning initiatives is available:

Office Paper Purchasing

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. 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 office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

Submission Note:

At UIC, there is no centralized database of purchases of products with recycled content. In fact there is no central database of purchases in general. However, we have a central purchasing system called I-Buy where most purchases are made and there is preferred vendor pricing. This data was obtained from Office Max data that comes in through I-Buy and represents an increasingly larger portion of total office supply purchases.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:
Yes

A copy of the paper purchasing policy, directive or guidelines:

The paper purchasing policy, directive or guidelines:

http://www.obfs.uillinois.edu/bfpp/section-7-purchasing/section-7-2/

Print Services

The "State Agency Printing" section (30 ILCS 500/20-105) of the Illinois Procurement Code states that all books, pamphlets, documents, and reports published by a State agency must contain the following information:

"Printed by the Authority of the State of Illinois."
Date of each publication.
Number of copies printed.
Printing order number.

Public universities are exempt from the above requirements if any of the following conditions are met:

The printing service is not paid for with State funds.
The printing service is fulfilled using "on-campus" printing services.
The printing service is performed on behalf of another state governmental body.

Departments are responsible for determining if printing requests fall under one of the exemptions listed above. If a printing request does not meet one of the exemptions, department must ensure the printed material contains the information required by the Illinois Procurement Code as listed above. Additional requirements and considerations that pertain to any printing done by the University are as follows: The "Soybean-oil based ink" section (30 ILCS 500/45-15) of the Illinois Procurement Code mandates that the procurement of printing services must specify the use of soybean oil-based ink. The Chief Procurement Office for Higher Education may waive this requirement if he or she determines that another type of ink is required to assure high quality and reasonable pricing of the printed product. This requirement applies to both on and off-campus printing services.

If off-campus, a signed vendor certification letter, which certifies the vendor is in compliance with the "Prevailing Wage Requirements" section (30 ILCS 500/25-60) of the Illinois Procurement Code, must be obtained. Printing trade customs allow for plus or minus 10% in over/under runs. The University has standards for certain stationery materials including items with logos, items with the University Seal, and business cards. If using off-campus sources for printing these materials, departments must obtain written confirmation from the appropriate campus or University Administration office to ensure that the proposed materials conform to those standards prior to making the purchase.

Departments must purchase stationery and other printed products with recycled material content whenever cost, specifications, standards, and availability are comparable to products without recycled content.

At UIC, departments are encouraged to use paper with at least 10% post consumer content. For additional information, contact the Office of Publications.

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

UIC follows the statutes for procurement of recycled materials under the Illinois Procurement Code as follows:

a. Recycled Materials (30 ILCS 500/45-20)
When a public contract is to be awarded to the lowest responsible bidder, an otherwise qualified bidder who will fulfill the contract through the use of products made of recycled materials may, on a pilot basis or in accordance with a pilot study, be given preference over other bidders unable to do so, provided that the cost included in the bid of the products made of recycled materials is not more than 10% greater than the cost of products not made of recycled materials (Source: P.A. 90-572, eff. date See Sec 99-5.)

b. Recyclable paper (30 ILCS 500/45-25)

All paper purchased for use by State agencies must be recyclable paper unless recyclable paper cannot be used to meet the requirements of the State agencies. State agencies shall determine their paper requirements to allow the use of recyclable paper whenever possible, including without limitation using plain paper rather than colored paper that is not recyclable. (Source: P.A. 90-572, eff. date – See Sec. 99-5)

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

Yes

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	668,529 *US/Canadian $*
30-49 percent	223,182 *US/Canadian $*
50-69 percent	21,270 *US/Canadian $*
70-89 percent (or FSC Mix label)	21,270 *US/Canadian $*
90-100 percent (or FSC Recycled label)	21,270 *US/Canadian $*

Total expenditures on office paper :

955,521 *US/Canadian $*

The website URL where information about the paper purchasing policy, directive, or guidelines is available:

http://www.uic.edu/sustainability/initiatives/purchasing.html

Inclusive and Local Purchasing

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

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

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

Yes

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

The policy, guidelines or directive governing inclusive and local purchasing:

The Minority and Female Business Enterprise Program (MAFBE) is a University initiative committed to vendor diversification by ensuring that businesses with ownership meeting the definitions of "minority," "female," and "persons with disabilities," are included in the University procurement process. The MAFBE Program provides access to procurement opportunities by creating an equitable and competitive business environment through encouraging campus departments to proactively consider qualified certified businesses owned by minorities, females and persons with disabilities for their contracting needs.
The State of Illinois declares that it is the public policy of the State to promote and encourage the continuing economic development of minority, female and persons with disabilities owned businesses and are provided the opportunity to participate in the State's procurement process as both prime and subcontractors.

Designed to encourage state agencies and universities to purchase needed goods and services from businesses owned and controlled minorities, females and persons with disabilities, the Business Enterprise for Minorities, Females, and Person with Disabilities Act (30 ILCS575) became effective 8/28/94.

To comply with guidelines established by BEP, the University has set goals of allocating a certain percentage of its purchasing contracts to qualifying businesses.

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:

Yes

The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:

25

The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:

http://www.obfs.uillinois.edu/cms/one.aspx?objectId=912105

Life Cycle Cost Analysis

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

Guidelines for Business Partners

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

Submission Note:

http://www.uic.edu/depts/ocp/design_std/SustainabilityStandards.html

http://www.uocpres.uillinois.edu/UserFiles/Servers/Server_992653/file/UI/ProjDocs/forms/psa.pdf

http://www.uic.edu/depts/ocp/design_std/design_stdx.html

http://www.obfs.uillinois.edu/cms/one.aspx?portalId=909965&pageId=913330

http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=2405&ChapterID=68

http://www.uocpres.uillinois.edu/architects/policies

http://www.uocpres.uillinois.edu/UserFiles/Servers/Server_992653/file/UI/ProjDocs/forms/psa.pdf

http://www.uocpres.uillinois.edu/contractors

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

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:

Some

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:

All

A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

Policies can be found below in the "Notes" sections, with website URL's the various guidelines for contractors, facilities, building sustainability standards, business and financial policies, and consulting.

A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:

Each campus at the University of Illinois has adopted LEED requirements for Capital Projects above a threshold level specific to each campus. The expectations for the University of Illinois's professional services consultants for providing LEED services are spelled out in our professional services contracts shown in the

http://www.uocpres.uillinois.edu/UserFiles/Servers/Server_992653/file/UI/ProjDocs/forms/psa.pdf

. Also in the professional services contracts are directives for our professional services consultants to follow facility standards that include energy and environmental requirements when putting together bid documents for construction. The standards would have changed design considerations for energy efficiency as well as associated purchasing behaviors in many instances. One example would be the

requirement to only use wood products certified to have been sustainably grown for harvest to avoid using wood that may have been harvested from a rain forest. Another example would be the incorporation of heat wheels to reclaim exhaust air heat that would normally be sent to the atmosphere as well as more energy efficient motors and air handling units.

The website URL where information about the institution's guidelines for its business partners is available:

http://www.fs.illinois.edu/resources/facilities-standards

Transportation

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

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

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Campus Fleet

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

A. Gasoline-electric hybrid

B. Diesel-electric hybrid

C. Plug-in hybrid

D. 100 percent electric

E. Fueled with Compressed Natural Gas (CNG)

F. Hydrogen fueled

G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles in the institution's fleet :

235

Number of vehicles in the institution's fleet that are::

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	18
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	1
100 percent electric	0
Fueled with compressed natural gas (CNG)	13
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet:

The website URL where information about the institution's support for alternative fuel and power technology is available:

Student Commute Modal Split

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

Total percentage of students that use more sustainable commuting options:

86.64

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	13.36
Walk, bicycle, or use other non-motorized means	28.55
Vanpool or carpool	3.11
Take a campus shuttle or public transportation	54.98
Use a motorcycle, scooter or moped	0

A brief description of the method(s) used to gather data about student commuting:

An on-line commuter survey conducted in 2010.

The website URL where information about sustainable transportation for students is available:

http://www.uic.edu/sustainability/reports/CCSE_TransGrounds2009Report.pdf

Employee Commute Modal Split

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

Total percentage of the institution's employees that use more sustainable commuting options:

70.15

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	29.85
Walk, bicycle, or use other non-motorized means	17.07
Vanpool or carpool	5.31
Take a campus shuttle or public transportation	47.77
Use a motorcycle, scooter or moped	0
Telecommute for 50 percent or more of their regular work hours	0

A brief description of the method(s) used to gather data about employee commuting:

We conducted an on-line survey in 2010.

The website URL where information about sustainable transportation for employees is available:

http://sustainability.uic.edu/campus-resources/transportation/

Support for Sustainable Transportation

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a "complete streets" or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

   And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

Yes

A brief description of the facilities for bicycle commuters:

The UIC Commuter Student Resource Center provides shower facilities, lockers and outdoor bike storage, with plans to renovate an indoor bike storage area in the near future. Three residence halls: Thomas Beckam Hall, Marie Robinson Hall and James Stukel Towers contain indoor bike storage, shower facilities and lockers for bicyclists. In addition, faculty, staff and students can use the recreation facilities to shower if they bike to campus.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

No

A brief description of the bicycle parking and storage facilities:

Does the institution have a "complete streets" or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

No

A brief description of the bicycle/pedestrian policy and/or network:

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

Yes

A brief description of the bicycle sharing program:

We have stations for the City of Chicago DIVVY bike sharing program around campus and have subsidized the annual corporate membership rate by $10 per student.

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

Yes

A brief description of the certification, including date certified and level:

In Fall 2013, UIC received bronze level recognition as a Bicycle Friendly University.

More information can be found at

http://blog.sustainability.uic.edu/2014/01/office-of-sustainabilitys-2013.html

.

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

Yes

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

The CTA U-PASS is provided to eligible students during enrolled terms. The U-PASS provides unlimited use of CTA trains and buses. A U-PASS is issued at the start of each semester, and expires at the end of each semester.
The U-PASS program is not optional. All eligible students are assessed the $109 CTA Transportation Fee for each of the Fall and Spring semesters. UIC also participates in the Summer U-PASS program. This fee for the summer is less than the academic year due to the condensed schedule.

http://www.uic.edu/depts/idcenter/upass.shtml

In addition, UIC also operates a free campus shuttle which provides free transportation for students, faculty, and staff to various points on campus. This service runs throughout most of the day every day of the week with varying frequencies and routes throughout the day. There is also a free shuttle from the Metra stations downtown.

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

No

A brief description of the GRT program:

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

Yes

A brief description of the carpool/vanpool program:

To facilitate safer carpooling within the community, UIC has partnered with a ride-matching service, iCarpool, to allow anyone with a

uic.edu

address to either find or offer a ride to and from campus. Regular carpoolers can share a parking pass and reduce their parking costs.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

Yes

A brief description of the car sharing program:

UIC students, staff and faculty can become Zipcar members at a special discounted rate, and take advantage of Zipcar vehicles parked on the campus. Zipcars are available throughout Chicago and in many other cities.

I-GO Car Sharing is a non-profit car-sharing service based in Chicago. The UIC community is also eligible for a discount, and many I-GO vehicles are on or near the UIC campus

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

Yes

A brief description of the electric vehicle recharging stations:

Six electric vehicle charging stations were installed (2 each in Halsted Street Parking lot, Maxwell Street Parking structure and Paulina Street Parking structure).

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

Yes

A brief description of the telecommuting program:

The University of Illinois considers telecommuting to be a viable alternative work arrangement in cases where individual, job and supervisor characteristics are suited to such an arrangement. Telecommuting allows an employee to work at home, or other approved remote location, for all or a part of their regular workweek. Telecommuting is a voluntary work alternative that may be appropriate for some employees and some jobs. It is not an entitlement; it is not a University-wide benefit; and it does not change the terms and conditions of employment with the University of Illinois.

The University Human Resources department offer a HR Services Telecommuting Guidelines Agreement for employees to review.

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

No

A brief description of the condensed work week program:

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

No

A brief description of the incentives or programs to encourage employees to live close to campus:

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

No

A brief description of other sustainable transportation initiatives and programs:

The website URL where information about the institution's sustainable transportation program(s) is available:

http://sustainability.uic.edu/campus-resources/transportation/

Waste

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

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold 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 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management.*

Submission Note:

http://www.uic.edu/sustainability/

http://www.uic.edu/sustainability/initiatives/food.html

http://www.uic.edu/sustainability/recycling/

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

Waste generated::

	Performance Year	Baseline Year

Materials recycled	3,319.18 *Tons*	1,761.77 *Tons*
Materials composted	119.45 *Tons*	255.87 *Tons*
Materials reused, donated or re-sold	0 *Tons*	0 *Tons*
Materials disposed in a solid waste landfill or incinerator	4,080.73 *Tons*	6,528.69 *Tons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	3,800	3,800
Number of residential employees	0	0
Number of in-patient hospital beds	495	477
Full-time equivalent enrollment	27,589	27,850
Full-time equivalent of employees	10,924	10,781
Full-time equivalent of distance education students	0	0

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2006	June 30, 2007

A brief description of when and why the waste generation baseline was adopted:

The waste generation baseline chosen is from July 1, 2006 to June 30, 2007. This baseline was chosen because we wanted to compare our most recent data to that of the 2006-2007 Academic Year

A brief description of any (non-food) waste audits employed by the institution:

In October 2011, the Office of Sustainability carried out waste audits of four buildings: an office building, a student center, a residence hall, and a building with labs and offices. The audit was a first step in establishing a baseline to figure out our current paper recycling rate.
We found percentage by weight of each type of paper, plastic, metal, aluminum, glass, and waste materials. We then compared the findings of the audit against the monthly recycling numbers. When we extrapolated the data from the waste audit to the overall campus waste stream, we found we have a paper recovery rate of 45%.

A brief description of any institutional procurement policies designed to prevent waste:

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

The Office of Sustainability (OS) has held a Great Stuff Exchange (GSX) every semester for a number of years, and each semester it collected more office supplies than the previous event. In Earth Month, 2013, 165 boxes of materials were collected from over 20 departments, almost double the 95 boxes collected in fall 2012. Leftover supplies are now available in a new "free store" being run by OS.

A brief description of the institution's efforts to make materials available online by default rather than printing them:

UIC's course catalogs, course schedules and directories have been available online for several years now, but in 2009 it became policy not to print the course catalog, instead referring students to the online resource. The printed catalogs are readily available to academic advisers, however, due to the nature of their position. All registration is completed on-line as well. Students have access to an on-line course schedule through this portal. The Campus Directory is available free on-line from the UIC home page, although a printed version is made available for purchase by departments.

A brief description of any limits on paper and ink consumption employed by the institution:

The U-Print system at UIC limits each student with fifteen dollar limits. There is also an incentive for double sided printing instead of single sided printing. Double sided is charged at three cents a page while a single sided sheet is priced at eight cents a page. The printers automatically default to 2-sided printing.

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

Salvation Army is invited to provide assistance collecting unwanted furniture, clothing and housewares. Also, recycling is promoted.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

Office Furniture Surplus

Used equipment can be redistributed through the Property Accounting Office. Items are delivered to a warehouse for transfer to other university departments/units. This equipment cannot be redirected for personal and must be used solely for university business. At UIC, 1,112 items were redistributed from the surplus warehouse back to UIC units in FY13.

Office Electronics

Any electronic equipment belonging to the university - computers, monitors, peripherals, copiers, fax machines, lab equipment - must be disposed of through a recycler that manages the materials in an environmentally sound process.
In FY 2011, , the campus sent 7000 electronic pieces through the Surplus and Disposal system; in 2012, we raised that to almost 9000 pieces; and in 2013, 9,469 pieces. Also, as part of our annuel Campus Electronic Recycling Collection for the fall 2013 CERC, we collected 1,625 pounds of personal electronics as well. We will partner with student groups to do a personal electronic collection during spring 2014, and hope to make that an ongoing effort.

A brief description of any food waste audits employed by the institution:

In November 2011, the Office of Sustainability performed an audit of food scraps in Dining Services in Student Center East (SCE). We did so with the intent of starting a food scrap collection for off campus composting. The scope covered collection of all kitchen food scraps and tray scraps by Sodexo, at that point the management vendor. This includes bones, bread, paper napkins, and all uneaten food. Breakfast, lunch and dinner were included. We partnered with the Resource Center, later to be awarded the contract for collection of food scraps on campus. The total volume of 2,217.5 lbs. of food scraps was collected that day. We were able to calculate the per capita weight of the scraps, and from that to project an estimate of weights of the collection over time.

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

UIC Dining Services participates in a program called TrimTrax, where staff weighs and tracks the pre-consumer waste in the kitchens to put controls on those sources of waste. In addition, Dining Services composts all prep waste and post-consumer waste from the dining facilities. Any food that can that can be repurposed is and anything that isn't repurposed or composted gets donated through Dining Service's food recovery network.

A brief description of programs and/or practices to track and reduce post-consumer food waste:

Sodexo's trayless program began in November 2008 and based upon the feedback from the students, and a Weigh Your Waste event. All facilities in Dining Services are tray less, and signage throughout the facilities focus on only taking what you'll eat and coming back for me.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

Dining Service's to-go food and beverage containers are either biodegradable or are easily recyclable. Most packaging is made from eco-friendly vegetable starches, like corn or potatoes where it can then biodegrade quickly, leaving behind only carbon dioxide, biomass and water.

A brief description of the institution's provision of reusable service ware for "dine in" meals and reusable and/or

third party certified compostable service ware for to-go meals (in conjunction with a composting program):

Dining Service's does not participate in "to-go" meals other than "retail to-go"; in which compostable and biodegradable containers are used.

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

The UIC Bookstores, UIC Convenience Stores and the UIC Student Centers Board are proud to provide customers with the opportunity to help preserve the environment. Each year the UIC Convenience Stores' customers use over 100,000 paper coffee cups and together they can better preserve the environment by reducing paper cup usage.

* All UIC Convenience Stores are equipped with Sustainability Donation Containers
* When the customer uses their UIC Sustainable Mug they receive 20 oz for the price of a 16 oz large coffee.
* They will also be given a 5-cent token at the registers.
* The customer then places the token in the Sustainability Container for the environmentally friendly and non-profit organization of their choice:

* UIC Hospital Prairie Garden Project
* The Chicago Wilderness Consortium
* National Wildlife Federation

A brief description of other dining services waste minimization programs and initiatives:

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

http://www.uic.edu/sustainability/initiatives/recycling.html

Waste Diversion

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

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

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

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 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

Materials diverted from the solid waste landfill or incinerator:

3,557.90 *Tons*

Materials disposed in a solid waste landfill or incinerator :

4,080.73 *Tons*

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

UIC has a campus-wide recycling program for paper, cardboard products and bottles and cans. There are also programs for battery, cell-phone and print cartridge recycling. We conducted office staff training where new programs were implemented and campus-wide training of the building service workers who consolidate the materials. Throughout the year we advertise at the Fun Fairs (student activities fair), Sustainability Week and Earth Month events, as well as student orientation. We do hands-on training for attendees. We publicize our success in campus newsletters and massmails. There are investment and grant writing efforts for equipment and staff. We also participate in Recyclemania, a university and college competition for recycling efforts. We also have food scrap collection Additionally, waste collected, by UIC drivers, is taken to a waste processing station where recyclables are pulled out of the waste stream, especially cardboard and metals. These are accounted for in our waste diversion rates.

A brief description of any food donation programs employed by the institution:

Our food service provider, Sodexo, donates leftover food from catered events to either Pacific Gardens or the Greater Chicago Food Depository. This applies to food items whose food safety has not been compromised.

A brief description of any pre-consumer food waste composting program employed by the institution:

A brief description of any post-consumer food waste composting program employed by the institution:

Thanks to the support from the Illinois Department of Commerce and Economic Opportunity, back-of-the-house food preparation scraps, as well as front-of-the-house waste from the all-you-care-to-eat dining halls at the student centers are being collected and taken to composting facilities in Chicago. Collection began with the start of spring semester 2013. The two dining facilities were chosen because Dining Services generates a large amount of waste, and the vendor, Chartwells is a willing partner.

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	No
Food for animals	No
Food composting	Yes
Cooking oil	No
Plant materials composting	Yes
Animal bedding composting	No
Batteries	Yes
Light bulbs	No
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	No
Laboratory equipment	Yes

Furniture	Yes
Residence hall move-in/move-out waste	No
Scrap metal	Yes
Pallets	No
Motor oil	No
Tires	No

Other materials that the institution includes in its waste diversion efforts:

Construction and Demolition Waste Diversion

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

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

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

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

Construction and demolition materials recycled, donated, or otherwise recovered:

853.98 *Tons*

Construction and demolition materials landfilled or incinerated :

818.82 *Tons*

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

The University of Illinois 2009 Annual Report states that "All future new construction, remodeling and renovation projects of $5 million or greater will be LEED Silver certified. Projects under $5 million are expected to comply with LEED silver as much as possible." Goals for the LEED certification process include diverting construction, demolition, and packaging debris from landfill disposal.
The ways to achieve points in this category include recycling of construction waste and reusing materials in renovation or new construction projects.

The University requires that at least 50% of non-hazardous construction waste and demolition debris is recycled and where possible it is desirable for up to 75% to be recycled. Documentation to substantiate this must be provided during the waste removal process.

Hazardous Waste Management

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Part 1

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.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

"---" *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:

UIC reduces hazardous waste wherever possible. The Environmental Health and Safety Office (EHSO) employs a waste minimization policy in which certain chemicals are encouraged to be properly disposed in a more environmentally friendly way. Chemicals like Ethidium Bromide are encouraged to be substituted for less hazardous alternatives. Other chemicals like formaldehyde are required to be neutralized prior to disposal.

Some other hazardous chemicals like solvents are reclaimed through fractional distillation columns, housed in EHSO as well as the Department of Chemistry. UIC also recycles alkaline batteries (universal waste). Unwanted chemicals are given to other researchers via the Chemical Redistribution Program as opposed to disposing of the chemicals as waste.

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

Chemical waste is picked up and briefly held at the Environmental Waste Facility. The waste is picked up by Clean Harbors, a third party contractor, to properly dispose of the waste following all state and federal guidelines. UIC uses a reputable waste vendor who transports

our hazardous waste to a Treatment, Storage, and Disposal Facility (TSDF) where it is treated in accordance with state and federal environmental regulations.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

The UIC transportation and East and West Co-generation plants have a Spill Prevention program in place to handle any spills that might occur from oil tanks and oil filled equipment. Between these three sites, there is over 200,000 gallons of oil. Each site has spill equipment to handle minor spills and have procedures in place to handle large spills. In the previous three years, no major spills have occurred at UIC.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

UIC employs a campus-wide Chemical Redistribution Program that users can freely donate chemicals to or take chemicals at their leisure. Laboratories are encouraged to update their chemical inventories annually and donate any unneeded chemicals by filing a Chemical Redistribution Form. Then, the UIC Scientific Supply Center stocks the useable chemicals on the shelf for any UIC faculty, staff, or student to use in their research. UIC also facilitates the reuse of chemicals through the UIC Green Labs Committee, which meets bi-monthly. Members are able to communicate via social media as well as a listserv to request redistributed chemicals and supplies.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:
Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:
Yes

A brief description of the electronic waste recycling program(s):

All electronic equipment such as computers, printers, monitors, and televisions are considered state property and managed under the University's Property Accounting program. Since 2008, the University has disposed of electronic devices through an electronics recycler. Any equipment that is no longer needed is reported on a special form to the Office of Business and Financial Services, University Property Accounting and Reporting. Once they have processed the form, units must be removed intact to the surplus warehouse. This material is then managed through the University of Illinois central administration in compliance with all state mandated requirements for disposal of electronics.
The University of Illinois complies with state law, which requires elimination of electronic data from scrapped items and environmentally sound disposition practices. As such, the University disposes of electronic scrap equipment through State of Illinois contracted service providers to ensure recycling of usable items and environmentally responsible disposition of unusable items.

Additionally, UIC has a history of organizing a large scale event titled "the Great Stuff eXchange" in which departments and students can drop off/pick up office supplies/electronic items at no cost.

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 University of Illinois complies with state law, which requires responsible recycling of electronic waste and the elimination of electronic data from scrapped items and environmentally sound disposition practices. As such, the University disposes of electronic scrap equipment through State of Illinois contracted service providers to ensure recycling of usable items and environmentally responsible disposition of unusable items.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

http://www.uic.edu/depts/envh/Departmental/WasteManual.html

Water

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

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

Submission Note:
UIC saw a steady downward trend in water use through 2009. However, due to a leak in a chilled water line that could not be repaired until the end of the cooling season, there was a large spike in campus water consumption.

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

Level of water risk for the institution's main campus:

Low

Total water use::

	Performance Year	Baseline Year
Total water use	766,478,600 *Gallons*	707,982,794.70 *Gallons*

Potable water use::

	Performance Year	Baseline Year
Potable water use	766,478,600 *Gallons*	707,982,794.70 *Gallons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	3,800	2,744
Number of residential employees	0	0
Number of in-patient hospital beds	470	483
Full-time equivalent enrollment	27,589	24,203
Full-time equivalent of employees	10,924	10,845
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	14,766,876 *Square Feet*	14,063,190 *Square Feet*

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	90.69 *Acres*	94.62 *Acres*

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2003	June 30, 2004

A brief description of when and why the water use baseline was adopted:

This baseline aligns with the baseline of UIC's Climate Action Plan.

Water recycled/reused on campus, performance year:

0 *Gallons*

Recycled/reused water withdrawn from off-campus sources, performance year:

0 *Gallons*

A brief description of any water recovery and reuse systems employed by the institution:

UIC has installed a cistern to capture run-off from the roof
on the UIC Forum and the water is utilized to irrigate the plantings in the area.

A brief description of any water metering and management systems employed by the institution:

Water is metered at the building level by the City of Chicago and compiled by the Utilities Department.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

Gradually all restroom plumbing fixtures are being replaced with low flow fixtures. For example, Lincoln Hall has reduced potable water consumption by 42% from calculated baseline through the installation of low flow urinals, dual flush water closets, low-flow lavatory faucets and automatic sensors.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

Campus Utilities is evaluating option for reducing water consumption in the power plants.

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

In the past three or four years, UIC's practice has been to install low maintenance, native plants in new renovation/construction campus grounds. The construction of Lincoln Hall (UIC's first LEED Gold certified building), is just one of the latest "green" buildings that have low maintenance, native plant plot with proper drainage surrounding the building. These native plants require little maintenance and the ground provides better drainage.

A brief description of any weather-informed irrigation technologies employed by the institution:

A brief description of other water conservation and efficiency strategies employed by the institution:

The upgrade of Douglas Hall to a LEED certified building has allowed for water conservation strategies for landscaping by eliminating the use of potable water and irrigation methods.

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

Rainwater Management

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for 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 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 rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. 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 Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:
Yes

A brief description of the institution's Low Impact Development (LID) practices:

Our standard practice is to utilize low impact development practices on new construction since we are required to achieve LEED Silver or better. For instance, on the new Mile Square Health Clinic (LEED Gold project) we incorporated permeable paving in the parking lot and a green roof. In a recent landscaping project (the Memorial Grove) we incorporated permeable paving and native plantings.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

Yes

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

UIC's Climate Action Plan has been written up and its initiatives outline the following recommendations to later become policy: capture stormwater onsite, reduce/eliminate irrigation, native species, tree care plan, integrated pest management

A brief description of any rainwater harvesting employed by the institution:

There is an underground cistern for the Forum (a conference facility) that collects rainwater and it is used for irrigation.

Rainwater harvested directly and stored/used by the institution, performance year:

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

A brief description of any living or vegetated roofs on campus:

A small green roof has been created on the patio/roof surface of the Art and Architecture building. Sections of the elevated plazas on the Behavioral Sciences Building have green roofs as well. The Plaza next to Education, Performing Arts and Social Work Building is a green roof over the "green" room. In addition to reducing heat load, green roofs can capture significant amounts of water that would otherwise run off the roof. All roof replacements will utilize reflective coatings or green roofs to the extent possible.

A brief description of any porous (i.e. permeable) paving employed by the institution:

Douglas Hall's walkways are constructed with permeable pavement so to absorb rain water in a highly used area of campus.

A brief description of any downspout disconnection employed by the institution:

A brief description of any rain gardens on campus:

Lincoln and Douglas Hall, our two LEED Gold Certified Buildings, have rain gardens as a part of their outdoor landscape. The rain gardens help absorb rainwater and reduce flooding in a high traffic area on campus. The rain gardens infiltrate the water to the natural ground.

A brief description of any stormwater retention and/or detention ponds employed by the institution:

Underground tank at the Forum that is used to irrigate landscaping, but not metered for water reuse

A brief description of any bioswales on campus (vegetated, compost or stone):

With the construction of Lincoln Hall (UIC's first LEED certified building), the University has installed the first native plant plot surrounding the building with permeable ground.

A brief description of any other rainwater management technologies or strategies employed by the institution:

UIC has installed a cistern to capture run-off from the roof
on the UIC Forum and the water is utilized to irrigate the plantings in the area.

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

http://www.uic.edu/sustainability/climateactionplan/2009_UIC_ClimateActionPlan.pdf

Wastewater Management

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Institution has at least one sustainability committee, office, and/or officer 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 officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

The Office of Sustainability coordinates initiatives on campus that bring UIC towards greater social, economic, and environmental sustainability. Our current initiatives are focused on improvements to campus-wide recycling, active transportation options, and energy efficiency; all are strategies in UIC's first Climate Action Plan.

Through outreach, education, and partnerships, the Office of Sustainability is able to collect information, act as a resource to the UIC community, and help facilitate improvements to the campus that reduce our university's impacts on the environment (while also improving the educational atmosphere and our fiscal bottom line).

Does the institution have at least one sustainability committee?:

Yes

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

The Chancellor's Committee on Sustainability and Energy (CCSE) was formed in 2008 to help with the accountability of sustainability initiatives and to bring environmental awareness to the UIC campus. It consists of five subcommittees: Grounds, Transportation, Energy and Utilities, Recycling and Waste Management, and Events and Activities.

The charge of the Chancellor's Committee on Sustainability and Energy (CCSE) is to set priorities, suggest new initiatives, monitor UIC's progress towards goals and actions, assist with the preparation of reports for the campus climate commitments, help with the accountability of relevant sustainability initiatives and promote environmental awareness on campus.

In October of 2013, the CCSE created and presented their 2013 Report to the Chancellor of UIC. This Report contained 20 recommendations for the campus in order to maintain our campus climate commitments to reduce greenhouse gas emissions 40% below 2004 levels by 2030, and 80% below 2004 levels by 2050. Recommendations include, but are not limited to, the use of student projects for feasibility, modifying University Travel Policy to create incentives to use Amtrak, launching an energy dashboard, and creating a campus-wide "UIC Green Event Planning Guide". The CCSE continues to meet regularly as a committee, and individually as subcommittees, to work towards their goals.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Robert Dixon-Registrar, George Crabtree- Professor of Physics, Pablo Acevedo-Associate Director of Facilities Management, Roberta Mason-Gamer-Associate Professor of Biological Sciences, Jacklyn Belaire-student, Monica Farfan-student, Kristy Kambanis-Assistant to the Vice Provost for Diversity, David Lowenstein-student, Emily Minor- Assistant Professor of Biological Sciences, Jill Rothamer-Wallenfeldt- Director of the UIC Experience, Kevin Shalla- Administrative Coordinator of Academic and Enrollment Services Information Technology, Stephen Schlickman-Executive Director of the Urban Transportation Center, Kerry Davis- Financial Aid Administrator, Angel Diaz- Transportation, Jeffery Headrick- Distribution Clerk, Wanda Perry- Director of Campus Parking, Albert Schorsch- Associate Dean of the College of Urban Planning and Policy, Katherine Yoshida- Program Coordinator in Office of Sustainability, Farid Peiravi-student, Richard Anderson- Director of the Environmental Health and Safety Office, Anthony McClellan-CAS Maintenance and Construction Director, Robert Anderson- South Campus Property Coordinator, William Barvirsha-Associate Athletic Director, John Bruch- Assistant Director for Facilities, William Colwell- Events Coordinator, Joshua Dorka- Human Resources Officer, Joseph Iosbaker-Office Assistant in Office of Sustainability, Denise Rosen- Administrative Assistant in Nursing, Lisa Sanzenbacher- Outreach Coordinator in Office of Sustainability, Ning Ai- Assistant Professor in the Department of Urban Planning and Policy, Susan Teggatz- Director of Campus Housing, Michelle Nowak- Facilities Manager in Ambulatory Services, Dave Hoffman-Professor and Head of Physics Department, Robert Roman- Director of Utilities, John Byun- student, Eduardo Colunga- student, Shelby Egan-student, Kevin Casserly- Chief Plant Operating Engineer, John Cuttica- Director of the Energy Resources Center, Ronald Dubreuil-Associate Professor in Biological Sciences, Vytenis Milunas- Director of Project Management in Physical Plant, Robert Rouzer-Executive Associate Director of Campus Auxiliary Services, William Ryan- Visiting Director of the Masters of Energy Engineering Program, Robert Deja- Superintendent of Building Maintenance, Mark May- Instrument and Efficiency Engineer of Utilities, Adali Ramirez- student, Lori Baptista-Director of the African-American Cultural Center, Zyad Hasan- University Police Office, Thomas Lipsmeyer- Program Coordinator in the Physics department, Norma Ramos- Director for Marketing and Communications, Lisa Rau-University Police Officer, Jason Maslanka- Information Technology Director, Carrie Grogan- Associate Director of Programming in Campus Programs, Andrea Gates-Ehlers- Assistant Director of UIC Forum

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

http://www.uic.edu/sustainability/about/ccse.html

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

The Office of Sustainability forms the focal point for coordinating sustainability initiatives on campus by receiving information, tracking data, and assessing progress. This is accomplished through involvement in institutional and programmatic planning, information dissemination, providing guidance, reporting, and acting as a resource for on sustainability in higher education.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

6.10

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

http://www.uic.edu/sustainability/about.html

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Cynthia Klein - Banai

A brief description of each sustainability officer position:

The Associate Chancellor for Sustainability is tasked with as outlined by the Campus Task Force on Sustainability to:

- coordinate sustainability efforts among various offices - implement the task force recommendations and staff committee
- oversee recycling (coordination, promotion, grant writing & reporting, vendor recommendations/bids)
- coordinate outreach efforts for students, faculty and staff (web site, events coordination, student organizations, internships)
- cultivate and develop community partnerships (City of Chicago, Center for Neighborhood Technology, etc)
- measure, monitor and report performance annually (baseline and response to initiatives)(surveys, recycling data, greenhouse gas inventories, energy usage, university■wide savings due to sustainability efforts)
- develop campus■wide policies and facilitate incorporating sustainability concepts into individual departmental policies
- research and implement funding mechanisms for sustainability projects

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

http://www.uic.edu/sustainability/about/staff.html

Sustainability Planning

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	No	No
Research (or other scholarship)	No	No
Campus Engagement	Yes	Yes
Public Engagement	No	No
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	No	No
Energy	Yes	Yes
Grounds	Yes	Yes
Purchasing	No	No
Transportation	Yes	Yes
Waste	Yes	Yes
Water	No	No
Diversity and Affordability	Yes	Yes
Health, Wellbeing and Work	No	No
Investment	No	No

Other	No	No

A brief description of the plan(s) to advance sustainability in Curriculum:

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

Accountable parties, offices or departments for the Curriculum plan(s):

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

The measurable objectives, strategies and timeframes included in the Research plan(s):

Accountable parties, offices or departments for the Research plan(s):

A brief description of the plan(s) to advance Campus Engagement around sustainability:

The Office of Sustainability continues to host outreach events throughout the academic years. Events include Transportation Fairs, Earth Month activities, advertising lectures that relate to sustainability, Great Stuff Exchange, Bike to Campus week, and others. Additionally, the Office continues to market all of it's events both on the Campus Calendar and the Office of Sustainability calendar. The Office also sends out a bi-weekly to monthly newsletter, Green Lights, which reaches hundreds of people on campus.

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Increase the number of sustainability events hosted on campus. This is open to the entire UIC campus of over 27,000 students.

Accountable parties, offices or departments for the Campus Engagement plan(s):

The Office of Sustainability, The Events & Activities subcommittee of the Chancellor's Committee on Sustainability and Energy

A brief description of the plan(s) to advance Public Engagement around sustainability:

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

Accountable parties, offices or departments for the Public Engagement plan(s):

A brief description of the plan(s) to advance sustainability in Air and Climate:

The UIC Climate Action Plan describes the goals and strategies to reduce the campus' greenhouse gas emisions.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

The UIC Climate Action Plan which was developed in 2009 aims to reduce UIC's greenhouse gas emissions 40% below 2004 levels by 2030, and 80% below 2004 levels by 2050.

Accountable parties, offices or departments for the Air and Climate plan(s):

Office of Sustainability, The Chancellor's Committee on Sustainability and Energy

A brief description of the plan(s) to advance sustainability in Buildings:

UIC strives to reduce its greenhouse gas emissions from buildings, while also using our LEED certified buildings as working, learning spaces for students on campus.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

The UIC Climate Action Plan states that the University should aim to reduce greenhouse gas emissions by 40% by 2030 from buildings. It also states that metering of campus buildings should be expanded to all buildings larger than 100,000 sq. ft.

Accountable parties, offices or departments for the Buildings plan(s):

Office of Capital Program, Small Projects Group - Facilities Management

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Accountable parties, offices or departments for the Dining Services/Food plan(s):

A brief description of the plan(s) to advance sustainability in Energy:

The Chancellor's Committee on Sustainability and Energy's 2013 Report has suggested a variety of recommendations for the University. These include creating an Energy Master Plan, launching an Energy Dashboard, develop a Green Building Checklist, continuing the building metering project, and developing a water management plan.

The measurable objectives, strategies and timeframes included in the Energy plan(s):

UIC's Energy Policy states that we will achieve a 10% reduction in energy consumption from a 2010 baseline by 2015. UIC's Climate Action Plan, written in in 2009, set the target of purchasing 25% of electricity from renewable sources by 2025.
Strategy 1.0: Energy Efficiency & Conservation: Retrofits; Metering project; shadow billing; lighting upgrades; HVAC projects; building envelop; monitoring & maintenance; energy performance contracting; water conservation; establish green building standards; green roofs/reflective roofs; energy conservation by faculty, students and staff (40% reduction in energy consumption by 2030)
Strategy 2.0 Clean and Renewable energy: Modify power plants; build renewable electricity generation (2.5% of UIC's electrical consumption by 2020 from onsite; 5% by 2030); geothermal heating and cooling; renewable electricity purchases (25% by 2025)

Accountable parties, offices or departments for the Energy plan(s):

Facilities Mangement and Utilities Departments

A brief description of the plan(s) to advance sustainability in Grounds:

In order to advance the Grounds goals in the UIC Climate Action Plan that include reducing irrigation, increase use of native species, develop a tree care plan, implement integrated pest management. The Chancellor's Committee on Sustainability and Energy's 2013 Report made the goal of capturing and managing stormwater with green infrastructure. It was recommended that a variety of stormwater management techniques be used on campus grounds to manage the overflow and flooding from stormwater.
The 2010 UIC Campus Master Plan lists goals of a reduced urban heat island effect and increased landscape standards including the use of urban species.
The UIC Campus Forest Management Plan sets goals to advance these goals through the management of the campus trees.

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Campus Forest Management Plan: Increase campus tree biodiversity (have no more than 5% same species and 10% of same genus). Increase prevalence of native tree species to 65% by 2030.

Attain at least a 20% prevalence for each age class by 2030.

Increase campus tree canopy coverage to 25% by 2030.

Increase carbon sequestration and pollutant removal services by 15% by 2030.

Increase exiting tree management expenditures by 10% by 2015.

Perform at least 3 tree-related service projects every year starting in 2012.

Hold a well-publicized Arbor Day observance on Campus every year.

Maintain Tree Camus USA certification on an Annual basis.

Accountable parties, offices or departments for the Grounds plan(s):

The Chancellor's Committee on Sustainability and Energy - Grounds subcommittee

Grounds group in Facilities Management

The Master Plan Implementation Committee

A brief description of the plan(s) to advance sustainability in Purchasing:

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

Accountable parties, offices or departments for the Purchasing plan(s):

A brief description of the plan(s) to advance sustainability in Transportation:

The Climate Action Plan Strategy 3.0 Improved Transportation Options
The Chancellor's Committee on Sustainability and Energy's 2013 Report made numerous goals for the University. These include modifying the University's Travel Policy to encourage the use of Amtrak between Uof I campuses, a new parking rate structure to encourage people commuting to campus to use sustainable transportation methods, increase ride-sharing, improve the business process of the CTA benefit program, and to gain bike-share membership for Chicago's bike sharing program Divvy.

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

The Climate Action Plan:
Strategy 3.0 Improved Transportation options: increase bicycling, walking and public transit use by 30% by 2030. Strategies include: Expand transit incentives, make walking & biking easier, implement car sharing and car pooling, improve fleet efficiency, reduce business travel, advance anti-idling regulations

Accountable parties, offices or departments for the Transportation plan(s):

Office of Sustainability, Transportation Department, Office of Business and Finance, the Chancellor's Committee on Sustainability and Energy - Transportation subcommittee

A brief description of the plan(s) to advance sustainability in Waste:

The UIC Climate Action Plan Strategy 5.0: Recycling and Reduced Waste Streams
5.1 Establishing Recycling goals
5.2 Composting
5.3 Sustainable food purchases and use of biodegradable packaging
5.4 Collecting and converting vegetable oil
5.5 Develop a user-friendly property management system
5.6 Expand the waste minimization program
5.7 Construction debris
5.8 Purchasing policies

The measurable objectives, strategies and timeframes included in the Waste plan(s):

The UIC Climate Action plan, written in 2009, stated a goal to increase the recycling rate by 36% by 2010. As of 2013, the UIC recycling rate is at about 45%.

Accountable parties, offices or departments for the Waste plan(s):

Office of Sustainability, Transportation and Grounds in Facilities Management, Chancellor's Committee on Sustainability and Energy: Waste and Recycling subcommittee, Office of Business and Finance, Office of Capital Programs, Small Projects group Facilities Management

A brief description of the plan(s) to advance sustainability in Water:

The measurable objectives, strategies and timeframes included in the Water plan(s):

Accountable parties, offices or departments for the Water plan(s):

A brief description of the plan(s) to advance Diversity and Affordability:

A Mosaic for UIC Transformation: This plan is designed to guide UIC toward achieving diversity and equity at all levels of our campus community and in all our activities. In order to advance UI's priority of developing "UIC as the nation's premier urban public research university" it must provide universal access to excellence and success. So the plan lays out a program for realizing the university's priorities and achieving that success. This plan recognizes that UIC, as the major public research university in the City of Chicago, has

the unique role of fulfilling its mission of teaching, research, and service by embedding diversity in all these activities. It also expands the benefits to enact transformative values in inquiry and discussion, residential and extracurricular living, public service, and institutional decision-making.

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

Goal 1: UIC will create a structure that reflects its vision of diversity as a fundamental institutional value supported and realized through shared leadership and responsibility. Diversity structure will be assessed 3 years after it has been established.

Goal 2: UIC will recruit and promote the success of diverse student, faculty and staff populations (metric: UIC Equity scorecard, outcomes data from campus academic support services, climate assessment)

Goal 3: UIC will have a climate of diversity and equity in which individual students,f aculty, and staff feel welcomed in their identities, valued for their contributions, and feel their identities can be openly expressed wherever they live, work, and study

Goal 4: By reducing social stratification, UIC will provide more students and employees access to excellence. UIC will expect and support the success of everyone in the UIC community, regardless of his or her background. (VPD-SAC) will develop metrics

Goal 5: UIC will engage diverse communities within Chicago and other great cities as partners and intellectual resources

Goal 6: At UIC, disciplines will draw on diverse perspectives to challenge traditional, established values that determine and direct curricular content, teaching methods, knowledge-making, and scholarship

Goal 7: UIC will be a leader in higher education through application and dissemination of knowledge gained from experience, scholarship and innovative approaches to diversity

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

Institutional responsibility: implement policies, practices and procedures to further goals

Individual responsibility: essential to creating a culture in which all members of UIC community understand, accept, and exercise their responsibilities for diversity and equity

Shared responsibility: functions at various levels of campus populations, as colleges and VC units work with the Vice-Provost for Diversity and Senior Advisor to the Chancellor (VPD-SAC); the VPD-SAC is advised by and regularly consults with deans, vice chancellors, a council, and various campus groups, including practitioners and diversity experts

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

A brief description of the plan(s) to advance sustainability in Investment:

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Accountable parties, offices or departments for the Investment plan(s):

A brief description of the plan(s) to advance sustainability in other areas:

The measurable objectives, strategies and timeframes included in the other plan(s):

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

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

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

The strategic plan addresses primarily the social and economic aspects of sustainability through its mission and goals. The Sustainability Strategic Thinking process that is currently underway is examining these ideas. These are some extracts from that discussion:
"Innovating within to build future strengths and successes through operational efficiency and repairing aging infrastructure" is part of environmental sustainability.
Promoting evidence-based healthcare, training health science professionals, and being a major healthcare provider to underserved communities are integral to UIC's mission.
Developing collaborative and deliberative communities across diverse populations is an essential aspect of good governance. This value is manifested in UIC's commitment to fostering "many approaches to knowing"
Integrative learning processes are key for students to be equipped for work in the 21st century and is a part of our mission to create knowledge that "transforms our views of the world" and addresses "the challenges and opportunities" that face all "Great Cities."
Our Great Cities mission and goal of partnering "with Chicago and the state to enhance the human condition of its citizens" intersects all the work that we do and is a critical component of sustainability work.

The website URL where information about the institution's sustainability planning is available:

http://sustainability.uic.edu/get-involved/sustainability-strategic-thinking/

Governance

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

Structures or mechanisms adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as they apply and are adhered to by the institution.

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:
Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

The UIC Undergraduate Student Government (USG) is the official governing body of undergraduate students at UIC. Their mission states "to be the voice of the undergraduate student body, be the connection between the students and administration, and help students with any areas of concerns." Students have the opportunity to participate in many campus wide committees, meet with a wide variety of university leaders on different issues, and voice the concerns of undergraduate students to university administration.
The Graduate Student Council is the governing body consisting of representatives from degree-granting programs in the Graduate College. The Graduate Student Council supports graduate students by hosting academic seminars and workshops, encouraging them to apply for conferences by supplying travel awards, bringing together graduate students with various social events and project awards, and representing other graduate students in different committees and meetings throughout the year.
The Health Professions Student Council (HPSC) is a student-run organization that represents health professions students at the university. HPSC representatives serve on university committees, and provide funding for health-related student groups, travel, and professional projects. HPSC consists of an Executive Board, as well as representatives from various health profession disciplines.

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:
Yes

A brief description of student representation on the governing body, including how the representatives are selected:

The Board of Trustees is comprised of 13 members, three of whom are students. One Student Trustee is elected by the student body from each of the University of Illinois campuses. One of the Student Trustees is appointed by the Governor to have an official vote.

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

The UIC Undergraduate Student Government (USG) represents undergraduates in many ways, including improving policies affecting student welfare; providing services to meet student needs; and serving as a communication medium between students and administration. GSC and HPSC focus on similar issues, including academic affairs, diversity, service, sustainability and social events. In addition, campus-wide committees on establishing new policies, programs, initiatives, and strategic and long-term planning are created in which students are invited to participate. Further, student representatives serving on the University Senate are members of committees on a variety of topics including budget, planning, and priorities.

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

Many of the colleges have governance bodies that encourage staff participation. Most planning committees include staff. There are also the Chancellor's status committees. UIC established the Chancellor's Status Committees to assist the campus community in supporting our diverse students, faculty and staff. Every year, faculty, staff, and students are nominated by existing committee members and appointed annually by the Chancellor as an official executive committee member. Their participation reflects the importance of service to

the university and reflects the diversity of our campus. Involvement in Status Committee meetings and events is open to the entire UIC community and supported by the Chancellor thereby considered approved for employee participation. I encourage you to call upon the Status Committees to seek their assistance or take part in their efforts in the areas described below. They include: Committee on the Status of Asian Americans (CCSAA)

Committee on the Status of Blacks (CCSB)

Committee on the Status of Latinos (CCSL)

Committee on the Status of Lesbian, Gay, Bisexual, Transgender, Queer People and Allies (CCSLGBTQPA)

Committee on the Status of Persons with Disabilities (CCSPD)

Committee on the Status of Women (CCSW)

More information:

http://www.uic.edu/home/Chancellor/committees.shtml

There is also the Academic Professional Advisory Committee

https://sites.google.com/site/uicapac/

: The Academic Professional Advisory Committee (APAC) of the University of Illinois at Chicago is an elected body whose function, as defined by University of Illinois Board of Trustees Statutes Article II, Section 5, is to provide for the orderly voicing of suggestions for the good of the University, afford added recourse for the consideration of grievances, and furnish a channel for direct and concerted communication between the Academic Professional (AP) staff and the administrative officers of the University, its colleges, schools, institutes, divisions, and other administrative units on matters of interest or concern to the Academic Professional staff or any member of it.

The Academic Professional Advisory Committee (APAC) is a formally recognized committee that represents the more than 4,000 academic professionals on campus. As advisors to the University Administration, we review policy, represent academic professionals on search committees, voice concerns regarding academic professionals to the Chancellor, and play an active role in professional development efforts at UIC.

There is also the Staff Advisory Council which represents the Civil Service Employees.

COLLABORATE IS the name of a newly emerging committee, with a goal of providing various groups across campus the opportunity to discuss these types of shared concerns and collectively work towards solutions. COLLABORATE currently includes representatives from the following:

The Academic Professional Advisory Committee

The Staff Advisory Council

The UIC Senate

The Chancellor's Committee on the Status of Asian Americans

The Chancellor's Committee on the Status of Blacks

The Chancellor's Committee on the Status of Lesbian, Gay, Bisexual, Transgender, Queer People and Allies

The Chancellor's Committee on the Status of Women

The Chancellor's Committee on Sustainability and Energy

The Chancellor's Committee on the Status of Latinos

The Chancellor's Committee on the Status of Persons with Disabilities

The UIC UNITED, the UIC Chapter of the State Universities Annuitants Association

Some reports of their work are available here:

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:

No

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

Strategic planning processes include staff from all areas of the university. This covers all areas listed above. Some recent examples include:
The Diversity Thinking and Planning Process

http://www.uic.edu/depts/oaa/diversity_planning/

The Student Success Plan

http://studentsuccess.uic.edu/

Sustainability Strategic Thinking process

http://sustainability.uic.edu/get-involved/sustainability-strategic-thinking/

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

The University Senates Conference is a statutory body that provides the major link between the faculties of the Chicago, Urbana-Champaign, and Springfield campuses. The Senates Conference is charged with reviewing "all matters acted upon by each Senate" so to decide whether actions taken by one-senate have broader all-university relevance. In addition, the Senates Conference acts as an advisory group to the Board of Trustees through the President, to other administrative officers, and to the senates themselves on matters of university-wide concerns.

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:

No

A brief description of faculty representation on the governing body, including how the representatives are selected:

While there is not a faculty member that serves on the Board of Trustees, the University Senates Conference according to the Statutes, Article II, Section 2 (c) may act as an advisory group to the Board. Section 2 University Senates Conference states "c. The conference may act and may authorize its executive committee to act as an advisory group to the Board of Trustees (through the president), the president, other administrative officials, and the several senates on matters of university-wide concern. It shall be a special concern of the conference executive committee to aid in maintaining harmonious relations among such officers and the units of the University."

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes

Strategic and long-term planning	Yes
Existing or prospective physical resources	---
Budgeting, staffing and financial planning	---
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

As noted in Section 3 Faculty Role in Governance of the Statutes, "As the responsible body in teaching, research, and scholarly activities of the University, the faculty has inherent interests and rights in academic policy and governance. Each college or other academic unit shall be governed in its internal administration by its faculty, as defined in Section 3a (1) above. Governance of each academic unit shall be based on unit bylaws established and amended by the faculty of that unit. The bylaws shall provide for the administrative organization and procedure of the unit, including the composition and tenure of executive or advisory committees. Except that they may not conflict with these Statutes, or other specific actions of the Board of Trustees, or with the bylaws of a unit which encompasses it, the details of the bylaws are left to the faculty of the unit."

The website URL where information about the institution's governance structure is available:

http://www.bot.uillinois.edu/governance

Diversity & 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. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
- Staff
- Faculty
- Administrators

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:
Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

Established in 2007, the Diversity Advisory Committee (DAC) is jointly chaired by the Provost & Vice Chancellor for Academic Affairs, and the Vice Provost for Diversity & Senior Advisor to the Chancellor. Including its co-chairs, the DAC has twenty-seven members. Membership includes campus leadership at the 'provost's cabinet' level, including the Vice Provost for Academic and Enrollment Services, the Vice Provost for Faculty Affairs, a representative from the Faculty Senate, and directors of associated offices such as the Director of the Institute for Research on Race and Public Policy (IRRPP), the Executive Director of the Urban Health Program, and a representative director from among the Centers for Cultural Understanding and Social Change. It also includes a designated representative from each of the six Chancellor's Status Committees; the Heads or designated Associated Heads of the Departments of African-American Studies, Asian American Studies, Disability & Human Development, Gender & Women's Studies, and Latin-American & Latino Studies. The Director of the Office for Access and Equity also attends. Membership includes representation from faculty, staff, and students from both the undergraduate and graduate level.

In its monthly meetings, the DAC advises the Provost on all matters pertinent to enhancing the positive impact of diversity in academic affairs. Specifically, the DAC is asked to consider and give counsel on programs for faculty and students, including recruitment and retention and formal curriculum and extracurricular offerings that promote diversity and educational benefits from diverse experiences and perspectives for the faculty and the student body. The DAC provides guidance as UIC articulates and takes steps to implement the diversity strategic plan.

The full-time equivalent of people employed in the diversity and equity office:

6.25

The website URL where information about the diversity and equity committee, office and/or officer is available:

http://www.uic.edu/depts/oaa/diversity/

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

Diversity training for faculty and staff is encouraged. The Office of Access and Equity offers training modules about topics such as affirmative action, dispute resolution, climate enhancement, and the Americans with Disabilities Act. The UIC Gender and Sexuality Center offers a "Safe Zone" training, in which many academic departments and administrative units have participated. Safe Zone is based in a consultation and interactive workshop model that provides expertise in guiding units, departments and organizations to increase awareness of LGBTQ issues and concerns and implement holistic and inclusive policies and practices.

[http://www.uic.edu/depts/quic/gsc/safezone.html]

The following 2010 trainings are offered monthly. Upon request, OAE offers training for individual departments with participants of 10 or more.

Please click here to visit our online registration page to register for any of the workshops listed below:

1. Academic Hiring Process
2. Dispute Resolution Services (DRS)
3. How to Create a More Engaging Environment
4. Myths, Fears, & Stereotypes: Why We Need the Americans With Disabilities Act
5. Respect in the Workplace: Promoting Diversity and Preventing Discrimination
6. Understanding an Preventing Sexual Harassment
7. Supervisor's Toolkit: Avoiding and Handling Employee Complaints
[http://www.uic.edu/depts/oae/EducationAndTrainings/index.htm]

The campus offers a diversity first-year seminar, Campus Course (CC) 120, "UIC First-Year Dialogue Seminar" which was developed as a course for all new freshmen (approximately 3200 students annually). It was specifically created in response to a charge issued by Chancellor Paula Allen Meares to serve as a foundational course and one that would support UIC's diversity strategic plan (Goal 3: states that UIC will have a climate of diversity and equity in which individual students feel welcomed in their identities, valued for their contributions, and feel their identities can be openly expressed). Eight undergraduate colleges have endorsed/supported this course an elective for their students, while one has accepted it as a requirement for all entering freshmen. UIC's First-Year Dialogue Seminar (1 credit hour) is a diversity course focusing on the development of critical thinking skills and learning from diversity and dialogues. The course introduces students to theory and empirical findings from a variety of disciplines concerning diversity, culture, identity, and intergroup dialogue. The course also provides a formal introduction to UIC diversity initiatives, campus resources and programs (e.g., UIC Centers for Cultural Understanding and Social Change). We believe that these skills will define the UIC graduate as successful in their ability to communicate, live, and work together in diverse groups on campus and beyond.
[http://www.uic.edu/depts/oaa/igd/index.html]

The website URL where information about the cultural competence trainings is available:

http://www.uic.edu/depts/oae/EducationAndTrainings/index.htm

Assessing Diversity and Equity

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

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

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate assessment(s) :

In the fall of 2011, a University-wide Climate Survey was distributed to all faculty, staff, and students at the University of Illinois. The survey assessed perceptions of inclusiveness, friendliness, cooperation, professionalism, recognition, support, and opportunities for advancement and academic success.

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

UIC's participation in the UCLA HERI (Higher Education Research Institute) Diverse Learning Environments Survey was administered in 2010 and assesses the impact of the diverse environments that help shape student learning. The survey captures student perceptions

regarding the institutional climate, campus practices as experienced with faculty, staff, and peers, and student learning outcomes. Diverse student populations are at the center of the survey, and the instrument is based on studies of diverse student bodies and the complexity of issues that range from student mobility to intergroup relations (information taken from:

http://www.heri.ucla.edu/dleoverview.php.

)

• College Student Experience Questionnaire to a sample of enrolled students on an alternating year cycle (2004, 2006, 2008, 2010 is the history). There are questions about experience, attitudes and aspirations -- a few of which touch on diversity issues. There is consistency in the regularity of administration, but this is not a strictly climate assessment.

• Pathways to Success for African American Males at UIC is a institutionally-funded study that examined the pathways for African American male students who moved through the academic and social systems at UIC and were on track to complete their degrees in a timely fashion. The study was designed so that the response of the student participants would be helpful in informing the campus about the facilitators of, and obstacles to success for these students. The study was conducted during the spring of 2009.

*In the fall of 2011, a University-wide Climate Survey was distributed to all faculty, staff, and students at the University of Illinois. The survey assessed perceptions of inclusiveness, friendliness, cooperation, professionalism, recognition, support, and opportunities for advancement and academic success.

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

In the fall of 2011, a University-wide Climate Survey was distributed to all faculty, staff, and students at the University of Illinois. The survey assessed perceptions of inclusiveness, friendliness, cooperation, professionalism, recognition, support, and opportunities for advancement and academic success.

Has the institution assessed diversity and equity in terms of governance and public engagement?:

No

A brief description of the governance and public engagement assessment(s):

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

http://www.uillinois.edu/climatesurvey/

Support for Underrepresented Groups

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Part 1

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

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

Submission Note:

Campus Housing works with special needs students like transgender students in their housing accommodations, offer various housing options, and help the student identify their comfort level.

The Chancellor's Committee on the Status of Lesbian, Gay, Bisexual, Transgender, Queer People, and Allies is currently engaged in the process of mapping and advocating for increased numbers of gender neutral bathrooms and appropriate signage, across the campus. The committee anticipates completing and publishing the inventory in the 2014-2015 academic year.

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

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

Yes

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

I. Academic Support, Mentoring, for Underrepresented Students:

African American Academic Network (AAAN)

The mission is to increase the recruitment, retention, and graduation rates of African American students. In keeping with that focus, AAAN is also committed to establishing an inclusive and supportive campus environment. AAAN sponsors social and cultural activities to encourage student involvement, and advocates for the interests of its participants.

CHANCE Learning Center

http://www.uic.edu/depts/oaa/chance/index.html

The CLC aims to assist incoming freshman, transfer and currently enrolled students make their transition to UIC by providing an arena that focuses on: academic preparation, study.

Counseling Center

http://www.uic.edu/depts/counseling/

The Center helps students with a wide range of personal problems, emotional and psychological difficulties, career questions, and relationship issues. They also conduct outreach and training programs and coordinate the InTouch Hotline. This is a free crisis intervention, counseling, and referral service offered to UIC students and members of the greater Chicagoland area. Center staff is committed to the highest standards of competency in meeting the needs of individuals from diverse backgrounds, including differences of culture, race, ethnicity, national origin, class, gender, ability, age, and sexual orientation.

Disability Resource Center

http://www.uic.edu/depts/oaa/disability_resources/

This center facilitates access for students through consultation with faculty and campus departments, and the provision of accommodations including interpreters, document conversion, and assistive technology.

Office of International Services

http://www.ois.uic.edu/

OIS provides comprehensive support, including advising on both immigration and related government and university policies, as well as offering cross cultural programming to the UIC community. OIS also coordinates the campus orientation for new international students.

Latin American Recruitment and Educational Services (LARES)

http://lares.uic.edu/

LARES seeks to empower students by providing personal growth and educational opportunities and to prepare leaders who will make individual and collective contributions toward the cultural and social advancement of the Latino community.

Native American Support Program (NASP)

http://www.uic.edu/depts/nasp/index.shtml

NASP strives to increase the enrollment, retention and graduation rates of Native American students. NASP fosters a climate supportive of positive academic experiences for Native American students at the
University of Illinois at Chicago. Office of Special Scholarship Programs (OSSP)

http://www.uic.edu/depts/oaa/ssp/osspmain.htm

OSSP assists UIC students in searching and applying for nationally competitive scholarships, fellowships and external scholarship awards.

Mathematical Sciences Learning Center

www.math.uic.edu/mslc

The Center provides coursework assistance and tutoring for undergraduate students, and opportunities for students to work on challenging problems with classmates through innovative techniques of cooperative learning.
Science Learning Center (

www.chem.uic.edu/slc/

) is a place in which all levels of expertise meet and exchange ideas. They provide tutoring, peer-led study groups, and gathering space for discussions in biology, chemistry, earth and environmental science and physics.

Writing Center

http://www.uic.edu/depts/engl/writing/

To help students learn about writing, UIC offers a special free resource, a peer writing center, where students work with other students to improve as writers.

Programs:

ASCEND

Assuring STEM Credential Expansion through Nurturing Diversity, is a multi-year program designed to enhance the experience of UIC students in science, technology, engineering, and mathematics.

Bridge to the Doctorate Program

This program, which is part of the Louis Stokes Alliance for Minority Participation, promotes the inclusion and retention of underserved minority students in PhD programs in science, engineering, technology, and mathematics (STEM)disciplines. The third cohort of BD fellows began in August 2008, and the fourth cohort is anticipated to matriculate in August 2010. The target for each cohort is 12 fellows.

Graduate Pathways to Success Program (GPS)

This new initiative – formerly the Ronald E. McNair Post Baccalaureate Achievement Program – operates under the auspices of the Graduate College. The Program serves 10-15 students and is designed to prepare and recruit more underrepresented minority college students into graduate education. The Program strengthens and builds upon institutional relationships both internally and externally to also attract more underrepresented students to graduate study. Internally, the Program provides graduate school preparation activities and faculty-supervised undergraduate research experiences during the academic-year. Externally, the Program places students in research experiences as well as graduate programs in other institutions.

Illinois – Louis Stokes Alliance for Minority Participation (I-LSAMP) Programs

formerly the Chicago Alliance for Minority Participation (ChAMP) was formed in 1993 in response to the National Science Foundation's mandate to significantly increase the number of underrepresented scholars earning degrees in the disciplines of science, teaching, mathematics, and engineering (STEM). Partner universities all over the state emerged, supporting I-LSAMP's goal to provide programs to improve students academic preparation, offer more educational options to increase opportunities, and modify/reinvent gateway courses to more effectively educate students in order to enhance academic performance.

Summer Research Opportunities Program (SROP)

SROP was first established in 1986 by the Graduate Deans of the Committee on Institutional Cooperation (CIC). The goal of SROP is to

introduce domestic underrepresented sophomores and juniors to academic research experiences. Student participants work one-on-one with a faculty mentor giving them an opportunity to experience research and the graduate student experience.

UIC launched its SROP in 1986, with a total of six minority undergraduate students. In its twenty-year history of hosting this program, UIC has had over one thousand student participants.

Women in Science and Engineering

http://www.uicwise.org/

UIC's WISE Program is a support program for all women students studying science, technology, engineering, and mathematic (STEM) fields. They serve students as young as 6th grade, to our women faculty members on campus.

• Note: There are also a additional campus-supported student organizations that offer peer mentoring and academic support – e.g., Brothers Reaching Out (BRO), Students for African American Sisterhood (SAAS), Student Chapters of: Society of Hispanic Professional Engineers, National Association of Black Accountants, et.al. The full list of campus student organizations is at the Campus Programs website

http://www.uic.edu/depts/campusprograms/

II. Affinity Groups for Underrepresented Members of the Campus Community:

Faculty, staff and students are invited to affiliate with any of the six Chancellor's Status Committees. These committees are open to all members of the campus community. Each committee designates a faculty member and an administrative staff member as co-chairs. The Office of the Vice Provost for Diversity provides administrative support and the Chancellor's office maintains a budget for each status committee. The six Chancellor's Committees are focused on the status of: Asian Americans; Blacks; Latinos; Lesbian, Gay, Bisexual Transgender, Queer People and Allies; Persons with Disabilities; and Women.

The Chancellor's Committee on the Status of Blacks (CCSB) serves as an advisory body on matters pertaining to the academic, professional, and social aspects of African and African American life at UIC. CCSB addresses issues relating to campus governance, employment practices, public relations, student affairs and other issues that affect the well being of Blacks on campus. The committee works collaboratively with UIC's diverse community.

The Chancellor's Committee on the Status of Latinos (CCSL) was established to promote the development of educational, professional and career opportunities among UIC Latinos. The committee addresses issues of general concern to Latinos at UIC.

The Chancellor's Committee on the Status of Asian Americans (CCSAA) is dedicated to promoting the academic, social, cultural and professional welfare of UIC's Asian American faculty, staff and students. We address issues related to work and pay, recruitment and retention, and quality of life.

The Chancellor's Committee on the Status of Women (CCSW) works to improve the status of women at UIC with a primary objective to advise and make recommendations to the Chancellor regarding attitudes, policies, and procedures that affect women faculty, staff and students. The committee will undertake projects and will also recommend changes in campus structures, policies and programs as appropriate.

The mission of the Chancellor's Committee on the Status of Persons with Disabilities is to promote empowerment and inclusion of faculty, staff and students with disabilities at UIC. CCSPD recognizes that people with disabilities are a diverse group, including individuals with visible and non-visible disabilities. This mission is motivated by the belief that people with disabilities are assets to the university, not liabilities.

The mission of the Chancellor's Committee on the Status of Lesbian, Gay, Bisexual, and Transgender Issues is to provide leadership on lesbian, gay, bisexual, and transgender issues in UIC communities. This includes addressing needs of staff, faculty, students and alumni of diverse sexual orientations and gender identities. The goal is to enhance a supportive environment that will foster full participation by all members of the university's communities in teaching, public service, and research.

The website URL where more information about the support programs for underrepresented groups is available:

http://www.uic.edu/uic/about/diversity/index.shtml

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

A brief description of the institution's discrimination response policy, program and/or team:

As part of the Office of the Chancellor, the Office for Access and Equity (OAE) is the office charged with reviewing and addressing complaints of harassment and/or discrimination. UIC is firmly committed to the most fundamental principles of academic freedom, equality of opportunity, and human dignity. To this end, UIC strictly prohibits discrimination or harassment against any person because of race, color, religion, national origin, ancestry, age, marital status, disability, sexual orientation including gender identity, unfavorable discharge from the military or status as a protected veteran, arrest records, genetic information, citizenship status and/or order of protection status, and will comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders, and regulations. The University's Nondiscrimination Policy protects persons from discrimination in all terms and conditions of employment, including hiring, selection, promotion, transfer, pay, tenure, discharge, and discipline. It also applies to admissions and access to-/treatment in University programs and activities.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

http://www.uic.edu/depts/oae/UnlawfulDiscrimination/index.htm

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

No

Support for Future Faculty Diversity

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

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 from underrepresented groups 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.

Submission Note:

http://www.uic.edu/depts/oaa/Docs/103-URFP_Final2_MAAP_Jan%202008.pdf

http://www.uic.edu/depts/oaa/faculty/guide_policies.html

http://www.uic.edu/depts/oaa/Docs/103-URFP_Final2_MAAP_Jan%202008.pdf

http://www.uic.edu/depts/oaa/diversity/lens%20book%2008.13.12%20pdf%20version2.pdf

http://www.uic.edu/depts/oaa/diversity/mosaic%20doc%2008.13.12%20final%20pdf%20version1.pdf

http://www.uic.edu/depts/oaa/diversity/

http://www.uic.edu/home/Chancellor/5_8_12.shtml

http://www.uic.edu/home/Chancellor/committees.shtml

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

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

UIC supports a range of diversity initiatives that help build a diverse faculty. These are consistent with its Diversity Strategic Thinking Document and Mosaic for UIC Transformation (Diversity Strategic Plan Document), many of which include faculty in implicit and explicit ways. UIC stands apart from many of its peers in that we house an independently collaborative Office for Diversity. This office partners with faculty and staff from administrative offices, colleges, and departments to deliver a number of programs and supports. In conjunction with the Provost and Vice Chancellor for Academic Affairs, the Vice Provost and Senior Assistant to the Chancellor for Diversity convenes a Diversity Advisory Committee. Additionally, the Vice Provost and Senior Assistant to the Chancellor for Diversity convenes a Diversity Executive Committee that consists of Diversity Representatives for each of the line colleges on campus. With support from the Office for Diversity, the Chancellor's office convenes six Chancellor's Status Committees, each with faculty subcommittees. Faculty Diversity is also supported through the UIC Office for Access and Equity, which upholds related regulations and academic hiring policies and provides diversity-related resources, discrimination and harassment-related resources, and disability-related resources, all of which pertain to faculty. Additionally, the Vice Provosts support the Provost and Chancellor in administering the Underrepresented Faculty Recruitment Program, the Cluster Hiring Initiative, an annual meeting of Underrepresented faculty, and specialized mentoring workshops for junior underrepresented faculty that focus on the promotion and tenure process.

The Underrepresented Faculty Recruitment Program helps increase the diversity of higher education faculty. The aim of the Underrepresented Faculty Recruitment Program is to attract and retain a faculty that more closely resembles the UIC student population. The UFRP is designed to encourage and assist colleges and departments that have selected underrepresented candidates for hire by providing funds toward salary and research.

The Diversity Strategic Plan and Mosaic for UIC Transformation promote the cumulative thinking of faculty, staff, and students toward diversity strategic thinking and planning. They contain existing and future goals and initiatives, reflected in the description of programs, policies, creative action committees, and current and future aspirations that support diversity.

The Diversity Advisory Committee and the Diversity Executive Committee both set goals, report on existing activities, and advise key administrators on the progress of campus towards its diversity strategic plan.

The Clustering Hiring Initiative is a faculty recruitment program to increase diversity and the interdisciplinary culture of UIC. It was designed to cultivate diverse academic leadership and enhance the educational experience of students and the work of faculty by broadening the array of backgrounds, ideas, and disciplines of faculty on campus.

There are also six Chancellor's Status Committees, each of which has a faculty subcommittee that supports the diversity of faculty. Faculty are nominated by existing committee members to serve campus in ways that support faculty diversity, such as attending faculty mentoring and orientation events held in conjunction with the Office for Faculty Affairs. The six committees include the Committee on the Status of Asian Americans, the Committee on the Status of Blacks, the Committee on the Status of Latinos, the Committee on the Status of Lesbian, Gay, Bisexual, Transgender, Queer People, and Allies, the Committee on the Status of Persons with Disabilities, and the Committee on the Status of Women.

The Office of Access and Equity also helps to increase the diversity of higher education faculty by striving to increase access to employment, programs, and services in an environment free of unlawful discrimination and harassment.

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

http://www.uic.edu/depts/oaa/diversity/

Affordability and Access

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional 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 (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically 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
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

    A. The percentage of entering students that are low-income

    B. The graduation/success rate for low-income students

    C. The percentage of student financial need met, on average

    D. The percentage of students graduating with no interest-bearing student loan debt

Submission Note:

We do not have data for the percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students

"---" 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 any policies and programs to minimize the cost of attendance for low-income students:

• Financial Aid
The University of Illinois at Chicago (UIC) is committed to providing access to higher education and minimizing loan debt for all undergraduate students, by optimizing the positive impact of university supported grants on student retention and graduation while controlling the campus based financial aid budget. UIC has allocated a portion of its operating budget to provide Illinois residents who are Pell or MAP eligible with supplemental grant aid that will support them to degree completion while attending UIC. There are two levels of grant aid in this program, the UIC Access to Excellence Grant and the UIC Gateway Grant.

Note: this is a substantial institutional commitment given that 36% of UIC undergraduates are Pell eligible

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

• Faculty Institute of the Centers for Diversity: seeks to inform better practices in the classroom and in instruction with regards to diversity

A brief description of any programs to prepare students from low-income backgrounds for higher education:

■ Partnership with Chicago Public Schools (our data shows that a large percentage of students at UIC who are from CPS are low-income)
■ TRIO
■ Summer College

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

• President's Award Program (PAP) assists the University of Illinois at Chicago to enroll highly capable, admitted students from historically underrepresented groups, students from areas of the state (Illinois) with low rates of participation at the University of Illinois, and high achieving dependent students from families with zero Expected Family Contribution (EFC=0). The broad goals of the program are to ensure and enrich the diversity of the student body.

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

Workshops are available from the different support programs to guide parents.
• Latin American Recruitment and Educational Services (LARES)

http://www.lares.uic.edu/

LARES seeks to empower students by providing personal growth and educational opportunities and to prepare leaders who will make individual and collective contributions toward the cultural and social advancement of the Latino community.

• The TRIO/Educational Opportunity Outreach Programs consist of two pre-college programs (Upward Bound and Upward Bound Math Science) and one college program (Student Support Services/Academic Support Program) designed to identify students with academic potential who need information and support to complete high school and advance to, and graduate from, postsecondary school. These may be first-generation college students, low-income students, or students with disabilities. The programs serve students without regard to ethnicity.

http://www.uic.edu/depts/trio/index.shtml

• African American Academic Network (AAAN)

http://www.uic.edu/depts/aaan/index.shtml

Our mission is to increase the recruitment, retention, and graduation rates of African American students. In keeping with that focus, AAAN is also committed to establishing an inclusive and supportive campus environment. AAAN sponsors social and cultural activities to encourage student involvement, and advocates for the interests of its participants.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

• Urban Health Program -http://www.uic.edu/depts/uhealth/ The mission of the University of Illinois at Chicago's Urban Health Program is to recruit, retain, and graduate underrepresented racial/ethnic minority students, specifically African Americans, Latinos, and Native Americans, in the health professions, and to expand educational opportunities for these populations at the pre-college (K-12), undergraduate, graduate, and professional levels. In addition to an administrative office and campus-wide programming, each of the six health science colleges has UHP programs and staff in place.
• President's Award Program (PAP)
• TRIO

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

Nondiscrimination Statement

The commitment of the University of Illinois to the most fundamental principles of academic freedom, equality of opportunity, and human dignity requires that decisions involving students and employees be based on individual merit and be free from invidious discrimination in all its forms.

The University of Illinois will not engage in discrimination or harassment against any person because of race, color, religion, national origin, ancestry, age, marital status, disability, sexual orientation including gender identity, unfavorable discharge from the military or status as a protected veteran and will comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders and regulations. This nondiscrimination policy applies to admissions, employment, access to and treatment in the University programs and activities.

University complaint and grievance procedures provide employees and students with the means for the resolution of complaints that allege a violation of this Statement. Members of the public should direct their inquiries or complaints to the appropriate equal opportunity

office.

Policy Council
Revised May 31, 2005

http://www.uic.edu/depts/oar/campus_policies/nondiscrimination_statement.html

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Does the institution have policies and programs in place to support non-traditional students?:
Yes

A brief description of any scholarships provided specifically for part-time students:

All students are treated the same

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

There is an on-site child care facility on west side of campus. UIC Children's Center is a full-day early childhood program for children of current UIC students, faculty and staff. Children must be between the age of 2 years and 9 months up to 6 years. The program is accredited by the National Association for the Education of Young Children and licensed by the Illinois Department of Children and Family Services.

A brief description of other policies and programs to support non-traditional students:

In 2013, The association Student Affairs Administrators in Higher Education (known by its previous acronym, NASPA) awarded UIC's Commuter Student Resource Center its Gold Excellence Award "for transforming higher education through outstanding programs, innovative services, and effective administration" in the category for off-campus, commuter, and other nontraditional students. The Commuter Student Resource Center provides a space where commuters can study in quiet, socialize in a lounge, or do homework on public computers and printers. It offers a kitchen, locker rooms with showers, and lactation rooms. A full-time staff provides programming and services to help commuters feel better connected to the campus. Located on the second floor of UIC's Student Center East, 750 S. Halsted St., the center opened for fall semester in 2010 and now averages more than 3,000 student-visits per week. In

announcing the award, NASPA noted that the Commuter Student Resource Center "demonstrates excellence in designing a comprehensive program that provides its off-campus students with facilities, services, and programs" necessary for successful academic achievement.

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:
Yes

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	53
The graduation/success rate for low-income students	55
The percentage of student financial need met, on average	61
The percentage of students graduating with no interest-bearing student loan debt	36

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:
0

The website URL where information about the institution's affordability and access programs is available:
http://www.uic.edu/depts/financialaid/

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. 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 and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

• Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
• Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

Submission Note:

Dining Services run by Chartwells is considered an outside vendor or contractor; therefore all of our managers and associates are contractors.

120 union associates
10 salaried positions
21 hourly supervisor or administrative positions
151 TOTAL

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

Number of employees:

10,385

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

6,027

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Yes

Number of employees of contractors working on campus:

163

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

163

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Many of the civil service employees are covered by collective bargaining contracts. Approximately, two years ago the faculty (including some non-tenure track) faculty unionized and they are also covered by collective bargaining agreements. All collective bargaining agreements are posted at

https://www.hr.uic.edu/labor_relations/labor_agreements/

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

10,245

Number of employees of contractors that receive sustainable compensation:

0

A brief description of the standard(s) against which compensation was assessed:

We used 120% the 2014 Federal Poverty Guideline for a Family of 4, which comes to $28,620 annual salary. Although we looked only at benefit-eligible employees (those working 0.50 FTE or greater), we did not account for the value of their benefits. We then ran a report for all civil service and academic professional employees in this category, to see how many earn less than that. All faculty were already known to earn more than that. No academic professional employees earned less than the minimum.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

Every individual hired at Full Time Employment of .50 or higher are benefit eligiable. This has no baring on classification title or employee group.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

Every individual hired at Full Time Employment of .49 or lower are not benefit eligiable. Effective January 1, 2014 these individuals have an option to purchase benefits due to the Affordable Health Care Act. This has no baring on classification title or employee group.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

The extra help employee group are non-benefit eligiable. Effective January 1, 2014 these individuals have an option to purchase benefits due to the Affordable Health Care Act.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

The lowest wage for a full-time, non-tenure track faculty is $37,500. They are considered full-time, if they have 0.51 FTE appointment for 4 or more continuous semesters, excluding summer.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

The extra help student employee group are non-benefit eligiable. Effective January 1, 2014 these individuals have an option to purchase benefits due to the Affordable Health Care Act.

The local legal minimum hourly wage for regular employees:

8.25 *US/Canadian $*

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 faculty and staff?:

Yes

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

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

http://www.hr.uic.edu/

Assessing Employee Satisfaction

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

21.40

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

In the fall of 2011, a University-wide Climate Survey was distributed to all faculty, staff, and students at the University of Illinois. The survey was conducted by the Survey Research Laboratory (SRL) in collaboration with the Office of the Vice President for Academic Affairs (OVPAA), with a final sample of 13, 938 received for UIC. Data was collected by means of an online survey; however efforts were made to assist persons without computer access by providing paper questionnaires.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

The survey aimed at assessing the perceptions of the work and academic climate at the University of Illinois. The survey assessed perceptions of inclusiveness, friendliness, cooperation, professionalism, recognition, support, and opportunities for advancement and academic success. An analysis was set up in terms of outcome and explanatory variables. Correlations were then examined between the explanatory components and the outcome variables.

The year the employee satisfaction and engagement evaluation was last administered:

2,011

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

http://www.uillinois.edu/climatesurvey/

Wellness Program

<div align="center">

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

</div>

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

• Students

• Staff

• Faculty

Submission Note:

http://www.uic.edu/depts/wellctr/index.shtml

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

The Employee Assistance Service (EAS) provides free, professional, confidential assessments, short-term counseling referrals, and follow-up for UIC employees and their families for:

- Individual, marital, or family problems
- Emotional stress or depression
- Financial difficulties

- Alcohol and other drug dependencies

In addition, the EAS provides

- Employee orientations
- Employee assistance supervisory training
- Assistance with linkage to managed care and HMO-approved providers
- Specialized sessions for units in crisis
- Workshops on relevant topics (e.g., stress management, communication building)

The UIC Wellness Center provides accurate and relevant health and wellness information, educational programs, and knowledge and skill-building activities to the UIC community to encourage students, staff, and faculty to make healthy choices that integrate knowledge and understanding with their own personal values and a sense of community responsibility. They offer services through the resource center, peer wellness workshops, in-house wellness workshops, free consultations with a wellness educator and outreach events on campus.

The website URL where information about the institution's wellness program(s) is available:

http://www.psych.uic.edu/clinical/eap.htm

Workplace Health and Safety

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	402	522
Full-time equivalent of employees	10,924	10,792

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date

Performance Year	Jan. 1, 2012	Dec. 31, 2012
Baseline Year	Jan. 1, 2011	Dec. 31, 2012

A brief description of when and why the workplace health and safety baseline was adopted:

In 2011, the Environmental Health and Safety Office (EHSO) and the University Health Services started using data we collected for tracking workplace injuries and illnesses. In the past we used figures provided by the University's Worker Compensation group. Worker's Comp did not track injuries and illnesses In a way that the figures could be reported to Illinois Department of Labor. Data before 2011 could not be used to compare UIC to other universities.

A brief description of the institution's workplace health and safety initiatives:

The website URL where information about the institution's workplace health and safety initiatives is available:

Investment

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

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

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Criteria

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

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

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

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

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

Sustainable Investment

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses** *selected for* **exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy)**.** This includes investments made, at least in in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible 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 Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has 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
- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Investment Disclosure

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. 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. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. 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.
9. 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.
10. 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. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Submission Note:

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

Title or keywords related to the innovative policy, practice, program, or outcome:

Green Labs Program

A brief description of the innovative policy, practice, program, or outcome :

a. UIC's Green Labs Committee works to gather students, faculty and staff together to discuss the sustainability of research labs on campus, and in a broader dynamic. Recently formed in 2013, UIC's Green Labs group was formed to transform the discussion and practice around research labs, and how traditional laboratory space and use can be unsustainable. The Committee meets on a regular basis to discuss topics concerning energy consumption, disposal of hazardous and toxic substances, how to reduce the waste and energy research labs, and others. Green Labs is an originative Committee on campus that has taken the leap into finding new and direct ways to reduce waste, energy and financial costs within research labs.

b. In addition to the Green Labs Committee, UIC has created the Green Labs Challenge in which departments and labs are encouraged to practice sustainable behavior in regards to energy management, laboratory supplies, chemicals, waste reduction and recycling, and network and engagement opportunities, by competing with one another. The Green Labs Challenge has not only created positive, sustainable changes within UIC's labs but has also encouraged behavioral changes throughout campus, by raising awareness around the sustainability of research labs on campus.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

Green Labs STARS Innovation Credit support letter.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	No
Research	Yes
Campus Engagement	No

Public Engagement	No
Air & Climate	Yes
Buildings	No
Dining Services	No
Energy	Yes
Grounds	No
Purchasing	No
Transportation	No
Waste	Yes
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

http://www.uic.edu/depts/envh/HSS/Documents/UIC%20Green%20Labs%20Challenge_2012.pdf

Innovation 2

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. 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. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. 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.
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To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

To Green and Beyond Toolkit

A brief description of the innovative policy, practice, program, or outcome:

The "To Green and Beyond Toolkit" was created by the 2013-2014 Office of Sustainability interns. The toolkit was derived out of the Sustainability Strategic Thinking (SST) Process, which is a process to define sustainability for UIC and how it connects with the strategic goals of the campus. The toolkit provides an inclusive set of tools of how to get involved with sustainability at UIC. It includes the "What Color is Your Sustainability? Quiz", the Sustainability Scavenger Hunt, Sustainability Building Campaign, and an interactive Sustainability map. The toolkit provides a fun and engaging way for the UIC community to become involved in sustainability concepts and practices.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The SST toolkit is marketed on the Office of Sustainability's website, which is open to the public. All 16,660 undergraduate students, 8,186 graduate students, 2,743 professional students, 1,960 full-time faculty, and 7,938 full-time administrative, professional, and support staff have open access to this tool kit. The toolkit has also been marketed to the community at various events, such as EcoJam and Market Place.

A letter of affirmation from an individual with relevant expertise:

Innovation2 affirmation.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	---
Buildings	---

Dining Services	---
Energy	---
Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	Yes
Diversity & Affordability	Yes
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

http://sise.phy.uic.edu/program.html

Innovation 3

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
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3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
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6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. 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. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
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Title or keywords related to the innovative policy, practice, program, or outcome:

The Sustainability Strategic Thinking Process

A brief description of the innovative policy, practice, program, or outcome:

Under Vice Chancellor for Academic Affairs and Provost, Lon Kaufman and Mark Donovan, Vice Chancellor for Administrative Services, UIC has begun the Sustainable Strategic Thinking (SST) process to define sustainability for UIC and how it connects with the long-term strategic goals of the campus. As such, the Sustainability Strategic Thinking Advisory Committee and Sustainability Strategic Thinking Steering Committee have been charged with overseeing this process. The goals of the SST process are to view the sustainability of UIC in areas beyond ecology and the environment, such as economics, resources, and social equity. The SST process was approached by created a two-phase approach to Sustainability Strategic Thinking, one of which being the assets-based approach. The assets-based approach was adapted from the Field Museum's work engaging Chicago communities in sustainability and climate action, which adapted asset-based community development methodologies. This method for developing a tailored sustainability integration strategy takes UIC's particular strengths in sustainability for crafting a plan for sustainability. Assets in the areas of research, operations, curriculum, and community were identified and analyzed by the Office of Sustainability and the Working Groups to define a set of asset matrices. The end result of assets-based approach to Sustainability Strategic Planning revealed a wide assortment of individuals, programs, centers, courses, research, activities and projects that contribute to sustainability across campus. Because campus sustainability needs broad innovation and continuous improvement, the university must become a learning organization with nearly everyone publicly engaging and learning. By increasing pride in what we are doing now, we increase excitement and engagement in sustainability because people begin to see what of their work and what they care about is connected to sustainability.

Currently, SST Committee members are identifying campus stakeholders in the following classifications: Research, Teaching & Learning, Economic Development, Community Engagement, and Campus Climate. Campus stakeholders will provide their input during the month of March. After analyzing the feedback gained from campus stakeholders, it's anticipated that the final report on SST will be published in July of 2014.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

Innovation3 affirmation.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	No
Research	No

Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	No
Buildings	No
Dining Services	No
Energy	No
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	Yes
Diversity & Affordability	Yes
Health, Wellbeing & Work	Yes
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

Innovation 4

Responsible Party

Cynthia Klein-Banai
Associate Chancellor for Sustainability
Office of Sustainability

Criteria

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Title or keywords related to the innovative policy, practice, program, or outcome:

The Pipette Tip Box Recycling Program

A brief description of the innovative policy, practice, program, or outcome:

UIC has added to its recycling program, #5 polypropylene plastic from pipette tip boxes, lids and trays found in Life and Medical Science Laboratories. Specially-marked bins have been placed near laboratories that use #5 polypropylene plastic, and will be recycled and eventually turned into other uses such as agricultural trays for plants. Currently UIC has recycled over 2 tons of #5 polypropylene plastic. Because this sort of plastic is not biologically or chemically contaminated, UIC is able to recycle it receive additional benefits from the recycling companies. These include no tipping fee and receiving $100 per ton recycled because the recycling company can later sell this material because of its higher quality, and uncontaminated state. This program is a highly sustainable initiative on campus because it reduces the amount of plastic that is landfilled, and also provides plastic recycling companies with plastic that would have otherwise been extracted from natural resources. This creates a positive environmental benefit for UIC, while also reducing economic costs associated with the tipping fee.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

Pipette STARS Innovation Credit support letter.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---

Energy	---
Grounds	---
Purchasing	---
Transportation	---
Waste	Yes
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

http://www.uic.edu/sustainability/recycling/materials.html