



# University of Illinois, Urbana-Champaign

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

**Date Submitted:** March 16, 2015

**STARS Version:** 2.0

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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

<b>Credit</b>
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	Yes	Yes
Medical school	No	No
Pharmacy school	No	No
Public health school	No	No
Veterinary school	Yes	Yes
Satellite campus	No	No
Hospital	No	No
Farm larger than 5 acres or 2 hectares	Yes	Yes
Agricultural experiment station larger than 5 acres or 2 hectares	No	No

## Reason for excluding agricultural school:

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**Reason for excluding medical school:**

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**Reason for excluding pharmacy school:**

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**Reason for excluding public health school:**

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**Reason for excluding veterinary school:**

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**Reason for excluding satellite campus:**

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**Reason for excluding hospital:**

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**Reason for excluding farm:**

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**Reason for excluding agricultural experiment station:**

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**Narrative:**

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# Operational Characteristics

## Criteria

n/a

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

### Endowment size:

3,200,000,000 US/Canadian \$

### Total campus area:

6,368 Acres

### IECC climate region:

Mixed-Humid

### Locale:

Mid-size city

### Gross floor area of building space:

22,211,378 Gross Square Feet

### Conditioned floor area:

21,003,246 Square Feet

### Floor area of laboratory space:

1,760,708 Square Feet

### Floor area of healthcare space:

84,225 Square Feet

### Floor area of other energy intensive space:

94,377 Square Feet

### Floor area of residential space:

2,707,927 Square Feet

### Electricity use by source::

	Percentage of total electricity use (0-100)
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<b>Biomass</b>	0.60
<b>Coal</b>	33.30
<b>Geothermal</b>	0.20
<b>Hydro</b>	2.80
<b>Natural gas</b>	53
<b>Nuclear</b>	8
<b>Solar photovoltaic</b>	0.10
<b>Wind</b>	1.60
<b>Other (please specify and explain below)</b>	0.40

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

Other fuels such as petroleum.

**Energy used for heating buildings, by source::**

	<b>Percentage of total energy used to heat buildings (0-100)</b>
<b>Biomass</b>	0
<b>Coal</b>	44.90
<b>Electricity</b>	0
<b>Fuel oil</b>	0
<b>Geothermal</b>	0
<b>Natural gas</b>	55.10
<b>Other (please specify and explain below)</b>	---

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

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# Academics and Demographics

## Criteria

n/a

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

### Number of academic divisions:

14

### Number of academic departments (or the equivalent):

189

### Full-time equivalent enrollment:

43,398

### Full-time equivalent of employees:

13,814

### Full-time equivalent of distance education students:

0

### Total number of undergraduate students:

32,294

### Total number of graduate students:

11,104

### Number of degree-seeking students:

42,751

### Number of non-credit students:

777

### Number of employees:

17,236

### Number of residential students:

11,467

**Number of residential employees:**

0

**Number of in-patient hospital beds:**

0

# 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.

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

## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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::**

	<b>Undergraduate</b>	<b>Graduate</b>
<b>Total number of courses offered by the institution</b>	6,950	2,937
<b>Number of sustainability courses offered</b>	74	21
<b>Number of courses offered that include sustainability</b>	302	74

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

69

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

189

**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):**

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

<http://sustainability.illinois.edu/education/resources/student-resources/>

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

<http://sustainability.illinois.edu/StudentResources.html>

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

A task force was charged by the Chancellor to develop the inventory of courses. They are separated into categories for graduate and undergraduate students, as well as courses that meet a general education requirement.

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

Each course was counted as a single course regardless of the number of offerings or sections

**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	Yes
Practicums	Yes
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

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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.

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

**Number of students who graduated from a program that has adopted at least one sustainability learning outcome:**

4,070

**Total number of graduates from degree programs:**

12,204

**A copy of the list or inventory of degree, diploma or certificate programs that have sustainability learning outcomes:**

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**A list of degree, diploma or certificate programs that have sustainability learning outcomes:**

The sustainability learning outcomes were prepared for the entire campus, covering all degree programs.

**A list or sample of the sustainability learning outcomes associated with degree, diploma or certificate programs (if not included in an inventory above):**

Sustainability in day-to-day life

- Students will learn ways in which natural resources are used to produce what they consume, such as the food they eat, the water they drink, and the energy they use.
- Students will understand ways in which their lifestyle and well-being are interconnected with those of diverse producers and consumers around the world, including impoverished communities.

Sustainability knowledge and skills

- Students will learn core concepts of ecology and develop skills relevant to their chosen field to provide a basis for environmental sustainability.
- Students will learn to think holistically about sustainability using perspectives across multiple disciplines.

Sustainability as Personal Vision

- Students will understand relationships between global environmental and economic trends and their impact on diverse cultures and communities.
- Students will develop an integrated vision for sustainability that embraces their personal lives, professions, local communities, and the world-at-large.

**The website URL where information about the institution's sustainability learning outcomes is available:**

<http://sustainability.illinois.edu/ProgramsandMinors.html>



# Undergraduate Program

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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*.

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"---" 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, Society, and Environmental Sustainability major

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

This is a flexible B.S. degree that allows students to structure an academic program with room for significant coursework pertaining to environment and sustainability issues. The major offers two concentrations: (1) Science of the Earth System, which is geared toward students with a physical or biological science focus, and (2) Society and the Environment, which is geared toward students with a social science and humanities focus. Each concentration allows students to select courses not only from ESE offerings but from many departments across campus, and thus provides an interdisciplinary perspective in both scientific and human aspects of environment and sustainability problems.

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

<http://www.earth.illinois.edu/students/>

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

Natural Resources and Environmental Sciences

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

Students investigate economic, psychological, and sociological implications of different approaches to managing natural resources and environmental challenges. The Human Dimension concentration emphasizes the study of human-environment interactions at the individual, household, community, regional, and global levels.

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

<http://sustainability.illinois.edu/ProgramsandMinors.html>

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

Urban and Regional Planning

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

The Sustainable Design and Development concentration is designed to provide a thorough understanding of sustainable development that recognizes its underlying ecological, economic, and social forces. Courses cover techniques and skills for developing land and cities more intelligently, using minimum of nonrenewable energy, producing a minimum of pollution and wastes, and costing a minimum of energy dollars, while increasing the comfort, health, and safety of residents and workers.

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

<http://sustainability.illinois.edu/ProgramsandMinors.html>

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

Agricultural and Consumer Economics concentration in Environmental Economics and Policy.

Civil and Environmental Engineering primary program in Sustainable and Resilient Infrastructure Systems.

Crop Sciences concentration in Agroecology.

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

Yes

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

Global Studies minor in Environment, Sustainability, and Social Responsibility (ESSR).

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

Presents topics on local-global environmental conditions, opportunities and challenges in sustaining healthy environments, as well as social responsibility for sustainability. Students take courses to familiarize themselves with environmental issues and concerns, the politics of conservation and social response to environmental concerns.

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

<http://sustainability.illinois.edu/education/resources/student-resources/>

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

Landscape Architecture minor in Landscape Studies.

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

Students gain considerable knowledge of the ecological, social, cultural and historical factors that have shaped landscapes of the Western and non-Western world. Students interested in integrative studies of the natural, cultural and built environment, and those concerned with landscape as context for art and design, will develop a comprehensive theoretical framework for work in their major field of study.

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

<http://sustainability.illinois.edu/education/resources/student-resources/>

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

School of Earth, Society and Environment Environmental Fellows Program.

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

This is a minor intended to provide students with an opportunity to gain recognition for coursework in environment and sustainability studies while they pursue another discipline as their major. To enter this minor, students must apply and have a GPA of 3.0 or better. The minor is an 18 credit hour honors program that requires participation in a seminar and completion of a capstone course.

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

<http://sustainability.illinois.edu/education/resources/student-resources/>

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

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# Graduate Program

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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*.

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"---" 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):

Civil and Environmental Engineering sustainability specialty area within Environmental Engineering and Science.

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

Focus on sustainability as it applies to Environmental Engineering and Science in both developed and developing countries, includes areas such as sustainable engineering design, Leadership in Energy and Environmental Design (LEED), best management practices that improve “greenhouse gas” emissions and water quality, water treatment and reuse, water resources management, material life cycle analyses, and renewable energy, all in the context of economic, environmental, and social considerations.

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

<http://sustainability.illinois.edu/education/resources/student-resources/>

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

Geography has MS and PhD degrees with specialization in Society, Space and Environments.

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

The program addresses human aspects of environment and sustainability that build upon foundations of human geography as an integrating social science to examine the interplay of socio-spatial processes involved in the shaping of the Earth's natural and built environments.

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

<http://sustainability.illinois.edu/education/resources/student-resources/>

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

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

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

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

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

Yes

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

MBA concentration in Corporate Social Responsibility & Sustainability.

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

Students learn how to effectively manage company assets to address challenges of limited natural resources and unfair or unethical business practices. Additionally, a focus serving multiple stakeholders helps students develop the analytical skills to manage organizational change with an emphasis on ethical decision making.

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

<http://sustainability.illinois.edu/education/resources/student-resources/>

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

Engineering graduate option in Energy and Sustainable Engineering (EaSE) for MS and PhD students.

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

An interdisciplinary approach to join the fields of science, engineering, environment and policy to study development of technologies for energy harvesting, conversion, transmission and use that are highly efficient and sustainable in future generations. Provides infrastructure for commerce in efficient and renewable ways that minimize adverse impact on the earth system.

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

<http://sustainability.illinois.edu/education/resources/student-resources/>

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

Human Dimensions of Environmental Systems graduate minor with students majoring in their disciplinary programs.

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

An interdisciplinary program comprised of faculty from six colleges and graduate students from every college on campus. HDES examines connections between humans and their environments to enhance scholarship on the mutual interdependence of humans and their physical and social environments.

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

<http://sustainability.illinois.edu/education/resources/student-resources/>

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

<http://sustainability.illinois.edu/education/resources/student-resources/>

# Immersive Experience

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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.

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*"---" 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:**

Students from the Sustainable Product and Market Development for Susistence Marketplaces class travel for immersion in the context and to conduct market research during part of the winter break. The field trip has been conducted in Chennai and Bangalore, India. Students observe households in urban and rural subsistence contexts, as well as retail and wholesale outlets. Students interview low-literate, low-income individuals in urban and rural settings regarding product ideas for group projects. Students also visit educational institutions, non-profit organizations, and corporations engaged in the development of innovative programs and technologies for subsistence contexts. The field trip geared to visiting the environment of the urban and rural poor requires considerable planning and rehearsal, and has been a transformative learning experience for the students. Spring semester is spent converting concepts to workable prototypes, and developing manufacturing, marketing and business plans.

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





# Sustainability Literacy Assessment

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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.

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

### **The percentage of students assessed for sustainability literacy (directly or by representative sample) and for whom a follow-up assessment is conducted:**

100

### **The percentage of students assessed for sustainability literacy (directly or by representative sample) without a follow-up assessment:**

0

### **A copy of the questions included in the sustainability literacy assessment(s):**

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### **The questions included in the sustainability literacy assessment(s) :**

How much did your education help you in thinking about how to make sustainable decisions that consider the environmental, economic and social criteria?

### **A brief description of how the assessment(s) were developed:**

The Senior Survey is designed to measure the student's overall experience at our institution and includes many questions. A task force was charged to develop a sustainability question that could be included in the Senior Survey.

### **A brief description of how the assessment(s) were administered:**

Beginning in 1998 the Senior Survey has been administered electronically. In March an e-mail message regarding the Senior Survey is sent to all seniors on the May graduation list. The e-mail message from the Chancellor asked students to complete the online survey via an embedded link within the message. Ten days following the initial e-mail message a follow-up message was sent reminding students to complete the survey. Beginning in 2010, the Senior Survey includes questions about sustainability.

**A brief summary of results from the assessment(s):**

Students are asked to assess themselves based on entering and exiting abilities. Survey results suggest that upon exiting school, they are better able to make decisions about sustainability.

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

<http://cte.illinois.edu/outcomes/seniorsurv.html>

# Incentives for Developing Courses

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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.

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

## Does the institution have an ongoing incentives program or programs that meet the criteria for this credit?:

Yes

## A brief description of the program(s), including positive outcomes during the previous three years:

Teaching Sustainability Workshop, offered each spring designed to enable instructors to infuse sustainability into their courses.

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

Each participant is offered an honorarium for participating. One-third for attending workshop, one-third for submitting new or revised syllabus and final third after teaching course and reporting on challenges and successes.

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

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# Campus as a Living Laboratory

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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.

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"---" 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
--	-----------

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

**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:**

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**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:**

A recent student project evaluated the possibility of introducing a class to provide students with hands-on experience with the LEED rating system. The students would identify the potential of a building to achieve the LEED Existing Building Operations & Maintenance, and recommend actions necessary.

**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:**

Dining Services procures as much produce as the Sustainable Student Farm can produce. Student volunteers work at the farm planting, weeding and harvesting, gaining an enhanced appreciation of the benefits of local foods.

**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:**

A new project based learning class in civil engineering provides students to examine and evaluate facility projects on campus. One project last fall was "Powering Up E-14 - Solar". A project that evaluated the feasibility of installing a solar canopy above one of the largest parking lots on campus.

**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:**

Over the past few years, several students have worked with Grounds in the installation of native plants. They have done the hard work to establish a large size prairie near the President's house and several other plantings using native species. They are learning the benefits of native plants, ie reduced irrigation, weeding, and biodiversity.

**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:**

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**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:**

A recent student honors project focused on the efficacy of a new crosswalk near the Business Instructional Facility. She collected surveys from pedestrians, cyclists, drivers, and mass transit employees. Her final report discusses convenience, safety and awareness.

**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:**

Last year, two different Recyclemania events were undertaken with the support of hundreds of student volunteers. Students learned what types of recyclables were accepted at our Waste Transfer Station, and engaged with fans at two very large sporting events to encourage recycling.

**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:**

A student team worked on a project entitled "Economic and Environmental Benefits of Implementing Low-Flow Toilets in UIUC Buildings".

**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:**

The Student Sustainability Committee is an excellent way for students to gain experience in coordination, planning, and governance. The student's must apply to the committee and participate in an interview before being selected to serve. The student's elect officers and appoint subcommittees. This committee coordinates an annual request for proposals, and student members prepare critical analyses of the proposals received. During their committee meetings, they follow Robert's Rules to run their meetings and vote on proposals.

**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:**

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**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:**

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**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:**

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**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:**

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**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:**

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

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# 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.

<b>Credit</b>
Academic Research
Support for Research
Access to Research



## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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.

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

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

300

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

1,529

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

83

### **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:**

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

Faculty engaged in sustainability research come from many different departments on campus. Link provided below.

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

The research inventory was completed primarily from web searches of faculty profiles.

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

Professor Don Fullerton, dept. of Finance, served on the most recent Intergovernmental Panel on Climate Change in preparing it's Fifth Assessment.

Professor Don Weubbles, dept of Atmos. Science, served on the both the Fourth and Fifth Assessment Reports of the IPCC in addition to the National Academy of Sciences climate report, and the United States national climate assessment.

Professor Stephen Long, dept of Plant Biology was elected indefinitely as a Fellow of the Royal Society in 2013.

Professor Lane Martin, dept of Mat. Sci and Eng., received the Presidential Early Career Award for Scientists and Engineers.

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

<http://sustainability.illinois.edu/research.html>

# Support for Research

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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:

There is a strong effort on campus to encourage undergraduate research in all disciplines. Student research opportunities can be found in many departments, some may be funded, while others may be for course credit.

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

<http://www.provost.illinois.edu/ugresearch/>

## 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:**

The Institute for Sustainability, Energy and Environment issues a Request for Proposals each year. Two to three teams of researchers are selected for funding based on merit, potential for outside funding, and interdisciplinarity.

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

<http://sustainability.illinois.edu/CallforProposals.html>

**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:**

Communication #9 from the Office of the Provost covers policy and procedure for Promotion and Tenure on our campus. This section defining research follows:

The word “research” is interpreted throughout this document to include not only research and scholarship as narrowly understood, but to encompass creative artistry and research that is inter-disciplinary and/or translational. The terms “research,” “scholarship,” “scholarly achievement,” and “creative work” are used essentially interchangeably here to denote this broader range of activity

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

<http://www.provost.illinois.edu/communication/09/index.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:**

Guide to environmental education resources and curricula for teachers and teachers in training.

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

<http://uiuc.libguides.com/content.php?pid=2764&sid=43980>

## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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.

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

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

14

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

14

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

Each faculty member, for the purpose of making his or her scholarly articles widely and freely available in an open access repository, grants to the University of Illinois a nonexclusive, irrevocable, worldwide license to exercise any and all rights under copyright relating to each of his or her scholarly articles, in any medium, and to authorize other to do the same.

### **A copy of the open access policy:**

[usc\\_uillinois\\_edu\\_si\\_\\_olicysenates1008\\_14\\_pdf.pdf](#)

### **The open access policy:**

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### **The website URL where the open access repository is available:**

<https://www.ideals.illinois.edu/>

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

IDEALS, the Illinois Digital Environment for Access to Learning and Scholarship, collects, disseminates, and provides persistent and reliable access to the research and scholarship of faculty, staff, and students at the University of Illinois at Urbana-Champaign. Faculty, staff, and graduate students can deposit their research and scholarship—unpublished and, in many cases, published—directly into IDEALS. Departments can use IDEALS to distribute their working papers, technical reports, or other research material. IDEALS also includes all electronic theses and dissertations deposited from Fall 2010 onward.

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

<http://www.vpaa.uillinois.edu/OpenAccess/index.cfm>

# 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.

<b>Credit</b>
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development

# Student Educators Program

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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*.

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"---" 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:**

41,579

**Name of the student educators program (1st program):**

Student Weatherization Program

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

41,579



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

This program offered an opportunity for students to get hands-on experience with weatherization technologies for energy savings and technology. There were teams of 2-4 students with team leaders assigned to do energy audits of small buildings on campus. They were trained on the items to look for during their audit, provided with a checklist of topics to review, and led by a student employee under the Facilities and Services Building Maintenance division. Each team created a report that led to physical improvements in the buildings.

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

The student educator was selected through a hiring process to work for Building Maintenance on this specific project. They were required to be interested in sustainability topics, have strong communication skills, and be able to work independently.

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

The first year, the student employee worked with other students on campus to identify the steps needed for an energy audit and create a manual. The second year, the student educator was provided with this manual about energy audits and was given direction from the Building Maintenance division supervisors about energy savings options for the small buildings.

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

The program was financed by the SSC, a student led green-funding board, in cooperation with Facilities and Services. F&S also provided staff support and funding for the upgrades identified by the student teams.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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# Student Orientation

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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.

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*"---" 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:**

Campus holds a resource fair on the day before school starts and the Institute for Sustainability, Energy, and Environment has a booth and works to educate new students about sustainability on campus and the many ways they can become involved. In addition, early in the school year, an environmental resource fair is held to inform students about opportunities.

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

<http://sustainability.illinois.edu/outreach/annual-events-conferences/>

## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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.

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*"---" 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?:**

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

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

Student Sustainability Committee (SSC): recommends allocation of student green fees.

Students for Environmental Concerns (SECs)-

Red Bison - prairie restoration

USGBC - green building

Green Observer: student environmental newspaper

Environmental Law Society

ActGreen

**The website URL where information about student groups is available:**

<http://sustainability.illinois.edu/studentgroups.html>

**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 farm serves as a production farm to supply our residence halls with locally grown, low-input sustainable food. In addition, the farm acts as a living laboratory to connect students, community members, and the state at large with regional, small-scale food systems. We plan to broaden our focus to include the research, education, and outreach missions of the university.

Currently, the farm operates between 45-48 weeks per year, occupying 3 acres for outdoor field production and nearly 10,000 square feet of year round high tunnel production. Every attempt is made to integrate educational aspects into all activities on the farm.

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

<http://thefarm.illinois.edu/>

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

Illinois BioDiesel Initiative - The Illinois Biodiesel Initiative's mission is to lower the emissions of the university by recycling waste vegetable oil into useful products, and to promote renewable, alternative energy sources to the greater community. Our team strives to make the Illinois Biodiesel Initiative a model for university and community biodiesel production. Beginning in Spring 2006 as a local project within Engineers Without Borders, IBI has grown to be one of their largest projects incorporating students from a wide variety of majors within engineering and otherwise. Together, the group works to meet the needs of the initiative which includes but is not limited to the following: used vegetable oil pick-up from the dining halls, biodiesel production, quality testing, biodiesel integration, soap production from the by-product glycerin, project management, budgeting and accounting, publicity and outreach to other communities and universities. The group sells the final product to the Facilities and Services Garage and Carpool where it is blended with regular diesel for use in the campus fleet.

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

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**A brief description of the sustainable investment or finance initiatives:**

Students at the University of Illinois at Urbana-Champaign are assessed a self-imposed sustainability fee which accumulates about \$1,000,000 annually.

The Student Sustainability Committee is a funding board comprised of ten voting student members, five ex officio non-voting staff members, and six non-voting faculty members. At least three SSC student members are graduate students. SSC is responsible for allocating funds generated by two student fees--Sustainable Campus Environment and Cleaner Energy Technologies. SSC proposes funding recommendations to the Director of the Office of Sustainability for final approval.

Students are appointed by the Illinois Student Senate and serve a one-year term. Faculty and staff ex officio members are appointed by the Director of the Office of Sustainability and serve a one-year term.

Administrative support, including the full-time Program Advisor, accounting, and marketing is provided by the Student Programs and Activities Office in the Illini Union.

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

<http://ssc.union.illinois.edu/index.html>

**A brief description of conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience:**

Each fall semester the Institute for Sustainability, Energy, and Environment sponsors Sustainability week, and each spring semester supports Earth Week. In addition, the institute supports the spring offering of the Scholarship of Sustainability Series - an in-depth examination of sustainability literature.

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

<http://sustainability.illinois.edu/initiatives.html>

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

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

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

Campus Recreation and the Kinesiology department offer several outdoor programs that follow Leave no Trace principles, like hiking, backpacking and kyaking.

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

[http://www.campusrec.illinois.edu/adventure/PAC/leave\\_no\\_trace.html](http://www.campusrec.illinois.edu/adventure/PAC/leave_no_trace.html)



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

The Illini Union's One Book, One Campus program hopes to provide a shared experience for our community. Through reading the same book community members will have the opportunity to engage in dialogue and explore various themes. Through lectures, book discussion groups and many other activities we will learn about ourselves and others while experiencing a unique sense of community. The 2011-2012 book selections was Annie Leonard's 'The Story of Stuff'.

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

<http://www.union.illinois.edu/involvement/oboc/>

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

Lincoln Avenue Residence Hall - Sustainability Living Learning Community. Tours available in summer.

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

<http://www.housing.illinois.edu/Current/Living-Learning.aspx>

**A brief description of sustainability-focused student employment opportunities:**

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

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

The Illinois campus offers a pledge program for all faculty, staff, and students. Many of the options provided center around energy use, but there are also components regarding the stewardship of natural resources.

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

[http://www.energymanagement.illinois.edu/pledge\\_program.cfm](http://www.energymanagement.illinois.edu/pledge_program.cfm)

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

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

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# Outreach Materials and Publications

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## Criteria

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

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

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*"---" 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
<b>A central sustainability website that consolidates information about the institution's sustainability efforts</b>	Yes

<b>A sustainability newsletter</b>	Yes
<b>Social media platforms that focus specifically on campus sustainability</b>	Yes
<b>A vehicle to publish and disseminate student research on sustainability</b>	Yes
<b>Building signage that highlights green building features</b>	Yes
<b>Food service area signage and/or brochures that include information about sustainable food systems</b>	Yes
<b>Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed</b>	Yes
<b>A sustainability walking map or tour</b>	Yes
<b>A guide for commuters about how to use alternative methods of transportation</b>	Yes
<b>Navigation and educational tools for bicyclists and pedestrians</b>	Yes
<b>A guide for green living and incorporating sustainability into the residential experience</b>	Yes
<b>Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat</b>	Yes
<b>Other sustainability publications or outreach materials not covered above</b>	Yes

**A brief description of the central sustainability website:**

The Institute for Sustainability, Energy, and Environment maintains a website that encompasses the many sustainability initiatives occurring on campus. There are separate sections for education, research, engagement and operations.

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

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

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

The Institute for Sustainability, Energy, and Environment sends out a weekly electronic newsletter on Tuesday mornings. Items are received from various stakeholders for inclusion in this mailing. Major sections of the newsletter include 1) Seminars/Conferences/Workshops; 2) Course Offerings; 3) Funding Opportunities; 4) Other Announcements

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

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

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

The Institute for Sustainability, Energy, and Environment has both a facebook page and a twitter account and actively posts news about campus sustainability.

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

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

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

In addition to the campus-wide Undergraduate Research Symposium held each spring, the Center for Sustainable Environment hosts a forum in fall and spring where students may present their sustainability research.

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

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

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

Each of our LEED buildings has signage that highlights the green features. For example, the Business Instructional Facility has a large electronic, interactive monitor where visitors can review each of the green features of the building. Each new renovation or construction provides signage telling about the green features.

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

---

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

In each of the dining halls, local foods are prominently marked with a sticker on the protective glass. In addition, a flyer 'Why Eat Local' is posted at the beginning of the line.

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

**systems:**

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

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

The Illinois campus has identified several different areas as No-Mow Zones. The signage located in these areas clearly explains "Why is the grass taller here?"

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

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

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

Wellness walk themed around sustainability initiatives on campus.

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

<http://www.campusrec.illinois.edu/wellnesscenter/iWalk/walkFeatured.html>

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

The annual Campus Guide includes a section about transportation to include cycling, zipcar, and Mass Transit.

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

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

The University and surrounding communities work together to develop and provide a bike map that is distributed widely.

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

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

At University housing, all resident advisors are trained in green living practices, and they in turn encourage the students to incorporate sustainability into their lives.

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

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**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 Daily Illini is the main student newspaper on campus. Sustainability efforts and challenges are regularly covered in this paper. There are usually two or more reporters who cover environment or sustainability topics.

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

<http://dailyillini.com/>

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

The Green Observer is a student-run newspaper devoted to reporting on environmental issues. A new issue is published twice per year.

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

<http://greenobservermagazine.com/>

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

Yes

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

Magnets titled "A Greener Campus in 10 Easy Steps" were created to share at engagement activities to encourage faculty, staff, and students to make sustainable decisions.

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

<http://sustainability.illinois.edu/initiatives.html>

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

Yes

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

Campus Facilities and Services has created several fact sheets including tips for recycling, information about the savings from retrocommissioning, and lighting retrofits.

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

<http://www.fs.illinois.edu/>

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

Yes

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

Sustainability messages were created for the Division of Inter-collegiate Athletics to share on scoreboards, or other media during time-outs and half-time.

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

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

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# Outreach Campaign

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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):**

Dump n Run

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

Since 2004, Housing has collaborated with the University YMCA along with many student volunteers to collect clothing and household goods from residence halls at the end of each semester. Many items are sold at a rummage sale type venue. Items not sold are donated to local charities.

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

This annual effort diverts approximately 17,000 pounds of materials from landfill.

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

[http://www.universityymca.org/dump\\_and\\_run/](http://www.universityymca.org/dump_and_run/)

**The name of the campaign (2nd campaign):**

Certified Green Office Program

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

Sustainability Ambassadors were recruited from across campus to participate in the program. The program is designed to encourage more sustainable practices in office operations.

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

Participants are recycling more materials, purchasing recycled paper and other green products, and saving energy.

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

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

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# Employee Educators Program

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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:**

13,949

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

Energy Liasons

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

13,949

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

Departments and colleges across campus have designated energy liaisons to promote energy conservation practices.

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

The liaisons receive guidance and training from our facilities professionals, as well as peer liaisons.

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

The facilities division has dedicated staff to assist the Energy Liaisons, as well as provided several materials for the motivation of behavior change.

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

[http://www.energymanagement.illinois.edu/energy\\_liaisons.cfm](http://www.energymanagement.illinois.edu/energy_liaisons.cfm)

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

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

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

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

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

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

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

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**Number of employees served by all other programs:**

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

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

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

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

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# Employee Orientation

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## Criteria

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

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*"---" 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:**

Campus holds an All Employee Expo each fall for new faculty and staff to explore the many benefits, services and programs available. The Center for Sustainable Environment participates each year to present campus progress in sustainability, as well as ways the employees can do their part.

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

<http://www.ahr.illinois.edu/employeeexpo/index.html>

# Staff Professional Development

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## Criteria

Institution makes available training and/or other professional development opportunities in sustainability to all staff at least once per year.

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year. It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

This credit applies to staff members only; it does not include faculty members.

The following training opportunities are not sufficient for this credit:

- Specialized training for a small group of staff
  - The opportunity to participate in an institutional sustainability committee or group
- 

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

**Does the institution make available training and/or other professional development opportunities in sustainability to all staff at least once per year?:**

Yes

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

Each Spring semester, campus offers a seminar series entitled the Scholarship of Sustainability. This is a 10-week course available to all to explore the vast literature in sustainability. Any and all are invited to take part.

**The percentage of staff that participated in training and/or other professional development opportunities in sustainability during the previous year:**

20

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

---

# 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.

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



# Community Partnerships

**Responsible Party**

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

**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
<p><b>A. Supportive</b></p>	<ul style="list-style-type: none"> <li>• <i>Scope:</i> Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education)</li> <li>• <i>Duration:</i> May be time-limited (short-term projects and events), multi-year, or ongoing</li> <li>• <i>Commitment:</i> Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement</li> <li>• <i>Governance:</i> Campus and community leaders or representatives are engaged in program/project development</li> </ul>
<p><b>B. Collaborative</b></p>	<ul style="list-style-type: none"> <li>• <i>Scope:</i> 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)</li> <li>• <i>Duration:</i> May be time-limited, multi-year, or ongoing</li> <li>• <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support</li> <li>• <i>Governance:</i> Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review</li> </ul>

**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:**

The sustainability staff at the University of Illinois engage with the surrounding communities' sustainability staff. The Sustainability Practitioners meet about quarterly to discuss challenges and best practices.

**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):**

The Urbana-Champaign Energy Star Challenge is a collaboration of many partners to encourage local businesses and organizations to reduce energy consumption. Partners in this effort include the cities of Champaign and Urbana, the Champaign-Urbana Mass Transit District, the University of Illinois, the Champaign County Regional Planning commission, and more.

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

Yes

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

The Campus Bike Center — a collaboration between the University of Illinois and The Bike Project of Urbana-Champaign — is dedicated to empowering individuals with knowledge about how to repair and maintain bicycles and encouraging mode-shift away from single-occupancy vehicles. Since opening in 2010, through a grant from the Student Sustainability Committee, the Campus Bike Center continues its mission of teaching bicycle maintenance, providing access to affordable equipment, and supporting overall safety education. This educational center offers hands-on experiential learning that students can't get in a classroom. By empowering people with the ability to fix a bicycle and providing a connection between the campus and the community, the Bike Center promotes bicycling, collaboration, and community spirit.

<http://icap.sustainability.illinois.edu/project/campus-bike-center>

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

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

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# Inter-Campus Collaboration

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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.

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*"---" 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:**

Illinois participates in the Big Ten Environmental Stewardship Group, which meets twice per year to share and learn from each other. Giving presentations about climate action plans, reporting requirements, etc.

### **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:**

Champaign County Regional Planning Commission; Illinois Green Government Coordinating Council; Illinois Green Economy Network; AASHE, ACUPCC, NCSE

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

Co-hosting conferences, seminars; invited speakers to share best practices towards overcoming challenges.

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

[http://sustainability.illinois.edu/about\\_overview.html](http://sustainability.illinois.edu/about_overview.html)

# Continuing Education

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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.

---

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

## **Does the institution offer continuing education courses that address sustainability?:**

Yes

## **Number of continuing education courses offered that address sustainability:**

30

## **Total number of continuing education courses offered:**

384

## **A copy of the list and brief descriptions of the continuing education courses that address sustainability:**

---

## **A list and brief descriptions of the continuing education courses that address sustainability:**

Please see this url for a multitude of extension programs that help to education the citizens of Illinois.

<http://web.extension.illinois.edu/smallfarm/>

**Does the institution have at least one sustainability-themed certificate program through its continuing education or extension department?:**

Yes

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

Illinois offers several certificate programs.

Certificate in Environmental Sustainability

Certificate in Environmental and Water Resources Engineering

Professional Development Certificate in Crop Sciences

Professional Development Certificate in Horticulture

In addition, the Extension Unit at Illinois offers programs such as Master Gardner and Master Naturalist.

**Year the certificate program was created:**

2,010

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

<http://oce.illinois.edu/Programs/UndergraduateCertificates>

# Community Service

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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:**

Community Service participation is central to the education mission at Illinois. More than 10,000 courses include community service as part of the curriculum. In addition, students have the opportunity to volunteer through the Office of Volunteer Programs and many fraternities and sororities are involved in community service efforts. Further, Illinois hosts more than 140 registered student organizations that are classified as service oriented. Acquiring data regarding number of students and hours is a challenge since these numbers are not tracked centrally.

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

### **Number of students engaged in community service:**

12,255

### **Total number of students :**

43,398

### **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:**

169,616



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

No

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

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

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

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

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# Community Stakeholder Engagement

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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?:**

Yes

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

The Faculty Senate has a  
Committee on Public Engagement and Institutional Advancement  
Duties

Public engagement is the application for the public good of the knowledge and expertise of a faculty or staff member to issues of societal importance. Typically, this activity is done in collaboration with others inside and outside the university. The activity may enrich research and teaching as well as lead to new directions within the university.

The Committee shall:

Identify and consider programs, needs, concerns and interests of the faculty, staff and students pertaining to public engagement and recommend desirable changes in campus policy,

Examine trends in public engagement here and in higher education generally, and recommend appropriate changes in campus policy and ways to facilitate best practices with external constituencies,

Advise the Senate on matters of public engagement as appropriate including relevant matters brought forward by the Senate membership, faculty, staff and students, and the administration,

Serve in a broad advisory capacity to the Vice Chancellor for Public Engagement and Institutional Relations.

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

The Campus Community Interface Initiatives office (CCII) serves as a resource and point of contact bringing together the civic interest of University of Illinois faculty staff and students with the various community organizations and agencies interested helping to foster a high quality of life for underrepresented individuals and groups via programs focused on education, health and wellness, and the arts. The office also works on fostering positive relationships between the students and the Champaign-Urbana community.

The office seeks to address this purpose in two ways. First, we make it easier for the target populations to connect with the campus units currently engaged in community outreach initiatives in education, the arts, and wellness by developing and sharing an inventory of these initiatives with the community. Secondly, we plan to organize activities designed to enhance the visibility of campus outreach initiatives.

CCII works closely with The Center for Education in Small Urban Communities, The Family Resiliency Center, Krannert Center for the Performing Arts, the Office of Volunteer Programs, and the I-Help program of the Student Alumni Association. We also work with the human relations officers of both Champaign and Urbana as well as the leadership of local community organizations working on behalf of the underserved populations.

**List of identified community stakeholders:**

The Champaign and Urbana school districts.

The city officials and their staff.

Public Health departments, Parks and recreation.

Faith based organizations

Hospitals, food banks, United Way.

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

---

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

<http://engagement.illinois.edu/Page.aspx?site=Engagement-at-Illinois&page=Community-Engagement>  
STARS Reporting Tool | AASHE



# Participation in Public Policy

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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.

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

**Does the institution advocate for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability?:**

Yes

**A brief description of how the institution engages in public policy advocacy for sustainability, including the issues, legislation, and ordinances for or against which the institution has advocated:**

Mahomet Aquifer, Solid waste management Act

**A brief description of other political positions the institution has taken during the previous three years:**

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**A brief description of political donations the institution made during the previous three years (if applicable):**

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**The website URL where information about the institution's advocacy efforts is available:**

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**Responsible Party**

**Stephanie Lage**  
Assistant Director  
Ctr for Sustainable Environment

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**Criteria**

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

---

**Submission Note:**

<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? :**

Yes

**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

## 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.

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

*The institution does not have an affiliated hospital or health system.*

# 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.

<b>Credit</b>
Greenhouse Gas Emissions
Outdoor Air Quality



# Greenhouse Gas Emissions

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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 (MtCO<sub>2</sub>e) per gross square foot (0.002 MtCO<sub>2</sub>e 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.

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"---" 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	No
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:**

Clean Air-Cool Planet Calculator

**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?:**

Yes

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

Currently in the process of verification with DNV??

**Scope 1 and Scope 2 GHG emissions::**

	Performance Year	Baseline Year
--	------------------	---------------

<b>Scope 1 GHG emissions from stationary combustion</b>	<i>275,858 Metric Tons of CO2 Equivalent</i>	<i>378,803 Metric Tons of CO2 Equivalent</i>
<b>Scope 1 GHG emissions from other sources</b>	<i>6,733 Metric Tons of CO2 Equivalent</i>	<i>13,865 Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from purchased electricity</b>	<i>164,866 Metric Tons of CO2 Equivalent</i>	<i>116,938 Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from other sources</b>	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

**Figures needed to determine total carbon offsets::**

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

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

na

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

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**A brief description of the composting and carbon storage program:**

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

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**Figures needed to determine “Weighted Campus Users”:**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Number of residential students</b>	11,467	11,614
<b>Number of residential employees</b>	0	0
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	43,398	41,496
<b>Full-time equivalent of employees</b>	13,815	11,537
<b>Full-time equivalent of distance education students</b>	0	0

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2013	June 30, 2014
<b>Baseline Year</b>	July 1, 2007	June 30, 2008

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

---

**Gross floor area of building space, performance year:**

21,003,246 *Square Feet*

**Floor area of energy intensive building space, performance year:**

	<b>Floor Area</b>
<b>Laboratory space</b>	8,297,294 <i>Square Feet</i>

<b>Healthcare space</b>	<i>0 Square Feet</i>
<b>Other energy intensive space</b>	<i>88,000 Square Feet</i>

**Scope 3 GHG emissions, performance year::**

	<b>Emissions</b>
<b>Business travel</b>	<i>41,835 Metric Tons of CO2 Equivalent</i>
<b>Commuting</b>	<i>10,838 Metric Tons of CO2 Equivalent</i>
<b>Purchased goods and services</b>	---
<b>Capital goods</b>	---
<b>Fuel- and energy-related activities not included in Scope 1 or Scope 2</b>	---
<b>Waste generated in operations</b>	<i>0 Metric Tons of CO2 Equivalent</i>
<b>Other categories (please specify below)</b>	---

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

Our waste goes to a landfill that captures methane for electricity.

**A copy of the most recent GHG emissions inventory:**

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

<http://sustainability.illinois.edu/greenhousegas.html>

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

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# Outdoor Air Quality

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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<sub>x</sub>), sulfur oxides (SO<sub>x</sub>), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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"---" 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 programs

**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:**

The Environment Compliance unit within Facilities and Services completes this inventory in compliance with the Clean Air Act.

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

	<b>Weight of Emissions</b>
<b>Nitrogen oxides (NOx)</b>	211.60 <i>Tons</i>
<b>Sulfur oxides (SOx)</b>	411.42 <i>Tons</i>
<b>Carbon monoxide (CO)</b>	116.20 <i>Tons</i>
<b>Particulate matter (PM)</b>	5.54 <i>Tons</i>
<b>Ozone (O3)</b>	---
<b>Lead (Pb)</b>	0.01 <i>Tons</i>
<b>Hazardous air pollutants (HAPs)</b>	---
<b>Ozone-depleting compounds (ODCs)</b>	---
<b>Other standard categories of air emissions identified in permits and/or regulations</b>	---

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

Identified in the University's Clean Air Act, Title V Operating permit.

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

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# Buildings

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

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



# Building Operations and Maintenance

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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.

---

"---" 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 existing buildings?:**

	Yes or No
<b>LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)</b>	No
<b>The DGNB system, Green Star Performance, or another 3-tier GBC rating system</b>	No

<b>BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system</b>	No
<b>Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)</b>	No

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

---

**Total floor area of eligible building space (operations and maintenance):**

20,908,187 *Square Feet*

**Floor area of building space that is certified at each level under a 4-tier rating system for existing buildings used by an Established Green Building Council::**

	<b>Certified Floor Area</b>
<b>Minimum Level (e.g. LEED Certified)</b>	<i>0 Square Feet</i>
<b>3rd Highest Level (e.g. LEED Silver)</b>	<i>0 Square Feet</i>
<b>2nd Highest Level (e.g. LEED Gold)</b>	<i>0 Square Feet</i>
<b>Highest Achievable Level (e.g. LEED Platinum)</b>	<i>0 Square Feet</i>

**Floor area of building space that is certified at each level under a 3-tier rating system for existing buildings used by an Established Green Building Council::**

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	<i>0 Square Feet</i>
<b>Mid-Level</b>	<i>0 Square Feet</i>
<b>Highest Achievable Level</b>	<i>0 Square Feet</i>

**Floor area of building space that is certified at each level under a 5-tier rating system for existing buildings 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 that is certified at any level under other green building rating systems for existing buildings:**

0 Square Feet

**Floor area of building space that is maintained in accordance with formally adopted sustainable building operations and maintenance guidelines or policies, but NOT certified:**

20,908,187 Square Feet

**A copy of the sustainable building operations and maintenance guidelines or policies:**

[energy-conservation-through-2012-10-157068F122DB5A.pdf](#)

**The date the guidelines or policies were formally adopted:**

July 1, 2007

**A brief description of the sustainable building operations and maintenance program and/or a list or sample of buildings covered:**

List of buildings on the energy conservation deferred maintenance program can be found here.

<http://www.fs.uiuc.edu/planning/deferredmaintenance/deferredprojects.cfm?criteria=EnergyConservation&Value=1>

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

Many of our campus buildings are very old and we have a backlog of deferred maintenance. Today's Deferred Maintenance Program is designed to systematically address many of these needs, including improved electrical service, ventilation, building envelopes, interior finishes, and other deferred maintenance needs. Energy conservation projects are also being undertaken to reduce energy costs and provide a more sustainable campus. Life-safety projects are working to create a safer environment in the event a fire or other emergency. .

**The website URL where information about the institution's certified buildings and/or sustainable operations and maintenance guidelines or policies is available:**

<http://www.fs.illinois.edu/facilitiesstandards/>

# Building Design and Construction

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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

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

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

Business Instructional Facility  
 Nugent Hall  
 Ikenberry Dining Hall  
 NCSA Petascale Computing Facility  
 Natural History Survey (Evers Lab)  
 Newmark Addition (Yeh Center)  
 Fire Service Institute  
 Lincoln Hall Renovation

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

1,032,592 *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::**

	<b>Certified Floor Area</b>
<b>Minimum Level (e.g. LEED Certified)</b>	0 <i>Square Feet</i>
<b>3rd Highest Level (e.g. LEED Silver)</b>	414,016 <i>Square Feet</i>
<b>2nd Highest Level (e.g. LEED Gold)</b>	94,377 <i>Square Feet</i>
<b>Highest Achievable Level (e.g. LEED Platinum)</b>	524,199 <i>Square Feet</i>

**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::**

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	---

Mid-Level	---
Highest Achievable Level	---

**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	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

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

---

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

---

**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 :**

[leed-requirementsCF045703DBD5.pdf](#)

**The date the guidelines or policies were adopted:**

June 15, 2013

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

Huff Hall North Addition  
ECE building

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

Engineering Services located in the Facilities and Services division is responsible for design review and quality assurance. The unit is also responsible for LEED certification applications.

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

<http://www.fs.illinois.edu/facilitiesstandards/toc.htm>



## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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.

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

## **Floor area of building space covered by an indoor air quality (IAQ) management program that meets the criteria for this credit:**

13,156,686 *Square Feet*

## **Gross floor area of building space:**

13,156,686 *Square Feet*

## **A brief description of the institution's indoor air quality program(s):**

We investigate indoor air quality (IAQ) complaints including temperature extremes, stuffy air, odors, sleepiness, headaches, nasal congestion, the presence of active mold growth, and dry air.

Individual sensitivities will cause each person to react differently, and often the source of symptoms people experience is something other than building conditions. If any of the above conditions persist for more than two weeks, or if 25% of the occupants suffer from the same symptoms, the issue may be related to the building.

To report an indoor air quality problem, please call (217) 265-9828, or

[safetyandcompliance@illinois.edu](mailto:safetyandcompliance@illinois.edu)

## **The website URL where information about the institution's indoor air quality program(s) is available:**

[http://safetyandcompliance.fs.illinois.edu/air\\_indoor.html](http://safetyandcompliance.fs.illinois.edu/air_indoor.html)  
STARS Reporting Tool | AASHE



# 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.

<b>Credit</b>
Food and Beverage Purchasing
Low Impact Dining

# Food and Beverage Purchasing

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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:**

29

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

[Copy of Local Items List\\_1.xlsx](#)

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

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**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:**

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**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:**

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

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

RFPs include preference for local products and in Illinois.

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

Vendor/Manufacturer information, plant site visits, and information from distributors.

**Total annual food and beverage expenditures:**

16,100,000 *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	Yes	Yes
Dining operations and catering services operated by a contractor	No	---
Franchises	---	---
Convenience stores	Yes	Yes
Vending services	---	---
Concessions	Yes	Yes

**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	---
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:**

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

<http://www.housing.illinois.edu/en/About%20University%20Housing/Sustainability.aspx>

# Low Impact Dining

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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.

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

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

22

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

---

**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"):**

Illinois is among the top 10 most vegan friendly campuses. Housing offers vegan supplements at all dining operations with multiple vegan entrees and sides at every meal.

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

Expansion of sustainability education; Eat Smart, Do Your Part - "Local, Sustainable, Informed." Expansion of ethnic foods - primarily plant based.

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

<http://www.housing.illinois.edu/en/About%20University%20Housing/Sustainability.aspx>

**Annual dining services expenditures on food:**

16,100,000 *US/Canadian \$*

**Annual dining services expenditures on conventionally produced animal products:**

3,540,000 *US/Canadian \$*

**Annual dining services expenditures on sustainably produced animal products:**

1,300,000 *US/Canadian \$*



# 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.

<b>Credit</b>
Building Energy Consumption
Clean and Renewable Energy

# Building Energy Consumption

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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.

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

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

	Performance Year	Baseline Year
<b>Total building energy consumption</b>	4,831,343 <i>MMBtu</i>	6,107,423 <i>MMBtu</i>

## Purchased electricity and steam:

	Performance Year	Baseline Year
<b>Grid-purchased electricity</b>	1,127,340 <i>MMBtu</i>	1,032,296 <i>MMBtu</i>
<b>District steam/hot water</b>	0 <i>MMBtu</i>	0 <i>MMBtu</i>

## Gross floor area of building space::

	Performance Year	Baseline Year
--	------------------	---------------

<b>Gross floor area</b>	21,003,246 <i>Gross Square Feet</i>	20,113,569 <i>Gross Square Feet</i>
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**Floor area of energy intensive space, performance year::**

	<b>Floor Area</b>
<b>Laboratory space</b>	1,760,708 <i>Square Feet</i>
<b>Healthcare space</b>	84,225 <i>Square Feet</i>
<b>Other energy intensive space</b>	

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

	<b>Degree Days</b>
<b>Heating degree days</b>	6,532
<b>Cooling degree days</b>	1,107

**Source-site ratios::**

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

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2013	June 30, 2014
<b>Baseline Year</b>	July 1, 2007	June 30, 2008

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

The University of Illinois at Urbana-Champaign adopted the baseline year of 2008, after careful consideration of data availability and accuracy. Information dating back to 2005 is not very reliable.

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

The Direct Digital Control (DDC) system allows us to reduce HVAC needs during unoccupied periods. The Vet Med complex is one example where this is in place, based upon an Operating Schedule the department provided to F&S.

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

LEDs are in use at KCPA, Talbot Lab, ARC, ESB, McKinley and other buildings

A variety of types of LEDs are in place including downlighting, exterior canopy lighting and wall packs.

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

Occupancy sensor technology includes wall and ceiling mount, passive infrared and ultrasonic motion sensors.

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

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

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

Campus burns natural gas and coal to create steam for most energy needs on campus. These boilers have electric turbines attached to them so that the steam co-generates electricity that can offset the purchase of additional electricity for campus.

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

The retrocommissioning process on the Urbana campus is focused on reviewing and improving building mechanical systems, while maintaining or improving occupant comfort.

Overview

Engineers undertake a thorough investigation of available building documentation, energy usage history, and similar pertinent data, while conducting meetings with building staff.

Field technicians and tradesmen gather data regarding operating conditions, sensor accuracy, equipment condition, and historic maintenance data from the field and current maintenance staff.

The composite teams discuss findings and then look to restore mechanical systems to their original design while implementing energy saving improvements.

The teams take the lead in making small changes and recommending larger capital projects, which require more funding, to Engineering or Maintenance for augmenting and sustaining the building's energy saving strategies.

Building system control experts implement modern methods of control, monitor energy usage after changes, review actual metered data, [STARS Reporting Tool](#) | [AASHE](#)

and verify the savings.

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

The building energy system controls are connected to Direct Digital Controls (DDC), which allows real time energy metering, controlled set-backs, and system scheduling.

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

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

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

The primary contract for vending machines on our campus is systematically replacing old beverage machines with new machines that include sensors. In addition, our snack vendors are supplying new machines that include this technology.

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

The Energy Conservation Incentive Program (ECIP) awards building upgrades on campus in facilities which have produced top energy conservation results. The ECIP encourages energy conservation through the behavioral and structural changes of academic units and cooperation of building occupants. Each year eight campus buildings will receive ECIP awards in two separate categories. The ECIP measures energy conservation in buildings as the percentage difference of energy usage during the most recent fiscal year compared to the previous fiscal year.

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

<http://icap.sustainability.illinois.edu/themes/energy>

## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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
<b>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</b>	148.20 <i>MMBtu</i>
<b>Option 2: Non-electric renewable energy generated on-site</b>	0 <i>MMBtu</i>
<b>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</b>	0 <i>MMBtu</i>
<b>Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)</b>	0 <i>MMBtu</i>

**Total energy consumption, performance year:**

6,100,441.70 *MMBtu*

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

The solar panels on the roof of the Deloitte Auditorium have a combined maximum output of 40 kilowatt-hours per hour. Because the panels are stationary the greatest amount of energy is generated when the sun is highest. Similarly, clouds or darkness can negatively affect output.

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

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

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

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

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# Grounds

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

<b>Credit</b>
Landscape Management
Biodiversity

# Landscape Management

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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: <ul style="list-style-type: none"><li>• Using least-toxic chemical pesticides,</li><li>• Minimum use of chemicals, and</li><li>• Use of chemicals only in targeted locations and only for targeted species</li></ul>

<p>2) Sustainable Landscape Management Program</p>	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> <li>• Integrated pest management (see above)</li> <li>• 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</li> <li>• Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals</li> <li>• Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials</li> <li>• 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</li> <li>• Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings</li> <li>• Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal</li> </ul>
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Certified Organic</li> <li>• Certified under the Forest Stewardship Council (FSC) Forest Management standard</li> <li>• Certified under the Sustainable Sites Initiative™ (SITES™) and/or</li> <li>• Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)</li> </ul>

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
<b>Total campus area</b>	<i>6,368 Acres</i>
<b>Footprint of the institution's buildings</b>	<i>482.17 Acres</i>
<b>Area of undeveloped land, excluding any protected areas</b>	<i>4,500 Acres</i>

**Area of managed grounds that is::**

	Area
<b>Managed in accordance with an Integrated Pest Management (IPM) Plan</b>	<i>892 Acres</i>
<b>Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined</b>	<i>0 Acres</i>
<b>Managed organically, third party certified and/or protected</b>	<i>0 Acres</i>

**A copy of the IPM plan:**

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**The IPM plan :**

The Grounds Division at Facilities and Services follows the principles of integrated pest management by trying to prevent pests, monitoring and identifying pests, and knowing at what point action is needed. Grounds makes every attempt to pesticide/herbicide use to a minimum.

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

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

The Grounds Division uses native trees/shrubs/perennials as much as possible, and sets annual goals toward more sustainable practices.

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

We compost as many leaves and herbaceous plant material as possible. We turn the material throughout the year and re-use the end product in our perennial and annual flower beds. We also chip all of the trees we remove on campus and re-use the wood chips as mulch across campus. 100% is done on University property.

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

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

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

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

We pre-treat the sidewalks with a salt brine and magnesium chloride solution. Rock salt is only applied at the curb cuts/crosswalks. We plow, snow blow or broom the majority of snow off our walks and allow the pre-treatment to do the rest. Applying brine to the walks prior to a show/ice event uses much less salt and you do not have the bounce and scatter effect of applying it in the granular form.

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

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

No

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

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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.

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*"---" 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?:**

Yes

## **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:**

The areas under the jurisdiction of the Committee on Natural Areas include Brownfield Woods, CCDC/Collins Woods, Funk Forest, Hart Woods, Nanney Research Area, Phillips Tract, Richter Research Area, Rutan Research Area, Trelease Woods, Trelease Prairie and the Vermilion River Observatory site. Together, the sites comprise about 970 acres. All areas are available for nondestructive and limited manipulation studies and for class use by University of Illinois faculty, staff, and students. Only Phillips Tract is available for extensive on-site manipulation. The areas are also open to researchers at other Universities and the Illinois Department of Natural Resources. The areas are closed to the general public and to non-research related activities. For safety and preservation purposes, a permit from the Committee on Natural Areas office is required before research is initiated.

## **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?:**

Yes

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

The INAI uses a standard protocol of line transects for plants and point counts for birds/vertebrates.

Freshwater mussel monitoring uses annual or periodic searches following accepted search methods.

Most assessment type work is done by researchers as part of their own research following their own protocols.

Breeding bird surveys are done with a point count method.

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

- \* A couple of the sites are monitored by the INHS CTAP group as part of the Illinois Natural Areas Inventory (INAI). These sites have been identified as high quality, native remnant sites.
- \* We did have a total plant survey done at the Vermilion River Observatory site in 1996. That yielded three State Endangered species of sedges. The species are not monitored, nor are wetland areas disturbed.
- \* We do have 4 State T&E freshwater mussel species between two of our sites and I do monitor them annually or periodically.
- \* We do have two Federal T&E species of freshwater mussels at one site that are part of an USFWS/INHS/IDNR led reintroduction program. They are monitored by the INHS malocology group.
- \* One former State threatened plant species is still annually monitored at one site even though it was de-listed several years back.
- \* One site is designated as a State of Illinois Important Birding Area as a result of long running breeding bird surveys (one of the longest, if not the longest, in the nation).
- \* We have a wide range of researchers who have utilized the sites since the first site was acquired in 1917. Although not a systematic assessment, it does add a constant stream of information about the sites.
- \* The unit relies upon the judgement of the Natural Areas Coordinator and Natural Areas Specialist to assess the ecological quality of the sites in general and oversee the use of the sites (both M.S level biologists). Assistance is also gained from faculty members on the Committee on Natural Areas. We do have copies of the IDNR T&E species, species of special concern and listed as in greatest need of conservation in the Illinois Wildlife Action Plan.
- \* The Committee on Natural Areas is composed of 8 - 10 faculty and staff members with a range of expertise. The membership has retained an unusual degree of stability (just 5 Committee Chairman over a 97 year span) on purpose. The Committee tries to manage the sites for the long term, not relying on a single personality or the popularity of a given management regime as they come and go out of vogue.

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

The Committee on Natural Areas is responsible for maintaining and managing University of Illinois owned properties which have been acquired to enhance environmental/ecological research and education.

The role of the CNA is to provide and facilitate long-term research and teaching opportunities on University-owned properties. Sites are managed to protect both the integrity of the ecological systems and the biological research that takes place on them. Ten University areas are currently under the direct supervision of the Committee on Natural Areas.

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

<http://www.research.illinois.edu/cna/>



# Purchasing

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

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

## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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.

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*"---" 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?:**

No

**A copy of the electronics purchasing policy, directive, or guidelines:**

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**The electronics purchasing policy, directive, or guidelines :**

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

At this time, University policy requires Energy Star computer purchases.

**Does the institution wish to pursue to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:**

No

**Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment::**

	<b>Expenditure Per Level</b>
<b>EPEAT Bronze</b>	---
<b>EPEAT Silver</b>	---
<b>EPEAT Gold</b>	---

**Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:**

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**The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:**

<http://cam.illinois.edu/vii/VII-b-13.htm>

# Cleaning Products Purchasing

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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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### Submission Note:

We spend over \$500,000 on green cleaning supplies and equipment each year.

"---" 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?:**

Yes

**A copy of the green cleaning product purchasing policy, directive, or guidelines:**

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**The green cleaning product purchasing policy, directive, or guidelines:**

The University of Illinois is bound by the State of Illinois Green Cleaning Schools Act. The Green Cleaning Schools Act requires the use of environmentally sensitive cleaning and maintenance products in all Illinois public and non-public elementary and secondary schools with 50 or more students.

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

The University requires that all preferred vendors provide cleaning products that meet the EPA or Green seal standard.

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

No

**Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:**

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**Total expenditures on cleaning and janitorial products:**

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**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:**

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

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

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**The website URL where information about the institution's green cleaning initiatives is available:**

<http://ilga.gov/legislation/ilcs/ilcs3.asp?ActID=2903&ChapterID=17>

# Office Paper Purchasing

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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.

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"---" 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:**

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**The paper purchasing policy, directive or guidelines:**

University departments and units should purchase products with recycled material content whenever cost, specifications, standards, and availability are comparable to products without recycled content. The University will identify those items that are frequently purchased for which recycled-content items can be substituted. Additional preference will be given to the specification of items with the highest percentage content of recycled material.

Examples of products and materials covered include, but are not limited to: office supplies, paper products, building materials, lubricants of all types, reprocessed chemicals, remanufactured parts, landscape products (yard waste), and materials used in pavement construction projects. The use of recycled materials is also encouraged when orders are placed for printed goods (i.e. brochures, catalogs, books, letterheads, business cards, etc). In addition, the procurement guidelines seek to eliminate the purchase of non-recyclable materials when suitable substitutes exist.

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

Recent efforts have been undertaken to offer better prices for recycled content paper, which will alleviate the cost comparability issue.

**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	0 US/Canadian \$
30-49 percent	142,364 US/Canadian \$
50-69 percent	24,162 US/Canadian \$
70-89 percent (or FSC Mix label)	0 US/Canadian \$
90-100 percent (or FSC Recycled label)	12,770 US/Canadian \$

**Total expenditures on office paper :**

611,059 US/Canadian \$

**The website URL where information about the paper purchasing policy, directive, or guidelines is available:**

<http://cam.illinois.edu/vii/VII-b-9.htm>



# Inclusive and Local Purchasing

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

---

## 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.

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"---" 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:**

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## **The policy, guidelines or directive governing inclusive and local purchasing:**

The Minority and Female Business Enterprise Supplier Diversity 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 Supplier Diversity Program (MAFBE) 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.

**Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:**

No

**The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:**

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**The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:**

<http://www.obfs.uillinois.edu/mafbe/>

# Life Cycle Cost Analysis

## 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.

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

**Does the the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:**

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**Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:**

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**A brief description of the LCCA policy(ies) and practice(s):**

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

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# Guidelines for Business Partners

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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.

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"---" 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?:**

All

**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):**

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**The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):**

All vendors who wish to bid on Illinois public university contracts must:

Be a legal entity authorized to do business in Illinois in conformance with the Illinois Secretary of State. This applies to in-state and out-of-state vendors.

More on legal entity registration

Register with the Illinois State Board of Elections and obtain from them a certificate confirming your registration (applies if you do \$50,000 worth of business annually, including the business you do with all state of Illinois agencies and the value of the current project that you are bidding).

More on Illinois State Board of Elections registration rules | Illinois State Board of Elections registration site

Hold a current Illinois Department of Human Rights (IDHR) Bidder Eligibility Number (IDHR numbers 89999-00-0 or lower expired on August 31, 1999).

More on bidder eligibility | IDHR site

Register for an Illinois Public Higher Education Bulletin My Bulletin account if you wish to download solicitation documents, receive E-mail notifications of opportunities, and more.

Register for a My Bulletin account.

**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:**

University Sourcing has a formal Sustainable Purchasing Policy which further articulates the University's sustainability initiative. Bidders shall provide a detailed narrative documenting their practices in these areas: source reduction, recycled content and products, energy and water savings, toxic products and pollution.

**The website URL where information about the institution's guidelines for its business partners is available:**

<http://www.obfs.uillinois.edu/>

# Transportation

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

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

<b>Credit</b>
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

**Responsible Party**

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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**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.

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

**Total number of vehicles in the institution's fleet :**

1,276

**Number of vehicles in the institution's fleet that are::**

	Number of Vehicles

<b>Gasoline-electric, non-plug-in hybrid</b>	32
<b>Diesel-electric, non-plug-in hybrid</b>	0
<b>Plug-in hybrid</b>	2
<b>100 percent electric</b>	2
<b>Fueled with compressed natural gas (CNG)</b>	0
<b>Hydrogen fueled</b>	0
<b>Fueled with B20 or higher biofuel for more than 4 months of the year</b>	0
<b>Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year</b>	0

**A brief description of the institution’s efforts to support alternative fuel and power technology in its motorized fleet:**

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**The website URL where information about the institution's support for alternative fuel and power technology is available:**

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# Student Commute Modal Split

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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.

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

## Total percentage of students that use more sustainable commuting options:

90.30

## 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)	9.70
Walk, bicycle, or use other non-motorized means	54.80
Vanpool or carpool	1.10
Take a campus shuttle or public transportation	33.20
Use a motorcycle, scooter or moped	0.40

## A brief description of the method(s) used to gather data about student commuting:

The Champaign County Regional Planning Commission (CCRPC) received a grant from the Illinois Department of Transportation (IDOT) in 2011 to conduct a traffic circulation study for the University of Illinois at Urbana-Champaign's University District. The Campus Area Transportation Study (CATS) Technical Advisory Committee is the study steering committee.

**The website URL where information about sustainable transportation for students is available:**

<http://www.fs.uiuc.edu/campusservices/tdm/tdm.cfm>

# Employee Commute Modal Split

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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:

37.90

## 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)	62.10
Walk, bicycle, or use other non-motorized means	15.40
Vanpool or carpool	9.50
Take a campus shuttle or public transportation	9.30
Use a motorcycle, scooter or moped	0.40
Telecommute for 50 percent or more of their regular work hours	---

**A brief description of the method(s) used to gather data about employee commuting:**

The Champaign County Regional Planning Commission (CCRPC) received a grant from the Illinois Department of Transportation (IDOT) in 2011 to conduct a traffic circulation study for the University of Illinois at Urbana-Champaign's University District. The Campus Area Transportation Study (CATS) Technical Advisory Committee is the study steering committee.

**The website URL where information about sustainable transportation for employees is available:**

<http://icap.sustainability.illinois.edu/project/reduce-vehicle-miles-traveled-campus>

# Support for Sustainable Transportation

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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

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

**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 Business Instructional Facility provides secure bicycle storage with convenient changing/shower facilities to reduce impacts from automobile use.

**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:**

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**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?:**

Yes

**A brief description of the bicycle/pedestrian policy and/or network:**

[http://icap.sustainability.illinois.edu/files/project/49/CATS\\_Complete\\_Streets.pdf](http://icap.sustainability.illinois.edu/files/project/49/CATS_Complete_Streets.pdf)

**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:**

The Illinois Cross-Campus Bicycles (ICCB) program is within the departments of Kinesiology and Community Health, and is available for the faculty, staff, and paid graduate students of each department. This program was founded by Professor Wojciech Chodzko-Zajko in 2008 and has been running successfully since then.

**Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a STARS Reporting Tool | AASHE**

**similar third party certification covering non-motorized transportation?:**

Yes

**A brief description of the certification, including date certified and level:**

In 2011, the University applied for and was granted Bronze-level certification as a Bicycle Friendly University from the League of American Bicyclists.

**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):**

For over twenty years, the UI has been collaborating with the Champaign-Urbana Mass Transit District to provide universal access to the community transit system. All visitors on campus can board a bus for free from designated stops, and all campus employees and students can use the city wide system at no additional charge. This system includes campus specific routes with high frequency schedules, and off campus routes to all areas of town. The ridership is very high for the area, and the MTD has been working towards being more sustainable with the purchase of hybrid buses for the majority of their vehicle fleet.

**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:**

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**Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:**

No

**A brief description of the carpool/vanpool program:**

NA

**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:**

The UI partnered with other transportation entities in town to bring the Zipcar program to the community. This program provides 6-12 vehicles for hourly usage by UI students or employees at a discounted annual membership rate, and to the full community or out of town visitors for the standard membership charge. The hourly rates include gasoline, insurance, maintenance, and storage of the vehicles, and they have coincided with a dramatic decrease in parking permit purchases in the University District.

**Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:**

No

**A brief description of the electric vehicle recharging stations:**

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**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:**

As mentioned before flexible work scheduled are handled on a case by case basis. However, with the advances in technology, a great deal of work can be conducted from almost anywhere. We also utilize several techniques for videoconferencing and teleconferencing.

**Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:**

Yes

**A brief description of the condensed work week program:**

Flexible work schedules are considered on a case by case basis.

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

Yes

**A brief description of the incentives or programs to encourage employees to live close to campus:**

All students and employees are issued an id card when they arrive on campus. Many businesses in the Champaign and Urbana communities offer discounts to those who show a campus identification card.

**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:**



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**The website URL where information about the institution's sustainable transportation program(s) is available:**

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# Waste

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

<b>Credit</b>
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

# Waste Minimization

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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*.

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

## Waste generated::

	Performance Year	Baseline Year
<b>Materials recycled</b>	2,447.16 Tons	2,768.94 Tons
<b>Materials composted</b>	0 Tons	0 Tons
<b>Materials reused, donated or re-sold</b>	4,071 Tons	0 Tons
<b>Materials disposed in a solid waste landfill or incinerator</b>	5,425.97 Tons	4,925.01 Tons

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

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Number of residential students</b>	11,467	11,614
<b>Number of residential employees</b>	0	0
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	43,398	41,496
<b>Full-time equivalent of employees</b>	13,814	14,386
<b>Full-time equivalent of distance education students</b>	0	0

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2013	June 30, 2014
<b>Baseline Year</b>	July 1, 2007	June 30, 2008

**A brief description of when and why the waste generation baseline was adopted:**

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**A brief description of any (non-food) waste audits employed by the institution:**

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**A brief description of any institutional procurement policies designed to prevent waste:**

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**A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:**

Campus surplus department warehouses unwanted office supplies and equipment, and aids in the transfer of these materials to other units in need.

**A brief description of the institution's efforts to make materials available online by default rather than printing them:**

For many years, the University of Illinois at Urbana-Champaign has made available electronic versions of the course catalog, course schedule, and directories.

**A brief description of any limits on paper and ink consumption employed by the institution:**

Most, if not all computer labs and libraries charge \$0.10/page for black and white printing, and \$0.40/page for color printing.

**A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:**

The Dump n Run sale collects items in the spring when students move out, and then sells the items in the fall to new or returning students.

**A brief description of any other (non-food) waste minimization strategies employed by the institution:**

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**A brief description of any food waste audits employed by the institution:**

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**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:**

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**A brief description of programs and/or practices to track and reduce post-consumer food waste:**

All residence hall meals are served without trays

**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):**

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**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):**

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**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 residence halls offer a discount for bringing your own water bottle or coffee cup.

**A brief description of other dining services waste minimization programs and initiatives:**

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

<http://cam.illinois.edu/vii/VII-b-9.htm>

# Waste Diversion

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## Responsible Party

**Stephanie Lage**  
Assistant Director  
Ctr for Sustainable Environment

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## 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*.

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

## Materials diverted from the solid waste landfill or incinerator:

2,447.76 Tons

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

5,425.97 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:

---

## A brief description of any food donation programs employed by the institution:

Prepared and unserved foods are donated to Salvation Army Stepping Stone, The Times Center and other organizations (Center for Women in Transition, etc). Raw, unprepared foods are donated to the Eastern Illinois Food Bank.

## A brief description of any pre-consumer food waste composting program employed by the institution:

Aerobic digesters are used in the dining halls.

## A brief description of any post-consumer food waste composting program employed by the institution:

---

**Does the institution include the following materials in its waste diversion efforts?:**

	Yes or No
<b>Paper, plastics, glass, metals, and other recyclable containers</b>	Yes
<b>Food donations</b>	Yes
<b>Food for animals</b>	---
<b>Food composting</b>	---
<b>Cooking oil</b>	Yes
<b>Plant materials composting</b>	---
<b>Animal bedding composting</b>	---
<b>Batteries</b>	Yes
<b>Light bulbs</b>	Yes
<b>Toner/ink-jet cartridges</b>	Yes
<b>White goods (i.e. appliances)</b>	Yes
<b>Laboratory equipment</b>	---
<b>Furniture</b>	Yes
<b>Residence hall move-in/move-out waste</b>	Yes
<b>Scrap metal</b>	Yes
<b>Pallets</b>	Yes
<b>Motor oil</b>	Yes
<b>Tires</b>	Yes



**Other materials that the institution includes in its waste diversion efforts:**

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# Construction and Demolition Waste Diversion

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## Criteria

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

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

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

## Construction and demolition materials recycled, donated, or otherwise recovered:

865 Tons

## Construction and demolition materials landfilled or incinerated :

2,900 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:**

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# Hazardous Waste Management

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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.

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

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

Yes

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

The chemical recycling program allows for reduced purchasing of lab chemicals.

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

The Division of Research Safety manages the disposal of all hazardous waste.

**A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:**

Leaking chemical waste container

Description of the incident

DRS was contacted for assistance when a 20-liter container of waste HF in a fume hood was discovered to be leaking. Laboratory staff were able to neutralize the spill with sodium carbonate. Neutralized material, cleanup materials, and the broken jerrican were placed in a bag for disposal by DRS. During the response, it was discovered that it would take a few years to fill the jerrican.

**A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:**

ChemCycle is a campus chemical redistribution program of preowned, excess chemicals. The chemicals are from abandoned, obsolete, or otherwise unwanted containers of chemicals generated by over purchasing, relocation, or change of research emphasis.

**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):**

Electronic waste is collected at campus surplus. From there it is recycled by Illinois Central Management System.

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

All institution's electronic waste is disposed of responsibly in accordance with State Code.

**The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:**

<http://www.drs.illinois.edu/>

# 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.

<b>Credit</b>
Water Use
Rainwater Management
Wastewater Management

# Water Use

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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.

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

## Level of water risk for the institution's main campus:

Medium to High

## Total water use::

	Performance Year	Baseline Year
Total water use	1,007,588,000 Gallons	1,312,492,000 Gallons

## Potable water use::

	Performance Year	Baseline Year
Potable water use	1,007,588,000 Gallons	1,312,492,000 Gallons

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

	Performance Year	Baseline Year
--	------------------	---------------

<b>Number of residential students</b>	11,467	11,614
<b>Number of residential employees</b>	0	0
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	43,398	41,496
<b>Full-time equivalent of employees</b>	13,814	14,386
<b>Full-time equivalent of distance education students</b>	0	0

**Gross floor area of building space::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Gross floor area</b>	21,003,246 <i>Square Feet</i>	20,113,569 <i>Square Feet</i>

**Area of vegetated grounds::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Vegetated grounds</b>	832 <i>Acres</i>	854 <i>Acres</i>

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2013	June 30, 2014
<b>Baseline Year</b>	July 1, 2007	June 30, 2008

**A brief description of when and why the water use baseline was adopted:**

Year was selected based on best available data.

**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:**

Certain campus buildings harvest rainwater for use in maintaining the gardens or plants near them. For example the Krannert Art Museum maintains a beautiful native planting near its entrance with water collected from rain.

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

Each building has at least one flow meter attached for the purpose of measuring usage. Other uses like cooling towers are also metered for make-up water to chilled water system.

**A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:**

---

**A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:**

---

**A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):**

The Grounds Division considers many attributes when selecting plants for our region. Priority is given to plants and vegetation that are native to our region. This includes selecting plants that are easy and inexpensive to maintain, ie reduced water needs.

**A brief description of any weather-informed irrigation technologies employed by the institution:**

The Grounds division monitor local weather data provided by many sources, ie the web, tv stations, radio, etc. to aid in irrigation practices.

**A brief description of other water conservation and efficiency strategies employed by the institution:**

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

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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.

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*"---" 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:**

Major renovations and new construction projects are required to be LEED Gold, which includes practices for water management.

**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:**

The University's Storm Water Management Program is designed to minimize this pollution and improve water quality in our receiving streams. The University's Storm Water Management Program is composed of a total 46 best management practices (BMPs). The BMPs are performed over the 5 year permitting cycle.

**A brief description of any rainwater harvesting employed by the institution:**

The Krannert Art Museum collects rainwater and uses it to irrigate the grounds near them.

**Rainwater harvested directly and stored/used by the institution, performance year:**

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**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:**

Business Instructional Facility and Yeh Student Center

**A brief description of any porous (i.e. permeable) paving employed by the institution:**

On the southeast corner of the intersection of Fifth and Chalmers, the new part of Lot C-8/9. It is porous asphalt.

**A brief description of any downspout disconnection employed by the institution:**

---

**A brief description of any rain gardens on campus:**

---

**A brief description of any stormwater retention and/or detention ponds employed by the institution:**

A detention pond on Dorner Drive.

**A brief description of any bioswales on campus (vegetated, compost or stone):**

Vegetated swales located at South arms

**A brief description of any other rainwater management technologies or strategies employed by the institution:**

---

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

<http://www.fs.uiuc.edu/stormwatermanagement/about.html>

## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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*.

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

## Total wastewater discharged:

831,887,000 Gallons

## Wastewater naturally handled:

831,887,000 Gallons

## A brief description of the natural wastewater systems used to handle the institution's wastewater:

All industrial and domestic wastewater generated on the main campus flows to the Urbana-Champaign Sanitary District for treatment before being discharged to a waterway. University facilities that discharge wastewater to the Urbana & Champaign Sanitary District are required to meet the District's Ordinance 600 requirements. Please see this message from the Urbana-Champaign Sanitary District. While our operations are in concrete tanks and appear industrial to the casual observer, what we do is still very much a natural operation that actually uses the same biological, chemical and physical processes seen in a wetland (please note, I didn't say we mimic them, because we are using natural operations). We do use bacteria and microbes to break down pollutants, we use a minimum of mechanical equipment, chemicals and energy. So in my view what we do is entirely sustainable and natural. At the same time what we do is absolutely NOT a wetland and that's because a wetland would not be sustainable, natural, nor effective in treating the volume of waste we see in an urban population in a northern climate (it would be an illegal discharger for much of the year).

The primary reason our current operations look industrial and have tanks is because we need reliable treatment that works year-round in a northern climate that has cold temperatures and precipitation. Lacking that reliability we would not be legal. A spread out wetland would fail to meet permit limits because the biology slows down too much as we approach freezing temperatures and biological systems shut down. So it is not a lack of interest in trying wetlands - it is we know they don't do the job.

The only way to make a wetland legal this far north would be to store the sewage for months on end. Rather than build multi-billion gallon sewage storage ponds that hold a winter's worth of sewage for the springtime, we simply make our natural system compact, so it doesn't lose so much heat or slow down as much. (Muskegon Michigan does store months of sewage - they spread the sewage on

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

farmer's fields in the summer. They are the only demonstration of this idea that I know of. USEPA funded it as a demonstration in the 1970s, but if that was common we are talking about having hundreds of acres devoted to lagoons at every city, which is in its own way completely not natural)

In a similar vein, wetlands cannot produce the same reliable disinfection that is required for a legal discharge (that is certainly true in cold weather, I am not sure how they manage it in warm weather). So we use more chemicals and energy than zero, but it is the minimum that gets us to the performance we all demand.

Also, for those people who would argue a natural wetland would use zero energy, they need to take notice that the sewage needs to be pumped into the wetland. Pumping is either first or second largest energy demand in a modern/industrial treatment plant's costs. It would be the same in a constructed wetland and the magnitude of the bill would be about the same too. So again, we're just about as sustainable and natural as you get.

Finally, when a wetland is fed with the quantity of food/waste from 140,000 people it will produce tons of solids per day. That's a basic truth. Removal of that much biota takes mechanical equipment and energy (or else it will wash downstream and just be pollution). We figured out a long time ago that if you have to remove tons of solids, having smooth concrete bottoms in tanks works a lot more efficiently (thereby using less energy), than a tank without a bottom. So although a wetland is a cool natural environment, it doesn't work here, this far north, nor for cities as large as we live in today.

So in my view, we are at 100% naturally treated, 100% sustainable, but I expect that whoever wrote the question would probably feel we're at 0% - obviously, I think they're wrong.

**The website URL where information about the institution's wastewater management practices is available:**

<http://fs.illinois.edu/services/safety-and-compliance/water-quality/wastewater-management>

# 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.

<b>Credit</b>
Sustainability Coordination
Sustainability Planning
Governance

# Sustainability Coordination

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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.

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*"---" 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 newly formed Institute for Sustainability, Energy, and Environment has on staff an Associate Director for Campus Sustainability who works closely with the Director of Sustainability at Facilities and Services. They have made great strides for campus most notably in the formation of Sustainability Working/Advisory Teams (SWATeams) who are evaluating our campus progress and making formal recommendations for further improvement.

### **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 Sustainability Council was put in place in 2008 to help lead sustainability efforts at the University of Illinois. The Council is comprised of campus leaders and student and faculty representatives. It provides strategic direction and oversight of the campus sustainability initiative.

**Members of each committee, including affiliations and role (e.g. staff, student, or faculty):**

- Chair: Phyllis Wise, Chancellor
- Vice Chair: Evan DeLucia, Director of Institute for Sustainability, Energy, and Environment (iSEE)
- Ilesanmi Adesida, Provost and Vice Chancellor for Academic Affairs
- Peter Schiffer, Vice Chancellor for Research
- Renee Romano, Vice Chancellor for Student Affairs
- Dan Peterson, Vice Chancellor for Institutional Advancement
- Allan Stratman, Executive Director of Facilities & Services
- Robert Hauser, Dean of the College of Agricultural, Consumer, and Environmental Sciences
- Andreas Cangelaris, Dean of the College of Engineering
- Barbara Wilson, Dean of the College of Liberal Arts & Sciences
- Tanya Gallagher, Dean of the College of Applied Health Sciences
- Roy Campbell, Chair of Senate Executive Committee
- Mitch Dickey, President of the Illinois Student Senate
- Amy Liu, Chair of the Student Sustainability Committee
- Non-voting attendee: Ben McCall, iSEE Associate Director for Campus Sustainability
- Secretary: Stephanie Lage, iSEE Assistant Director

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

<http://sustainability.illinois.edu/council.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 Institute mission has three interdependent directives: (1) To foster actionable, interdisciplinary research to address fundamental challenges in sustainability, energy and environment, (2) To provide national and international leadership in sustainability, energy and environment through interdisciplinary education and outreach activities, and (3) To develop and implement strategies for a sustainable environment.

**Full-time equivalent (FTE) of people employed in the sustainability office(s):**

7

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

<http://sustainability.illinois.edu/staff.html>

**Does the institution have at least one sustainability officer?:**

Yes



**Name and title of each sustainability officer:**

Ben McCall, Associate Director for Campus Sustainability, ISEE; Morgan Johnston, Director of Sustainability, F&S

**A brief description of each sustainability officer position:**

Ben McCall and Morgan Johnston work together to evaluate and recommend actions that can be taken to make our campus more sustainable. This relationship helps to ensure that stakeholder perspectives are considered when recommending actions.

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

<http://sustainability.illinois.edu/about/contact-2/>

## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

---

## 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.

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**Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:**

	<b>Current and Formal Plans (Yes or No)</b>	<b>Measurable Objectives (Yes or No)</b>
<b>Curriculum</b>	Yes	Yes
<b>Research (or other scholarship)</b>	Yes	Yes
<b>Campus Engagement</b>	Yes	Yes
<b>Public Engagement</b>	Yes	Yes
<b>Air and Climate</b>	Yes	Yes
<b>Buildings</b>	Yes	Yes
<b>Dining Services/Food</b>	Yes	Yes
<b>Energy</b>	Yes	Yes
<b>Grounds</b>	Yes	Yes
<b>Purchasing</b>	Yes	Yes
<b>Transportation</b>	Yes	Yes
<b>Waste</b>	Yes	Yes
<b>Water</b>	Yes	Yes
<b>Diversity and Affordability</b>	No	No
<b>Health, Wellbeing and Work</b>	No	No
<b>Investment</b>	No	No

Other

No

No

**A brief description of the plan(s) to advance sustainability in Curriculum:**

Illinois' Climate Action Plan covers all of these areas.

**The measurable objectives, strategies and timeframes included in the Curriculum plan(s):**

We are in the process of revising our climate action plan for submission in May. The 2015 plan will also include measurable objectives in each of these areas.

**Accountable parties, offices or departments for the Curriculum plan(s):**

The Institute for Sustainability, Energy, and Environment along with many other departments on campus, including the Office of the Provost.

**A brief description of the plan(s) to advance sustainability in Research (or other scholarship):**

See above

**The measurable objectives, strategies and timeframes included in the Research plan(s):**

See above

**Accountable parties, offices or departments for the Research plan(s):**

See Above

**A brief description of the plan(s) to advance Campus Engagement around sustainability:**

See Above

**The measurable objectives, strategies and timeframes included in the Campus Engagement plan:**

See Above

**Accountable parties, offices or departments for the Campus Engagement plan(s):**

See Above

**A brief description of the plan(s) to advance Public Engagement around sustainability:**

See Above

**The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):**

See Above

**Accountable parties, offices or departments for the Public Engagement plan(s):**

See Above

**A brief description of the plan(s) to advance sustainability in Air and Climate:**

See Above

**The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):**

See Above

**Accountable parties, offices or departments for the Air and Climate plan(s):**

See above

**A brief description of the plan(s) to advance sustainability in Buildings:**

See above

**The measurable objectives, strategies and timeframes included in the Buildings plan(s):**

See above

**Accountable parties, offices or departments for the Buildings plan(s):**

See above

**A brief description of the plan(s) to advance sustainability in Dining Services/Food:**

See above

**The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):**

See above

**Accountable parties, offices or departments for the Dining Services/Food plan(s):**

See above

**A brief description of the plan(s) to advance sustainability in Energy:**

See above

**The measurable objectives, strategies and timeframes included in the Energy plan(s):**

See above

**Accountable parties, offices or departments for the Energy plan(s):**

See above

**A brief description of the plan(s) to advance sustainability in Grounds:**

See above

**The measurable objectives, strategies and timeframes included in the Grounds plan(s):**

See above

**Accountable parties, offices or departments for the Grounds plan(s):**

See above

**A brief description of the plan(s) to advance sustainability in Purchasing:**

See above

**The measurable objectives, strategies and timeframes included in the Purchasing plan(s):**

See above

**Accountable parties, offices or departments for the Purchasing plan(s):**

See above

**A brief description of the plan(s) to advance sustainability in Transportation:**

See above

**The measurable objectives, strategies and timeframes included in the Transportation plan(s):**

See above

**Accountable parties, offices or departments for the Transportation plan(s):**

See above

**A brief description of the plan(s) to advance sustainability in Waste:**

see above

**The measurable objectives, strategies and timeframes included in the Waste plan(s):**

see above

**Accountable parties, offices or departments for the Waste plan(s):**

see above

**A brief description of the plan(s) to advance sustainability in Water:**

see above

**The measurable objectives, strategies and timeframes included in the Water plan(s):**

see above

**Accountable parties, offices or departments for the Water plan(s):**

see above

**A brief description of the plan(s) to advance Diversity and Affordability:**

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**The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):**

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**Accountable parties, offices or departments for the Diversity and Affordability plan(s):**

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**A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:**

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**The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):**

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**Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):**

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**A brief description of the plan(s) to advance sustainability in Investment:**

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**The measurable objectives, strategies and timeframes included in the Investment plan(s):**

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**Accountable parties, offices or departments for the Investment plan(s):**

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**A brief description of the plan(s) to advance sustainability in other areas:**

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**The measurable objectives, strategies and timeframes included in the other plan(s):**



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**Accountable parties, offices or departments for the other plan(s):**

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**The institution's definition of sustainability:**

Sustainability is meeting the needs of the present without compromising the ability of future generations to meet their own needs.

**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 University of Illinois at Urbana-Champaign developed its most recent strategic plan through an exercise entitled "Visioning Excellence". During the exercise, sustainability emerged as one of the top priorities for our campus.

**The website URL where information about the institution's sustainability planning is available:**

<http://strategicplan.illinois.edu/goals.html>

## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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.

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"---" 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:**

Besides the Illinois Student Senate, 50 students serve on the faculty senate at Urbana-Champaign. In addition, one student senator serves as a voting member on the Board of Trustees.

**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:**

Those who serve on the Illinois Student Senate are elected by the student body.

**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

<b>Establishing new policies, programs, or initiatives</b>	Yes
<b>Strategic and long-term planning</b>	Yes
<b>Existing or prospective physical resources</b>	Yes
<b>Budgeting, staffing and financial planning</b>	Yes
<b>Communications processes and transparency practices</b>	Yes
<b>Prioritization of programs and projects</b>	Yes

**A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:**

There are numerous opportunities for students to be involved in decision making on campus. Through a selection process, students may serve on any number of campus committees. The Student Sustainability Committee is a prime example. This committee reviews its mission and goals with each new academic year, and has subcommittees to develop or revise policies for the whole committee to discuss and vote on.

**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:**

The Council of Academic Professionals is an elected assembly serving the interests of full-time, part-time, and retired academic professionals at Illinois. We provide direct and concerted communication between academic professional staff and administrative officers of the University.

**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?:**

Yes

**A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:**

The Staff Advisory Council consists of eight elected members representing each of the staff job groups on campus (clerical and secretarial, skilled crafts and trades, executive/administrative and managerial, service and maintenance, and technical and paraprofessional) and appointed representatives from various campus groups.

Any permanent, full-time staff employee is eligible for membership on the UIUC Staff Advisory Council. Membership of the full Council is composed of the eight elected employee representatives and special group representatives selected by the executive board.

The Council meets at least monthly and members are expected to attend all meetings. In addition to serving at Council meetings, members are asked to serve on special committees across the campus to provide input on behalf of staff employees.

Elected representatives serve four-year terms and special group representatives serve one-year terms. Annual elections are held in May. All employees eligible to vote are notified of the election and given instructions on how to become a candidate.

**Do non-supervisory staff have a formal role in decision-making in regard to the following? :**

	Yes or No
<b>Establishing organizational mission, vision, and/or goals</b>	Yes
<b>Establishing new policies, programs, or initiatives</b>	Yes
<b>Strategic and long-term planning</b>	Yes
<b>Existing or prospective physical resources</b>	Yes
<b>Budgeting, staffing and financial planning</b>	Yes
<b>Communications processes and transparency practices</b>	Yes
<b>Prioritization of programs and projects</b>	Yes

**A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:**

The Council participates in many activities and serves on numerous boards and task forces across the campus. Many assignments include committees made up of the Council members who work on specific problems as well as special campus committees. Some of the campus committees served by the Council members have included the following:

Faculty/Staff Emergency Fund, Faculty/Staff Assistance Program, Parking Advisory Committee, and the State Universities Retirement System.

**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:**

Elections are held each year for faculty to serve on the Faculty Senate.

**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?:**

Yes

**A brief description of faculty representation on the governing body, including how the representatives are selected:**

Welcome to the University of Illinois at Urbana-Champaign Senate website.

The Senate of the Urbana-Champaign Campus is a legislative body comprised of about 200 faculty, 50 students, and eight other academic staff members. Duties of Senate committees are specified in the Senate Bylaws.

**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	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 faculty role in regard to each area indicated, including examples from the previous three years:**

Faculty Advisory Committee

(a) Duties

The Faculty Advisory Committee shall 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 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 staff or any member of it. The Faculty Advisory Committee operates under its own Articles of Procedure.

(b) Membership

The Committee shall consist of nine tenured faculty members.

Recent topics include the proposal to establish a college of medicine, and a resolution relating to academic freedom.

**The website URL where information about the institution's governance structure is available:**

<http://www.senate.illinois.edu/elecind.asp>

# 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.

<b>Credit</b>
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access



# Diversity and Equity Coordination

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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:**

The Chancellor's and Provost's Faculty Advisory Council on Diversity and Cultural Understanding reports directly to the Chancellor and Provost. It focuses on the identification and implementation of strategies to institutionalize the values and goals related to diversity at Illinois. EDGE seeks to assist in the development of a structure and culture of responsibility, incentive, and accountability, focused on objectives, targets, goals, implementation steps, and timelines.

**Illinois EDGE- Faculty Diversity and Cultural Understanding Council**

EDGE seeks to assist in the development of a structure and culture of responsibility, incentive, and accountability, focused on objectives, targets, goals, implementation steps, and timelines.

**Diversity Administrative Coordinating Team**

The Diversity Administrative Coordinating Team (DACT) reports directly to the Chancellor and encourages intentional efforts across the Offices of the Chancellor, Student Affairs and Provost to implement and evaluate diversity initiatives. DACT also assists in greater communication and coordination across the Chancellor's diversity committees which include the Committee on Race and Ethnicity, the Gender Equity Council, the Committee on Access and Accommodations, and the Lesbian, Gay, Bisexual and Transgender Advisory Committee.

**The full-time equivalent of people employed in the diversity and equity office:**

13

**The website URL where information about the diversity and equity committee, office and/or officer is available:**

<http://www.oc.illinois.edu/visioning/reports/SocialEqualityandCulturalUnderstandingVFE.pdf>

**Does the institution make cultural competence trainings and activities available to all members of the following groups?:**

	Yes or No
<b>Students</b>	Yes
<b>Staff</b>	Yes
<b>Faculty</b>	Yes
<b>Administrators</b>	Yes

**A brief description of the cultural competence trainings and activities:**

Inclusive Illinois, one campus, many voices, is the University's commitment to cultivating a community at Illinois where everyone is welcomed, celebrated, and respected. Inclusive Illinois is about institutionalizing a climate of inclusion at Illinois. Inclusion can only be accomplished through interactions, relationships, education, and the sharing of our voices and perspectives. As evidence of the University's commitment to enhance the living, learning, and working environments for faculty, staff, and students, the University encourages a standard of conduct and behavior that is consistent with the values of inclusion. In an inclusive environment, there is no place for acts of hatred, intolerance, insensitivity, bigotry, threats of violence, harassment, or discrimination. At Illinois, the I-Initiative is an interactive, web-based, online education program. All faculty and staff members are expected to complete the education course. The tangible benefits of the I-Initiative at Illinois are the following:

1. Sustain an inclusive, respectful, discrimination- and harassment-free living, learning, and working environment;
2. Minimize inappropriate and illegal conduct in the workplace;
3. Increase awareness of conduct in an educational environment which can lead to complaints; faculty interactions with other faculty members, including bullying; inappropriate use of technology between faculty, staff, and students, sometimes involving dating relationships; faculty language in the classroom; and workplace joking and insensitivity;
4. Decrease legal risk and minimize potential liability because of the implementation of a comprehensive education program; and
5. Protect Illinois' reputation.

The University of Illinois at Urbana-Champaign provides guidelines, resources and workshops to help EEO Officers, Diversity Advocates and Search Committee Members in carrying out their role in the search process. The guidelines, resources and workshops include how to run an effective and efficient search committee, recruiting a diverse pool of applicants, raising awareness of unconscious assumptions, confidentiality, responsibilities in the search process, ensuring a fair review of applicants, and ensuring a fair interview process. Several workshops are offered throughout the year to discuss these topics and include:

- Hire Touch/Search Process Meetings
- Hire Touch Workshops
- Being a Change Agent in the Search Process

**The website URL where information about the cultural competence trainings is available:**

[http://www.inclusiveillinois.illinois.edu/i\\_initiative.html](http://www.inclusiveillinois.illinois.edu/i_initiative.html)

# Assessing Diversity and Equity

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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
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*"---" 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):**

Our campus Division of Management Information collects and stores data related to the diversity of the student body, in addition to the faculty and staff.

**Has the institution assessed employee diversity and employment equity?:**

Yes

**A brief description of the employee diversity and employment equity assessment(s):**

Our campus Division of Management Information collects and stores data related to the diversity of the student body, in addition to the faculty and staff.

**Has the institution assessed diversity and equity in terms of governance and public engagement?:**

Yes

**A brief description of the governance and public engagement assessment(s):**

Our commitment to diversity means:

- We demonstrate our values and appreciation of the perspectives and contributions of the wide spectrum of people reflected in our community;
- We support curricular, interdisciplinary, and co-curricular learning environments that expose students to multiple perspectives including the histories and contributions of groups across social and economic identities; and
- We provide opportunities for students, faculty, staff, and administrators to establish meaningful relationships across differences and we actively encourage the campus community to participate in programming and events to create, develop and sustain those relationships.

As such, we aspire to create a truly pluralistic environment, free of barriers associated with identity, in our pursuit of academic and scholarly excellence.

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

<http://www.inclusiveillinois.illinois.edu/mission.html>

# Support for Underrepresented Groups

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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.

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## Submission Note:

<https://publish.illinois.edu/bfap-alliance/>

<http://publish.illinois.edu/educationadvising/2013/03/13/inclusive-illinois-diversity-roundtable/>

<http://oc.illinois.edu/committees/index.html>

[http://www.mckinley.illinois.edu/units/health\\_ed/gen\\_neut\\_bthrms.html](http://www.mckinley.illinois.edu/units/health_ed/gen_neut_bthrms.html)

"---" 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:**

#### Bruce D. Nesbitt African American Cultural Center

In 1969, the African American Cultural Center was created with the two-fold purpose of assisting the University in providing a safe and welcoming environment for African American students and serving as a resource to the campus at-large regarding African American contributions and issues.

#### Asian American Cultural Center

The Asian American Cultural Center promotes cross-cultural understanding of Asian American and Asian international experiences, and provides educational and cultural support for Asians and Asian Americans in our university community.

#### La Casa Cultural Latina

The mission of La Casa Cultural Latina is to promote a welcoming and dynamic atmosphere through the development of educational, cultural, socio-political, and social programs that lead to greater recruitment, retention, advancement, and empowerment of Latina/o students. La Casa engages current and future leaders through mentorship, civic engagement, and the promotion of social advocacy.

#### Native American House

The Native American House serves as a support and resource center for all American Indian and Alaskan Native students and their families by providing programs throughout the year that allow students the opportunity to enrich their cultural and academic experiences at the University of Illinois.

#### Women's Resource Center

The Women's Resources Center as a part of Student Affairs is responsible for improving the campus climate for women and developing and implementing programs that address women's issues and gender-related concerns.

#### Lesbian, Gay, Bisexual, Transgender Resource Center

The Lesbian, Gay, Bisexual, and Transgender Resource Center as a part of the Office of Student Affairs serves as an integral part of the University community, dedicated to intellectual and personal development of the individual. Its mission is to foster an environment that is open, safe and inclusive for people of all sexualities and gender identities.

#### Division of Disability Resources and Educational Services

The mission of the Division of Disability Resources and Educational Services is to ensure that qualified students with disabilities are afforded an equal opportunity to participate in and benefit from the programs, services and activities of the University of Illinois at Urbana-Champaign through the identification and enactment of reasonable modifications to institutional policies and procedures; the provision of effective auxiliary aids and services; the establishment of innovative educational services; and the pursuit of interdisciplinary disability research.

#### Diversity and Social Justice Education

I-Connect Diversity & Inclusion workshop is an experiential training designed to help incoming students embrace differences and recognize shared experiences in order to build a welcoming and engaged campus community. Facilitated by fellow students, I-Connect uses collaborative exercises and engaging discussion to build participants' communication skills and their ability to collaborate, learn, and work in diverse environments.

#### Inclusion and Intercultural Relations

The Office of Inclusion and Intercultural Relations (OIIR) seeks to improve campus climate by providing transformative learning experiences to the Illinois community that result in an appreciation for diversity and cross cultural engagement. OIIR contributes to the academic mission of the University by providing students educational opportunities about the various dimensions of diversity and intersections of identities.

#### Cultural Programming Fee

The purpose of the Student Cultural Programming Fee (SCPF) is to provide direction and allocation of resources for culture-specific programming for African American, Asian American, Latina/o, Native American, lesbian, gay, bisexual, transgender, and women's programs and activities. The goal is to advance further cultural awareness, encourage diversity, educate the University of Illinois community as a whole, and provide a forum for the development, exploration, and improvement of cultural programs.

#### iUnite

I-Unite draws together over 30 events for all members of the University community to embrace the value of differences in individuals and communities, while exploring diversity and inclusion locally and globally. This campus-wide event is an exciting opportunity for the campus to learn about and celebrate the unique cultures and contributions of faculty, staff, and students at the University of Illinois at Urbana-Champaign.

### Lunchtime Discussion Series

The Asian American Cultural Center, Bruce D. Nesbitt African American Cultural Center, La Casa Cultural Latina, Lesbian, Gay, Bisexual, Transgender Resources Center, Native American House and the Women's Resource Center collaborate to host a series of lunchtime forum that provide audience members and participants with introductions to the cultures, histories, and societal issues that the diverse communities of our campus face. We welcome you to our centers and encourage you to connect with us.

### Latino Family Visit Day

Latina/o Family Visit Day is an all-day event held annually in the fall for families of first-year and transfer Latina/o students. LFVD provides families with the opportunity to learn about the college experience. Activities such as the resource fair, parent panels, alumni panels, and faculty presentations emphasize the benefits of college while providing an opportunity for parents to discuss the transitions families face when their children leave for college. Little siblings participate in age-appropriate activities to give them a glimpse of what a college campus has to offer.

### Campus Uncensored

The University is deeply committed to creating and maintaining an inclusive, just, and respectful learning community. The University of Illinois welcomes and encourages all of its students, faculty, and staff to embrace the marketplace of ideas as part of the educational experience. Campus Uncensored program is an event that highlights the vital roles and meanings of the First Amendment and Academic Freedom at the University of Illinois.

This program of activities has three goals:

- To broaden our understanding of the First Amendment. This includes both historical and contemporary analyses, and conversations about your rights to free speech and other freedoms granted by this amendment;
- To enhance awareness of the responsibilities that accompany these constitutional rights and freedoms, and;
- To encourage students, faculty, and staff to use this understanding and awareness for personal and collective application on the campus and in everyday life.

### **The website URL where more information about the support programs for underrepresented groups is available:**

<http://studentaffairs.illinois.edu/diversity/oir.html>

### **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:**

Policy and Procedures for Addressing Discrimination and Harassment at the University of Illinois at Urbana-Champaign

#### University of Illinois at Urbana-Champaign Policy

The commitment of the University of Illinois at Urbana-Champaign (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 merit and be free from invidious discrimination in all its forms. Illinois does not engage in discrimination or harassment, or tolerate discrimination or harassment, against any person because of the following protected categories: race, color, religion, sex, pregnancy, disability, national origin, citizenship status, ancestry, age, order of protection status, genetic information, marital status, sexual orientation including gender identity, arrest record status, military status, and unfavorable discharge from military service.

### **The website URL where more information about the institution's discrimination response policy, program and/or team is available:**

<http://www.cam.illinois.edu/ix/ix-b/ix-b-3.htm>  
STARS Reporting Tool | AASHE



**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?:**

Yes

# Support for Future Faculty Diversity

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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.
- 

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

## **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:**

Summer Research Opportunities Program (SROP)

The University of Illinois at Urbana-Champaign offers a summer research program that provides undergraduate students from populations underrepresented in graduate study at Illinois with an opportunity to explore careers in research. The program at Illinois provides each student with an experience that will help strengthen his or her knowledge, skills, and understanding of graduate school.

The many activities offered through the Summer Research Opportunities Program (SROP) will afford participants an opportunity to establish important relationships with faculty in their respective fields of study, conduct graduate-level research under the supervision of a University of Illinois renowned faculty member, become acquainted with the culture of graduate school, and to learn what is needed and expected of them as graduate students in their discipline at the University of Illinois.

SROP at Illinois brings talented undergraduate students from across the US and its territories, such as Puerto Rico, to our campus as an introduction to graduate study, research and the admission process. SROP has served more than 1,500 students since 1986.

## **The website URL where more information about the faculty diversity program(s) is available :**

<http://www.grad.illinois.edu/prospective/underrepresented>

STARS Reporting Tool | AASHE



# Affordability and Access

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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:

<http://www.omsa.uiuc.edu/trioweek/>

<http://engage.illinois.edu/>

"---" 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:**

Illinois Promise (I-Promise)

The University of Illinois at Urbana-Champaign is committed to providing access to quality education for high achieving students from all backgrounds. Current economic circumstances, however, threaten the affordability of higher education, particularly for students from the lowest income levels. With the shift of primary funding for state universities from state support to tuition, the need to maintain access to higher education is particularly pressing. Illinois Promise began in Fall 2005 to ensure the affordability of higher education for students from the lowest income levels. Illinois Promise assures eligible recipients sufficient grant and scholarship funds in combination with a minimal employment expectation to cover their estimated cost of tuition, fees, room and board, and books and supplies. Illinois Promise does not provide funding for summer classes. The Illinois Promise scholarship is about giving high-achieving, low-income students access to a world class education and a chance to succeed.

Illinois Academic Enrichment and Leadership Program (I-LEAP)

The Mannie L. Jackson Illinois Academic Enrichment and Leadership Program (I-LEAP) is committed to providing a support and an information base that validates the student experience and fosters a sense of belonging, engagement, and empowerment. Through bi-weekly one-on-one counseling, mentorship, tutoring, workshops, academic skills development, leadership training, and referrals to resources, the I-LEAP program aims to increase student success at the University of Illinois and within the campus community. Participation in The Mannie L. Jackson Illinois Academic Enrichment and Leadership Program (I-LEAP) is voluntary and of no cost to program participants. I-LEAP is available to undergraduates enrolled in the College of Applied Health Sciences at the University of Illinois at Urbana-Champaign who are first-generation students, students from underrepresented groups, student athletes, and those recognized by the President Awards Program (PAP) and Educational Opportunities Program (EOP). Additionally, the I-LEAP Program collaborates with the Office of the Provost to provide support and resources to students who receive the Illinois Promise scholarship. Students are also able to self-select and participate in the program.

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

The Workplace Harassment and Discrimination Prevention Education Initiative (I-Initiative) is a cohesive, comprehensive, and coordinated program that indicates we are determined to create the most inclusive campus possible. At Illinois, we believe that the more diverse the people are around the table for any discussion, whether you're talking about gender, race, religion, age, geography, economics, etc., the richer the conversation becomes and, ultimately, the better the outcomes. This also complements another important program, Inclusive Illinois. However, for everyone to participate in that conversation we must have an environment in which everyone is valued,

## **A brief description of any programs to prepare students from low-income backgrounds for higher education:**

### Morrill Engineering Program (MEP)

MEP offers academic support services and activities, scholarship assistance, and work experience. Since 2011, MEP recruitment efforts have reflected a significant increase in applications to the College of Engineering from underrepresented students.

### Women in Engineering (WIE)

This program hosts summer camps for high school students, such as the Exploring Your Options (EYO) Worldwide Youth in Science and Engineering (WYSE) Camp, and the Girls Adventures in Mathematics, Engineering, and Science (G.A.M.E.S.) Camp. GAMES exposed 143 high school girls to science, technology, engineering and mathematics (STEM) fields.

### Illinois Connections in Engineering (ICE)

This program is a six-week residential summer bridge program designed to provide incoming engineering students valuable academic training for the rigors of the engineering curriculum at Illinois. Recognizing that the level of preparation each student receives prior to college varies from school to school, ICE provides a challenging program designed to assist students' adjustment to college. The courses and workshops are taught to give students a sense of the level and pace of University coursework, while ICE provides students the opportunity to become accustomed to the campus.

### The Sister School

The program serves as a bridge between the Department of Dance and 8-10 targeted dance studios and high schools in Illinois that possess both a large minority population and an excellent reputation for producing outstanding dancers. Participants are exposed to the benefits of a degree in dance through regular interaction with Dance at Illinois students and faculty. Program activities include: recruitment materials, promotional mailings, and emails are frequently sent to each target school. In addition, Dance at Illinois faculty and alumni provide master classes to students on location and a group of students is invited to campus each year to experience a day as a dance major.

### AD Camp

AD Camp is a joint program between the Department of Advertising and the American Advertising Federation (AAF). It was designed to provide underrepresented high school students with hands-on exposure to the advertising industry and professors. Students are taught the principles of advertising from faculty members and working professionals; they worked in groups on real projects from clients; and they toured several advertising agencies. About ten-percent of the students who completed camp have applied to the University of Illinois at Advertising or Marketing majors in this academic year.

### President's Award Program (PAP)

PSP seeks to encourage academically superior students who have been admitted to one of the University of Illinois campuses and are members of historically underrepresented groups, including groups that have been difficult to enroll at the University. The broad goals of the program are to ensure and enrich the diversity of the student body. The University of Illinois believes that a diverse student body enhances the quality of education for all students.

### Upward Bound Program

The Upward Bound Program is for high school students to develop skills and motivation to complete a post-secondary degree

### Educational Talent Search Program

The Educational Talent Search Program is an early intervention program for individuals age 11 through 21. It includes those seeking to re-enter the education system, and those who are interested in pursuing a post-secondary degree.

### iMath Building Mathematical Identities with/in Latin and Black Youth

iMath is a partnership with Central High and Edison Middle School to include an after school math club at the Champaign Public Library. The club targets 20-30 Latino and Black students, as well as Spanish speakers and is managed by teacher education students and undergraduate students in mathematics-related majors.

### USDA Ag Discovery

The program is designed to enhance academic skills in math, science and computers. It is a seven (7) week laboratory research experience for high school students to explore specific interests related to plants, animals, and the environment.

### Research Apprentice Program (RAP)

Description: This program offers enrichment and academic support to high school freshmen through junior students from traditionally underserved ethnic minority groups and economically disadvantaged backgrounds. Students are engaged in learning about the application of math, science, technology, and computers through many labs, career seminars, and science demonstrations on the University of Illinois campus. Students work in team-based exercises to improve math and science skills, problem solving skills, and communications skills. Students have the opportunity to visit businesses, where they will conduct hands-on science projects focused on food, human, and environmental issues.

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

Illinois Promise assures eligible recipients sufficient grant and scholarship funds in combination with a minimal employment expectation to cover their estimated cost of tuition, fees, room and board, and books and supplies. Illinois Promise does not provide funding for summer classes. The Illinois Promise scholarship is about giving high-achieving, low-income students access to a world class education and a chance to succeed.

**A brief description of any programs to guide parents of low-income students through the higher education experience:**

The Office of the Dean of Students collaborates with the Parent Program Office to provide orientation for parents, along with many other resources to aid in the transition to the college experience.

<http://uofiparentprograms.illinois.edu/pop/schedule.html>

**A brief description of any targeted outreach to recruit students from low-income backgrounds:**

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**A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:**

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**A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:**

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**A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:**

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**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:**

The Monetary Award Program (MAP) is a state funded grant. It is pro-rated for students not enrolled full time.

**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:**

The Child Development Laboratory on campus offers fee reductions based on family size and gross annual income.

**A brief description of other policies and programs to support non-traditional students:**

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**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	20
The graduation/success rate for low-income students	78
The percentage of student financial need met, on average	65
The percentage of students graduating with no interest-bearing student loan debt	48

**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:**

14

**The website URL where information about the institution's affordability and access programs is available:**

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# 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.

<b>Credit</b>
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

# Employee Compensation

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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.

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**Submission Note:**

<http://www.shr.illinois.edu/classification/salaryplan.html>

<http://www.osfa.illinois.edu/aid/employment/wages.html>

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

**Number of employees:**

---

**Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:**

---

**Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:**

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**Number of employees of contractors working on campus:**

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**Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:**

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**A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:**

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**Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:**

---

**Number of staff and faculty that receive sustainable compensation:**

---

**Number of employees of contractors that receive sustainable compensation:**

---

**A brief description of the standard(s) against which compensation was assessed:**

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**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:**

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**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:**

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**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:**

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**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:**

---

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):**

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**The local legal minimum hourly wage for regular employees:**

---

**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.ahr.illinois.edu/FY12BudgetGuidelines.pdf>

# Assessing Employee Satisfaction

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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:**

100

## **A brief description of the institution's methodology for evaluating employee satisfaction and engagement:**

Climate survey...The survey aimed to assess perceptions of the work and academic climate at the University of Illinois. The UIC Survey Research Laboratory (SRL) assisted with the survey. All faculty, staff, and students on the three main campuses of the University—Urbana■Champaign, Chicago, and Springfield—and at other locations, including Rockford, Peoria, and other extension locations, were invited to participate. There was a separate questionnaire for faculty, staff and students. Data were collected primarily by means of an online survey; however, every effort was made to ensure that those who do not regularly use computers had access to a paper version of the questionnaire. The original frame included 59,166 students and employees on the Urbana■Champaign campus. Of these, 11,124 completed the questionnaire; the response rate was 34.9% for employees and 13.1% for students

## **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 identified issues related to diversity and to safety. Campus has worked to enhance diversity among our faculty, staff, and student populations. Additional safety measures have been evaluated and implemented.

**The year the employee satisfaction and engagement evaluation was last administered:**

2,012

**The website URL where information about the institution's employee satisfaction and engagement assessment is available:**

<https://www.uillinois.edu/cms/One.aspx?portalId=1324&pageId=135393>

# Wellness Program

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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.campusrec.illinois.edu/wellnesscenter/>

"---" 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
<b>Students</b>	Yes
<b>Staff</b>	Yes
<b>Faculty</b>	Yes

## A brief description of the institution's wellness and/or employee assistance program(s):

The University of Illinois provides both a Faculty/Staff Assistance Program (FSAP) and a Wellness Program. The staff of the FSAP is dedicated to providing quality, confidential assistance to employees and their families who may be experiencing difficulties that impact their lives. This includes assessments, short-term counseling, crisis services and referrals to appropriate resources.

The UI Wellness Center endeavors to empower the Illinois community to incorporate healthful practices into their lives, and to help create a culture of wellness that supports healthy living, personal growth, and enhanced quality of life. Our goal is to help students,



faculty, and staff attain successful and fulfilling studies, work and life.

**The website URL where information about the institution's wellness program(s) is available:**

<http://fsap.illinois.edu/>

# Workplace Health and Safety

## 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.

---

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

# Investment

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

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

<b>Credit</b>
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

# Committee on Investor Responsibility

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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.

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

## **Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:**

No

## **The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:**

Responsibilities

The Board of Trustees develops basic University policy on investments and delegates the execution of those policies to its administrative agents, who are required to be guided by the Board's policies and report to the Board. The Comptroller has been delegated transaction authority to assist the Audit, Budget, Finance, and Facilities Committee of the Board in the areas of investments and banking. That Committee meets regularly to review the University's investment program. The investment policy describes the overall level of risk the Board of Trustees deems appropriate.

The Vice President/Chief Financial Officer and Comptroller is authorized to manage University investments at his/her discretion consistent with the Board of Trustees' policy and/or with investment managers appointed by the Board of Trustees.

The investment function is centralized in Treasury Operations. The Vice President/Chief Financial Officer and Comptroller has delegated to the Senior Assistant Vice President for Treasury Operations the authority and responsibility to develop, and, after necessary consultations, disseminate guidelines and procedures regarding the investment of University funds. The Senior Assistant Vice President

for Treasury Operations is also authorized to develop, install, and oversee the operations of suitable business systems to accomplish this function. The Senior Assistant Vice President for Business and Finance or delegate is responsible for the security and administration of University bank accounts. The Senior Director of Treasury Operations is responsible for the daily management of University bank balances and general oversight of EFT activity. Requests for exceptions to approved investment policies should be addressed to the Comptroller.

The Senior Assistant Vice President for Treasury Operations is also responsible and has authority for day-to-day investment operations. Endowment investment transactions are reported to the Board of Trustees. Investment managers are appointed by the Board of Trustees to execute the policy and invest the assets in accordance with established policy, but apply their own judgments concerning relative investment values. Investment managers are accorded full discretion, within policy limits, to select individual investments and diversify their portfolios.

The Policy for Management of University Endowment Farms became effective January 19, 2006. The University of Illinois Endowment and Non-Endowment Farms are managed by Treasury Operations, Agricultural Property Services.

**Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):**

Members of the University of Illinois Board of Trustees

**Examples of CIR actions during the previous three years:**

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

<http://www.uillinois.edu/trustees/committees/audit-finance-and-facilities.cfm>

## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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 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

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

**Total value of the investment pool:**

2,622,096,755 US/Canadian \$

**Value of holdings in each of the following categories::**

	Value of Holdings
<b>Sustainable industries (e.g. renewable energy or sustainable forestry)</b>	0 US/Canadian \$
<b>Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)</b>	0 US/Canadian \$
<b>Sustainability investment funds (e.g. a renewable energy or impact investment fund)</b>	0 US/Canadian \$
<b>Community development financial institutions (CDFIs) or the equivalent</b>	0 US/Canadian \$
<b>Socially responsible mutual funds with positive screens (or the equivalent)</b>	26,709,433 US/Canadian \$
<b>Green revolving loan funds that are funded from the endowment</b>	0 US/Canadian \$

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

U.S. Small-Mid Cap Value Portfolio

**Does the institution have a publicly available sustainable investment policy?:**

No

**A copy of the sustainable investment policy:**

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

---

**The sustainable investment policy:**

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**Does the institution use its sustainable investment policy to select and guide investment managers?:**

No

**A brief description of how the policy is applied, including recent examples:**

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**Does the institution's sustainable investment policy include negative screens?:**

No

**A brief description of the negative screens and how they have been implemented:**

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**Approximate percentage of the endowment that the negative screens apply to:**

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**Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:**

No

**A copy of the proxy voting guidelines or proxy record:**

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**A brief description of how managers are adhering to proxy voting guidelines:**

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**Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:**

No

**Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:**

---



**Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:**

No

**A brief description of the investor networks and/or collaborations:**

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**The website URL where information about the institution's sustainable investment efforts is available:**

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# Investment Disclosure

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## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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.

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

### **Does the institution make a snapshot of its investment holdings available to the public?:**

Yes

### **The percentage of the total investment pool included in the snapshot of investment holdings:**

100

### **A copy of the investment holdings snapshot:**

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### **The website URL where the holdings snapshot is publicly available:**

<http://www.trustees.uillinois.edu/trustees/agenda/March-6-2014/r-Inventory-Report-12-31-13.pdf>

# 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.

<b>Credit</b>
Innovation 1
Innovation 2
Innovation 3
Innovation 4

## Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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## 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.

---

**Title or keywords related to the innovative policy, practice, program, or outcome:**

Farm and Fiber

**A brief description of the innovative policy, practice, program, or outcome :**

The site of the Sustainable Student Farm continues to be an example of best practices is sustainability. A collaboration with Fresh Press, a paper making initiative, uses the waste agricultural fiber to make paper.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

Additional agricultural fiber plants are grown at the site that will help increase carbon sequestration for our campus.

**A letter of affirmation from an individual with relevant expertise:**

[Farm and Fiber ltr.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	---
Research	Yes
Campus Engagement	Yes
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	Yes

<b>Purchasing</b>	Yes
<b>Transportation</b>	---
<b>Waste</b>	Yes
<b>Water</b>	---
<b>Coordination, Planning &amp; Governance</b>	---
<b>Diversity &amp; Affordability</b>	---
<b>Health, Wellbeing &amp; Work</b>	---
<b>Investment</b>	---

**Other topic(s) that the innovation relates to that are not listed above:**

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

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

### Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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### 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.

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**Title or keywords related to the innovative policy, practice, program, or outcome:**

Helium Recycling

**A brief description of the innovative policy, practice, program, or outcome:**

Helium is a rare gas in short supply but one vital to the University of Illinois' research mission. It is one of the few elements that leaves the planet – making it an extremely finite resource. To better steward its use of this natural resource, the University has invested in improved infrastructure to capture and recycle (via re-liquefaction) approximately 95 percent of wasted helium. Superconducting magnets require liquid helium (at a temperature of 4K) to maintain a uniform electrical current used to study molecule structure. As the helium warms, it boils off and is currently lost. The new improvements will capture helium lost from more than a dozen magnets and recycle it to be used again – rather than continuing to purchase and waste 100 percent of a precious resource. Increased helium recycling capacity will not only will this reduce demand for raw helium, it will also ensure stability of price and availability of liquid helium for researchers, promoting sustainable research for years to come.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

Raw helium demand at a fraction of previous levels – less fracturing and drilling required to get at resource  
Decreased price of helium for end-user: At 95% efficiency price will drop from the current \$14 to \$8. Further price reduction after full return of investment.

**A letter of affirmation from an individual with relevant expertise:**

[Helium Recovery-1.docx](#)

**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	Yes
Campus Engagement	---
Public Engagement	---
Air & Climate	Yes



<b>Buildings</b>	---
<b>Dining Services</b>	---
<b>Energy</b>	---
<b>Grounds</b>	---
<b>Purchasing</b>	Yes
<b>Transportation</b>	---
<b>Waste</b>	Yes
<b>Water</b>	---
<b>Coordination, Planning &amp; Governance</b>	---
<b>Diversity &amp; Affordability</b>	---
<b>Health, Wellbeing &amp; Work</b>	---
<b>Investment</b>	---

**Other topic(s) that the innovation relates to that are not listed above:**

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

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

### Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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### 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.

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**Title or keywords related to the innovative policy, practice, program, or outcome:**

Solar Cookstoves

**A brief description of the innovative policy, practice, program, or outcome:**

We are working on the so-called Global Cooking Problem. Three billion people — nearly half the world’s population — still cook using solid fuels and that causes over 4 million deaths per year. That’s more than malaria, tuberculosis, and HIV/AIDS combined. We have a technology that cooks without fire, without fuel, and creates no emissions, and it is viable virtually worldwide.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

We envision solar harvesting businesses where women operate collection, storage and delivery to their customers.

**A letter of affirmation from an individual with relevant expertise:**

[Cookstove Letter.docx](#)

**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	Yes
Campus Engagement	---
Public Engagement	---
Air & Climate	Yes
Buildings	---
Dining Services	---
Energy	Yes
Grounds	---

<b>Purchasing</b>	---
<b>Transportation</b>	---
<b>Waste</b>	---
<b>Water</b>	---
<b>Coordination, Planning &amp; Governance</b>	---
<b>Diversity &amp; Affordability</b>	---
<b>Health, Wellbeing &amp; Work</b>	---
<b>Investment</b>	---

**Other topic(s) that the innovation relates to that are not listed above:**

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

<http://sustainability.illinois.edu/research/energy-transitions/stored-solar-stove-project/>

### Responsible Party

**Stephanie Lage**

Assistant Director

Ctr for Sustainable Environment

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### 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.

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**Title or keywords related to the innovative policy, practice, program, or outcome:**

Collaborative and Effective Campus Sustainability Decisions

**A brief description of the innovative policy, practice, program, or outcome:**

In 2014, the University of Illinois at Urbana-Champaign developed a new model to develop and evaluate new sustainability policies and initiatives. Sustainability Working Advisory Teams (SWAT) were created in topical areas to recommend policies and initiatives that will help campus reach its Climate Action Plan goals. The recommendations from the SWATeams are submitted to the new iCAP Working Group for review and evaluation, and finally to the Sustainability Council for implementation.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

Recommendations from the SWATeams have guided the development of our 2015 Climate Action Plan. The Energy Generation SWATeam has also recommended the purchase of wind energy for our campus.

**A letter of affirmation from an individual with relevant expertise:**

[Process Innovation.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	---
Air & Climate	Yes
Buildings	---
Dining Services	---
Energy	Yes

<b>Grounds</b>	---
<b>Purchasing</b>	---
<b>Transportation</b>	---
<b>Waste</b>	---
<b>Water</b>	---
<b>Coordination, Planning &amp; Governance</b>	Yes
<b>Diversity &amp; Affordability</b>	---
<b>Health, Wellbeing &amp; Work</b>	---
<b>Investment</b>	---

**Other topic(s) that the innovation relates to that are not listed above:**

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

<http://icap.sustainability.illinois.edu/project/sustainability-working-advisory-teams-swateams>