



University of North Carolina at Chapel Hill

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

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

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Doctorate

Institutional control:

Public

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

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

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Managed by a separate administrative entity - UNC Hospitals. Not administered by UNC Chapel Hill.

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

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

Endowment size:

2,380,000,000 US/Canadian \$

Total campus area:

4,247 Acres

IECC climate region:

Mixed-Humid

Locale:

Large town

Gross floor area of building space:

18,604,230 Gross Square Feet

Conditioned floor area:

16,143,892 Square Feet

Floor area of laboratory space:

2,414,764 Square Feet

Floor area of healthcare space:

275,809 Square Feet

Floor area of other energy intensive space:

577,896 Square Feet

Floor area of residential space:

2,718,200 Square Feet

Electricity use by source::

	Percentage of total electricity use (0-100)
--	---

Biomass	0
Coal	36
Geothermal	0
Hydro	0
Natural gas	5
Nuclear	59
Solar photovoltaic	0
Wind	0
Other (please specify and explain below)	---

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

Natural gas and oil is combined.

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	0
Coal	74
Electricity	0
Fuel oil	0
Geothermal	0
Natural gas	26
Other (please specify and explain below)	0

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

Steam produced by the coal-fired cogeneration system is distributed through a district energy system to heat campus buildings.

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

15

Number of academic departments (or the equivalent):

72

Full-time equivalent enrollment:

26,988

Full-time equivalent of employees:

11,779

Full-time equivalent of distance education students:

1,293

Total number of undergraduate students:

18,350

Total number of graduate students:

10,785

Number of degree-seeking students:

27,843

Number of non-credit students:

1,435

Number of employees:

11,964

Number of residential students:

8,980

Number of residential employees:

18

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.

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

Responsible Party

Cindy Shea

Director, Sustainability Office
Facilities Services

Criteria

Part 1

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

Part 2

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

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

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

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

- A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the [Earth Charter](#)).
- A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

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

Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty and departments to self-identify sustainability courses and courses that include sustainability using the definitions outlined in *Standards and Terms* or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	21,530	10,362
Number of sustainability courses offered	460	100
Number of courses offered that include sustainability	2,518	632

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

52

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

72

Number of years covered by the data:

Three

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

[ac1_courses_final_STARS_1.xlsx](#)

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

<http://www.sustainability.unc.edu/Initiatives/Academics/Teaching>

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

<http://sustainability.unc.edu/Initiatives/Academics/Teaching/Courses/tabid/1087/Default.aspx>

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

Initially, a group of UNC students took on the AASHE STAR’s curriculum inventory project as their semester-long Environmental Capstone, a hands-on course required for Environmental Science and Studies majors and open to all students for course credit. The capstone team created a definition of sustainability and identified sustainability courses by searching UNC course bulletins and websites, and by surveying faculty members about possible sustainability-related course content. Three subsequent Sustainability Office interns updated the inventory using a similar methodology. The definition of sustainability was reviewed and modified by a committee of faculty and Sustainability Office staff and the course inventory was updated and refined. Recently introduced enterprise software now includes a course search engine. The registrar's office also provided a searchable description of each course which was matched against the sustainability keyword list developed to conduct the research inventory.

The following semesters are included in the inventory:

Academic Year 2010-2011:

Fall 2010

Spring 2011

Summer 2011

Academic Year 2011-2012:

Fall 2011

Spring 2012

Summer 2012

Academic Year 2012-2013:

Fall 2012

Spring 2013

Summer 2013

Courses included in course inventory are Lecture courses only. Clinics, Inter-Institutional, Labs, and Recitations were not included in total course count or sustainability-related courses.

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

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

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

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

	Yes or No
Internships	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

Responsible Party

Cindy Shea

Director, Sustainability Office
Facilities Services

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.

"---" 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:

2,906

Total number of graduates from degree programs:

23,388

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

[AC 2 Updated-Sustainability Degrees final.xls](#)

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

Entrepreneurship Minor
Environmental Science and Studies Minor
Social and Economic Justice Minor
Sustainability Minor
BA, MA, PhD Anthropology
BA Environmental Studies
BA, MA, PhD Geography
BS Environmental Science
BSPH Environmental Health Science
MBA Sustainability Concentration
MCRP & PhD City and Regional Planning
MS & PhD Ecology
MPH & MS & PhD Environmental Sciences and Engineering
MS & PhD Marine Sciences
BS & MPH & MS & PhD Public Health -- Biostatistics, Health Behavior and Health Education, Health Policy and Management, Maternal and Child Health, Nutrition, Public Health Leadership
BA, MA Sociology

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

--City and Regional Planning

<http://planning.unc.edu/academics/masters/planning-specializations>

--Environmental Sciences and Studies

<http://cee.unc.edu/undergraduate-studies/degrees>

--Geography

<http://www.unc.edu/depts/geog/programs/undergraduate/requirements.htm>

--Public Health Degrees requiring ENVR 400 Seminar or ENVR 600 Environmental Health

<http://www.unc.edu/courses/2010spring/envr/600/001/>

<http://www.unc.edu/~weinberg/400/>

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

Undergraduate Program

Responsible Party

Cindy Shea

Director, Sustainability Office
Facilities Services

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

BS Degree in Environmental Science

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

First and Second Years

General College Perspectives (2 Aesthetics, 2 Social Sciences, 2 Historical, 1 Philosophical; one of the Social Science Perspectives must be ENST 201, Introduction to Environment and Society; it is recommended that the other be ECON 101; it also is recommended that students elect ENST 202, Introduction to Environmental Science)

Language (through Level III)

ENGL 101 and 102

MATH 231, 232, 233

ENST 203

BIOL 101/101L

CHEM 101/101L, 102/102L

PHYS 116, 117

STAT (see ENST advisor for options)

COMP (see ENST advisor for options)

Third and Fourth Years

ENST 698 Capstone: Analysis and Solution of Environmental Problems

One of the following three sets of courses:

MATH 383 and ENST 415

Two GIS/Remote Sensing courses (see ENST advisor for options)

Two advanced Statistics courses (see ENST advisor for options)

Three of the following six courses:

BIOL 201 Ecological Processes in Environmental Systems

GEOG 253 Atmospheric Processes in Environmental Systems

MASC 470 Estuarine and Coastal Marine Science

GEOL 111 Physical Geology for Science Majors or GEOL 213 Earth's Dynamic Systems

ENST 403 Environmental Chemistry Processes

Four courses in an approved Concentration Area:

Environment and Health

Earth System Science

Ecology

Energy

Sustainability

Environmental Decision-making

Environment and infrastructure (land use planning)

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

<http://cee.unc.edu/undergraduate-programs>

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

BA Degree in Anthropology

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

Majors are required to take courses in ecology and evolution; history, meaning, and materiality; and social formations and processes

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

<http://anthropology.unc.edu/undergraduate-program/anthropology-majors/>

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

BA Degree in Geography

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

Undergraduate majors concentrate their studies in one of three areas:

- Earth Environmental Systems (EES)
- Geographic Information Sciences (GISci)
- Geographies of Human Activity (GHA)

Students are encouraged to focus their coursework around one of the major themes and strengths in the Department. These include:

- Climatology
- Culture, Society, and Space
- Environmental Systems
- Geography of Health and Disease
- Geospatial Analysis
- International Development and Globalization
- Political Ecology
- Urban Geography, Planning, and Development

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

<http://geography.unc.edu/undergraduates/ba-program-description-and-requirements>

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

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):

Sustainability minor

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

Required courses for the Minor in Sustainability (credit hours)

Required ENST 698 Capstone in sustainability (3)

Choose one of the following: ENST 204 Seminar; topics vary

ENST 593 Environmental practicum; field experiences

ENST 393 Internship in Sustainability

ENST 210 Seminar - Energy in a Sustainable Environment (1)

You must choose at least one of the following (or you can choose both):

ENST 330 Principles of Sustainability

ENST 431 Systems Analysis for Sustainability (3)

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Students will choose three sustainability electives (if they elect only one of the two core sustainability courses, ENST 330 or ENST 431) or two Sustainability electives (if they elect both ENST 330 and ENST 431) to complete the minor. Students may petition for additional classes not listed here, if they can demonstrate relevance and rigor. Most courses listed below are cross-listed in more than one department.

BUSI 507 Sustainable Business

COMM 375 See ENST 375

COMM 675 See ENST 675

ENST 201 Introduction to Environment and Society (honors section available)

ENST 202 Introduction to Environmental Sciences

ENST 207 Internship in Sustainability

ENST 213 Earth's Dynamic Systems

ENST 220M N.C. Estuaries: Environmental Processes and Problems; Maymester course

ENST 261 Conservation of Biodiversity in Theory and Practice (GEOG 264, INTS 261)

ENST 262 Global Ecology: International Perspective on Eco/Environmental Problems (BIOL262)

ENST 270 Global Environment: Policy Analysis and Solutions (INTS 279, PLCY 270)

ENST 305 Data Analysis and Visualization of Social and Environmental Interactions

ENST 307 Energy and Material Flows in the Environment and Society

ENST 350 Environmental Law and Policy

ENST 351 Coastal Law and Policy; taught at Manteo

ENST 375 Environmental Advocacy

ENST 405 Mountain Preservation; taught at Highlands

ENST 420 Green Architecture and Design

ENST 470 Environmental Risk Assessment (ENVR 470)

ENST 471 Human Impacts on Estuarine Systems (MASC 471); taught at Morehead City

ENST 472 Coastal and Estuarine Ecology (MASC 448); taught at Morehead City

ENST 479 Landscape Analysis; taught at Highlands

ENST 480 Environmental Decision-Making (PLCY 480)

ENST 490 Special Topics in Environmental Science and Study; by permission

ENST 510 Policy Analysis of Global Climate Change (PLCY 510)

ENST 520 Environment and Development (INTS 520, PLCY 520)

ENST 567 Ecological Analyses and Applications

ENST 675 Environmental Communication in the Public Sphere (COMM 675)

ENST 686 Policy Instruments for Environmental Management (ENVR 686, PLAN 686, PLCY 686)

ENVR 470 See ENST 470

ENST 474 Sustainable Coastal Management; taught at Manteo

ENVR 522 See ENST 522

ENVR 600 Environment and Health

ENVR 686 See ENST 686

GEOG 213 See ENST 213

GEOG 237 Natural Resources

GEOG 264 See ENST 261

GEOG 370 Introduction to Geographic Information

GEOG 420 Fundamental Concepts of Human Geography

GEOG 434 Cultural Ecology of Agriculture, Urbanization and Disease

GEOG 223 Geology of Beaches and Coasts

INTS 261 See ENST 261

INTS 520 See ENST 520

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MASC 223 See GEOL 223
MASC 448 See ENST 472
MASC 471 See ENST 471
PHYS 131 Energy: Physical Principles and the Quest for Alternatives
PLAN 246 Cities of the Future
PLAN 247 Solving Urban Problems
PLAN 636 Urban Transportation Planning
PLAN 686 See ENST 686
PLAN 740 Land Use and Environmental Policy
PLAN 741 Land Use and Environmental Planning
PLCY 260 Planning, Politics and Urban Policy

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

<http://cee.unc.edu/undergraduate-programs/interdisciplinary-undergraduate-minor-in-sustainability-studies>

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

Minor in Environmental Science and Studies

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

ENST 201 Introduction to Environment and Society
and
ENST 202 Introduction to Environmental Sciences
or ENST 203 Introduction to Environmental Science Problem Solving

In addition, students must take three courses (at least one at the 400 level) from the following list:

ENST 111 Physical Geology for Science Majors
ENST 213 Earth's Dynamic Systems
ENST 222 Estuarine and Coastal Marine Sciences
ENST 253 Introduction to Atmospheric Processes
ENST 254 International Environmental Politics
ENST 305 Data Analysis and Visualization of Social and Environmental Interactions
ENST 307 Energy and Material Flows in the Environment and Society
ENST 308 Environmental History
ENST 309 Environmental Values and Valuation
ENST 312 Risk-Based International Environmental Decisions
ENST 368 Environmental Ethics
ENST 404 Biodiversity of the Southern Appalachian Mountains
ENST 410 Earth Processes in Environmental Systems
ENST 411 Oceanic Processes in Environmental Systems
ENST 415 Environmental Systems Modeling
ENST 450 Biogeochemical Processes
ENVR 470 Environmental Risk Assessment
ENST 489 Ecological Processes in Environmental Systems
ENST 490 Atmospheric Processes in Environmental Systems

ENST 490 Special Topics in Environmental Sciences and Studies
ENST 675 Environmental Communication

Students should see an ENST advisor for a larger listing of potential courses. Depending on the courses selected, the minor would require between 17 and 20 hours.

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

<http://cee.unc.edu/undergraduate-programs/minor-in-environmental-science-and-studies>

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

Minor in Urban Studies and Planning

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

Students are required to take two core courses: PLAN 246 and 247. PLAN 246/247 is a sequence of courses that introduces students to the structure and function of cities and ways planners solve urban problems.

PLAN 246 Cities of the Future (Fall) [sample syllabus]

PLAN 247 Solving Urban Problems (Spring) [sample syllabus]

In addition to the core curriculum in the Minor, students choose three additional planning courses. Students can select any other planning course with permission of the instructor after completing PLAN 246/247. These courses enable students to develop knowledge in a planning specialization, such as land-use/environmental planning or transportation planning; or, students may use this opportunity to develop a better understanding of cross-cutting planning issues, such as planning ethics or international issues. Some courses that are routinely available to undergraduates are listed below. Instructor permission is required where specified.

300 - 600 level Courses (* is with instructor permission)

PLAN 330/ENST 330 Principles of Sustainability

PLAN 491/GEOG 491 Introduction to Geographic Information Systems

PLAN 591 Advanced Geographic Information Systems (*)

PLAN 428/GEOG 428 Cities in a Globalizing World

PLAN 585/PLCY 585/ENVR 585/ ENST 585 Environmental Management and Policy (*)

PLAN 636 Urban Transportation Planning

PLAN 637 Public Transportation (*)

PLAN 641 Ecology and Land Use Planning (*)

PLAN 663 Diversity & Inequality in Cities (*)

PLAN 685/ENVR 685 Water Policy in Lesser Developed Countries (*)

700 level Courses (instructor permission is required)

PLAN 714 Urban Spatial Structure

PLAN 721 Advanced Planning Methods

PLAN 740 Land Use and Environmental Policy

PLAN 741 Land Use and Environmental Planning

PLAN 745 Development Impact Assessment

PLAN 760 Real Estate & Affordable Housing

PLAN 761 Housing & Public Policy

PLAN 762 Central City Revitalization

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PLAN 770 Economic Development Policy
PLAN 771 Development Planning Techniques
PLAN 773 Urban & Regional Development Seminar
PLAN 774 Planning for Jobs

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

<http://planning.unc.edu/academics/undergraduate-minor/undergraduate-minor>

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

Responsible Party

Cindy Shea

Director, Sustainability Office
Facilities Services

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Master's Degree Program in City and Regional Planning

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

The program is structured to provide: 1) a core of planning theory, urban theory and planning methods, 2) in-depth coverage of substantive knowledge, methods, techniques and institutions in an area of specialization, 3) elective courses to broaden or deepen knowledge and skills in particular areas of interest, and 4) application of knowledge and skills in a problem-solving workshop and Master's Project.

In addition to the core curriculum, taken during the first year in residence, the department offers five specializations associated with professional planning practice in placemaking & real estate development, economic development, housing & community development, land use and environmental planning, and transportation planning. Sustainable development is the overarching concept for these specializations. Each emphasizes equity, environmental quality, economic viability, and social participation and grapples with the interconnections among these dimensions of sustainability.

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

<http://planning.unc.edu/academics/masters>

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

Master of Science in Public Health -- Health Policy and Management

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

Required courses in School of Public Health include:

ENVR 600--Survey of Environmental Problems

HBHE 600--Social & Behavioral Sciences in Public Health

EPID 600--Principles of Epidemiology

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

<http://sph.unc.edu/hpm/hpm-degrees-and-certificates/residential-masters-programs-mph-mha-msph/residential-masters-curriculum-degree-requirements-4/>

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

Master of Public Health - Health Behavior and Health Education

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

Program integrates social and behavioral science theory, research, and practice through core courses, community-based fieldwork, and professional development and career support. Students use a social ecological framework to study, develop, and evaluate interventions and policies to promote health, prevent disease and injury, and reduce health disparities. The HB MPH program prepares students for leadership positions in a wide range of public health settings.

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

<http://sph.unc.edu/hb/degrees-and-certificate-programs/>

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

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 Sustainable Enterprise Concentration

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

Sustainable Enterprise Concentration Requirements

7.5 credits needed among the following electives

MBA 713 Sustainable Operations

MBA 782/SOWO885 Financial Management of Nonprofit Organizations

MBA 790 Energy Project Finance

MBA 799 Governance and Financial Accountability

MBA 806 Global Context of Business

MBA 807 Sustainability Leadership Capstone

MBA 815 Strategies in Sustainable Enterprise

MBA 820 Impact Investing

MBA 824 Managing Workplace Diversity

MBA 831 Strategic Corporate Social Responsibility

MBA 833 Alternative Energy

MBA 833A Systems Thinking for Sustainable Enterprise

MBA 836 Entrepreneurship & Minority Economic Development

MBA 850 New Urbanism, Smart Growth, and Sustainable Community Development

MBA 855 Innovations in Green Building

MBA 862 International Development: Entrepreneurial Opportunities and Market Failures

MBA 866 Social Entrepreneurship

MBA 869 Corporate Environmental Strategy

MBA 869C Public Private Development Projects

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

<http://www.kenan-flagler.unc.edu/sustainable-enterprise/education/mba-concentration>

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

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

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

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

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

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

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

Immersive Experience

Responsible Party

Cindy Shea

Director, Sustainability Office
Facilities Services

Criteria

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

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

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

And/or

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

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

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

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

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

Yes

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

Summer Program in Cambridge, England

Focuses on the relationship between environmental quality, energy systems and regional economic development. The program is conducted in collaboration with the Carbon Reduction (CRed) project at the University of East Anglia. Courses include Risk Assessment, a capstone course designed for the City Council of Cambridge, and Research in Environmental Science and Studies for Undergraduates.

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

http://www.ie.unc.edu/for_students/field_sites/index.cfm

Sustainability Literacy Assessment

Responsible Party

Cindy Shea

Director, Sustainability Office
Facilities Services

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.

"---" 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:

0

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

2

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

[Sustainability Literacy Assessment Report Spring 2013.pdf](#)

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

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

By the Sustainability Office and the Sustainability Advisory Committee

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

To 378 undergraduate students enrolled in: ENST 201- Environment and Society; ENST 208H- Reimagining the American Landscape; and BUSI 507 - Sustainable Enterprise and Social Entrepreneurship

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

Students are interested in sustainability 85% and want to learn more 92%.

They think it's important to engage in a range of sustainable behaviors.

97% understood carbon footprint, 90% triple bottom line, 88% identified renewable resources, 70% understood life-cycle assessment, 43% know how electricity is generated in NC.

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

http://go.unc.edu/sust_literacy

Incentives for Developing Courses

Responsible Party

Cindy Shea

Director, Sustainability Office
Facilities Services

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.

"---" 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:

Course development grants for water-related courses with global content, especially in schools and departments that currently lack such a focus.

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

Fundng of \$2,500-\$4,000 per course

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

<http://cgi.unc.edu/awards/curriculum-development>

Campus as a Living Laboratory

Responsible Party

Cindy Shea

Director, Sustainability Office
Facilities Services

Criteria

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

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

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

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

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

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

	Yes or No
--	-----------

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

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:

Students in an environmental studies capstone class surveyed campus forests and calculated the actual and potential carbon sequestration.

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:

Students analyzed building design, operations, and management practices and assessed how current practices compare to LEED EB standards.

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:

Students calculated Real Food purchases by Carolina Dining Services using the Real Food Calculator and worked with faculty to receive course credit.

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:

Students manage the green energy fee and invest in renewable energy infrastructure and energy efficiency upgrades. Students work with Energy Management to enter building energy performance into portfolio manager.

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:

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

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

Using the Bicycle-Friendly University application (League of American Bicyclists) as a framework, an environmental studies capstone team assessed Carolina's current and planned infrastructure, policies and programs in support of bicycling and bicyclists; conducted a bicyclist and pedestrian survey; developed a scalable web-based map of bus, bicycle and other facilities on campus; interviewed peer institutions about their bicycling conditions; and developed recommendations to improve the bicycling environment at Carolina.

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:

Students work the Office of Waste Reduction and Recycling to encourage and enable recycling and composting at athletic events and other green certified events on campus.

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:

Using an EPA campus rainwater challenge as a framework, an environmental studies capstone team focused on stormwater management at the Outdoor Education Center. They reviewed best practices; identified problem areas, analyzed the quantity and quality of runoff; and made recommendations on engineering, landscape management, and policy.

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:

Both undergraduate and graduate students serve on the Sustainability Advisory Committee that makes recommendations on how to advance campus sustainability to the Provost and the Vice Chancellor for Finance and Administration.

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:

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:

Students are active planners of, participants in, and marketers for the Carolina Campus Community Garden and Hope Gardens. Produce from the former is made available to staff in UNC's Housekeeping department.

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:

Both MBA and undergraduate students evaluated endowment investment practices at UNC and across the United States. They prepared a report on options for incorporating sustainability into investment practices for the Sustainability Advisory Committee, Provost, and Vice Chancellor for Finance and Administration.

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:

Students work with the Town of Chapel Hill to conduct greenhouse gas emissions inventories and research on strategies for reducing GHG emissions.

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

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

http://www.ie.unc.edu/for_students/courses/capstone.cfm

Research

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

Credit
Academic Research
Support for Research
Access to Research

Responsible Party

Cindy Shea

Director, Sustainability Office
Facilities Services

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

434

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

2,649

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

72

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:

[SustainabilityResearch_AC9_Final.xlsx](#)

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

<http://www.sustainability.unc.edu/Initiatives/Academics/Research>

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

Methodology

Resources:

UNC Facts and Figures Book 2012-2013:

http://oir.unc.edu/files/2014/04/fb2012_2013.pdf

Page 2- Faculty Total (including Full-Time and Part-Time)= 3,608

Excel list of faculty comprising Faculty Total of 3,608, including Name, Title and Rank, and Department fields (provided by the UNC Office of Institutional Research and Assessment).

UNC Research Administration Management System & eSubmission (RAMSseS) Database:

https://research.unc.edu/offices/research-info-systems/enterprise-applications/data_res_oris_ra

[ms/](#)

List of Sustainability-related keywords- internal document

First, the UNC Office of Institutional Research and Assessment provided a list of all full-time and part-time faculty. The list includes individual names, title/rank, and department information. Rank field options include:

1. Adjunct Assistant Professor
2. Adjunct Associate Professor
3. Adjunct Instructor
4. Adjunct Professor
5. Assistant Professor
6. Associate Professor
7. Clinical Assistant Professor
8. Clinical Associate Professor
9. Clinical Instructor
10. Clinical Professor

11. Director
12. Distinguished Associate Professor
13. Distinguished Professor
14. Distinguished Term Assistant
15. Distinguished Term Associate
16. Distinguished Term Lecturer
17. Distinguished Term Professor
18. Instructor
19. Lecturer
20. Master Lecturer
21. Professor of the Practice
22. Professor
23. Research Assistant Professor
24. Research Associate Professor
25. Research Instructor
26. Research Professor
27. Senior Lecturer

There are 3,608 TOTAL Faculty. There are 962 faculty within this list with “Clinical” modifiers in their rank (“Clinical Assistant Professor,” “Clinical Associate Professor,” “Clinical Instructor,” and “Clinical Professor”). Most of these faculty members are associated with UNC Health Affairs and focus more on practice (for example, seeing patients). These faculty were removed from the total list of researchers and were not counted as part of the “Total Faculty,” therefore decreasing the TOTAL FACULTY count to 2,646. All other faculty titles and ranks were retained in determining the Total Faculty count.

A keyword search was then conducted in the UNC Research Administration Management System & eSubmission (RAMSseS) Database. The Sustainability Office, with guidance from the Sustainability Advisory Committee, compiled a list of sustainability-related keywords to use for identifying sustainability-related research and courses. These keywords were used to identify principle investigators (PIs/faculty) who submitted proposals to conduct sustainability-related research. This keyword search limited results to faculty who held appointments within the last three fiscal years (FY11, FY12, and FY13).

Keyword results from RAMSeS were then matched to the OIRA faculty list. The keyword lists served as a guide for identifying faculty conducting sustainability-related research. Further investigation helped describe research activities and contributions to or collaborations with Centers and Labs.

There are 428 faculty who conduct research related to sustainability, out of 2,646 total faculty, or 16.2%.

There are three specific faculty members who hold “Clinical” designations, but are professors of the practice and conduct research related to sustainability. These three faculty members are: Greg Gangi, Institute for the Environment, and Carol Hee and Ted Zoller, Kenan-Flagler Business School. These three faculty are designated with an asterisk in the attached spreadsheet. Their omission would be a major oversight. Adding these three researchers back to the list, and also to the total faculty count, results in 431 faculty who conduct sustainability-related research, out of 2,649 total faculty, or 16.3%.

To determine the number of departments that include faculty who conduct sustainability-related research, the list of sustainability-related researchers was compared to the original list of 3,608 total faculty from OIRA. The OIRA list includes a “Department” field for all faculty. The list includes faculty representing 93 different departments. This list includes departments with “Clinical” faculty. Of these total departments, 70 departments have faculty who conduct sustainability-related research, or 75.2%.

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

1. Jamie Bartram

Professor of Environmental Sciences and Engineering and Director of UNC's Water Institute

Jamie Bartram works at the interface of science and policy regarding water and environmental health. A former administrator at the World Health Organization, Bartram's research focuses on drinking water and sanitation; water scarcity, climate change, and system sustainability; and regulatory and finance capacity. He brings together researchers, academics, policy makers, practitioners, and experts from diverse disciplines to coordinate efforts worldwide. Bartram is co-chair of UNC's first pan-campus academic theme "Water In Our World."

2. Alice Ammerman

Professor of Nutrition and Director of the Center for Health Promotion and Disease Prevention at the Gillings School of Global Public Health.

Alice Ammerman teaches a service learning course in sustainable local food systems and a new graduate course, Entrepreneurial Solutions to Local and Global Health Challenges. Her research includes the design and testing of innovative clinical and community-based nutrition and physical activity intervention approaches to reduce chronic disease risk in primarily low income and minority populations. She also focuses on school nutrition policy associated with childhood obesity, sustainable agriculture as it relates to improved nutrition, and social entrepreneurship as a sustainable approach to addressing public health concerns. Ammerman also chairs the Academic Plan Implementation Committee.

3. Thomas Meyer

Chemistry Professor and Director of UNC's Energy Frontier Research Center in Solar Fuels, led a breakthrough in artificial photosynthesis with a single catalyst. With further development, the process could create storable solar energy in a liquid or gaseous form to replace or supplement fossil fuels for transportation or electricity generation.

4. Rachel Noble

Marine Sciences Professor, created a DNA-based test to detect E. coli bacteria in water samples to enable lab technicians to collect water samples at 7am and public health officials to post the results on a beach sign by 10am. The test is now used across the country at both saltwater and freshwater recreational beaches.

The website URL where information about sustainability research is available:

<http://www.sustainability.unc.edu/Initiatives/Academics/Research>

Support for Research

Responsible Party

Cindy Shea

Director, Sustainability Office
Facilities Services

Criteria

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

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships. The program specifically aims to increase student sustainability research.
 - An ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops. The program specifically aims to increase faculty sustainability research.
 - Formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.
 - Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and e-learning objects focused on sustainability.
-

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

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

Yes

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

The Institute for the Environment awards help students attend one of the program's field sites, and almost all of them support students who are willing to do internships or other community service activities.

http://ie.unc.edu/for_students/awards.cfm

The Pate Scholarship offers financial support for the 2014 Cambridge field site study abroad program. This scholarship is awarded based on merit and need.

http://ie.unc.edu/for_students/awards.cfm

The Weiss Urban Livability Program supports graduate students to conduct research in “urban livability”, focusing on ways to improve the environmental and social quality of life in contemporary communities. Weiss fellows are given financial as well as professional support and growth. There are about 10 Weiss Fellows each year that are chosen by the Weiss Fellowship Board, consisting of mentors from many departments that work with the students throughout the year.

<http://gradschool.unc.edu/funding/gradschool/weiss/>

The Office of Global Health provides limited funding for undergraduate international/global health internships and practica, including the Malawi Summer Institute, and specific fellowships and internships. OGH also maintains a list of resources for on-campus and off-campus funding and internship opportunities.

<http://global.unc.edu/grants-funding/search-tools/#sthash.QlokGbQX.dpuf>

Green Plus Sustainability Fellowships for Graduate Students:

The Institute for Sustainable Development and The Graduate School at UNC-Chapel Hill offer Green Plus Sustainability Fellowships. These eight-week summer fellowships bring together graduate students from different disciplines and a variety of universities in supporting the Green Plus program of the Institute for Sustainable Development.

Through Green Plus, Summer Fellows will help small and medium sized employers in the Research Triangle and across the U.S. become more sustainable -- that is, integrating best business, environmental, employee, and community practices.

Green Plus Summer Fellows help research best practices on a wide variety of sustainable business topics which are shared through

www.gogreenplus.org

and through the Environmental Help Desk for Business,

www.envirohelpdesk.com

.
Answer questions for small businesses and non-profits in person or remotely through the Green Plus Program and the Environmental Help Desk for Business.

Develop features on environmental and other sustainable business innovation.

https://apps.research.unc.edu/funding/fund_detail.cfm?id=662

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

http://ie.unc.edu/for_students/awards.cfm

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 Energy Frontier Research Center (EFRC) in Solar Fuels and Next Generation Photovoltaics is a consortium of researchers at UNC, Duke, the University of Florida, NC Central, University of Colorado at Boulder, Georgia Institute of Technology, and the Research Triangle Institute. The EFRC currently funds in part 22 faculty members (15 at UNC), 21 Postdoctoral Fellows (14 at UNC) and 3 Graduate Student Research Assistants (22 at UNC). Research conducted at the EFRC focuses on developing and improving methods of collecting, transferring, and converting solar energy into chemical fuels.

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

<http://www.efrc.unc.edu/>

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

Yes

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

One of the primary themes in the 2011 Academic Plan is the need for more "interdisciplinarity in teaching, research, and public engagement." "The University's commitment to interdisciplinary faculty endeavors in research, teaching, and engagement should inform its promotion and tenure decisions."

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

<http://provost.unc.edu/opportunities/appointment-promotion-and-tenure-committee>

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

Yes

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

The planning library in New East supports students and faculty conducting research on land use and transportation planning and on community resilience to natural disasters.

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

Access to Research

Criteria

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

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

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

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

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

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

A copy of the open access policy:

The open access policy:

The website URL where the open access repository is available:

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

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

Engagement

Campus Engagement

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

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

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

Student Educators Program

Responsible Party

Cindy Shea

Director, Sustainability Office
Facilities Services

Criteria

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

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

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

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

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

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

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

Yes

Number of degree-seeking students enrolled at the institution:

27,895

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

Residential Green Games

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

8,980

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

Residential Green Games is a campus-wide competition that runs from August to April. Students earn points for their residence halls by participating in sustainability-themed service projects, hosting green-themed events and displays, attending tours and lectures, and designing sustainability-related bulletin boards.

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

The Office of Waste Reduction and Recycling hires and trains a part-time student intern who then educates RAs about Green Games. The RAs in turn educate resident students.

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

The paid intern is trained by Recycling Office staff. The RAs are trained in monthly meetings convened by the intern. Supporting materials are available on the Green Games website.

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

1/4 FTE

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

EcoReps

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

27,895

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

EcoReps are trained peer-to-peer sustainability educators. They expand awareness of sustainability initiatives on campus and motivate sustainable behaviors. They offer 5 hour training to students twice a year and training counts as a Public Service Scholars credit. Following the training, EcoReps advertise their availability to give tours of high performance buildings and sustainable features on campus; customized or general presentations on topics related to water, energy, waste reduction and recycling, sustainable transportation options, and sustainable food choices; lead interactive games that inform other students about sustainability initiatives on campus; and staff informational tables at campus events.

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

Students are recruited at orientation, Fall Fest, and through listservs and events.

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

EcoReps attend five-hour trainings on

- effective communications
- UNC's sustainability goals
- campus practices related to transportation, energy, water, food, and waste systems
- sustainability-related academic offerings
- high performance buildings
- event planning

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

Student intern works full time in the summer, and 1/4 time during the academic year to coordinate the program.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Responsible Party

Cindy Shea

Director, Sustainability Office
Facilities Services

Criteria

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

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

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

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

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

100

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

Campus sustainability programs and opportunities are promoted to all new students through the “Carolina Green” Initiative during each of the major orientation events –

- The two main orientation programs for new students at UNC are CTOPS (Carolina Testing & Orientation Program Sessions), which is required for all first-year students, and TSOP (Transfer Student Orientation Program). At each session of CTOPS and TSOP, students are given a binder with information about student life at UNC. One section of this guide highlights sustainability at UNC and how to implement sustainable practices into student life while at UNC. Tables focused on Greening the Campus are staffed at both the informational and lunch events. In addition, sustainability tips can be found in the “Move In” section of the guide.

- Week of Welcome (WOW) is a multiday series of events for new students at UNC. Several WOW events partner with the Carolina Green Initiative, and are highlighted as such in the WOW Guide and event calendar. These include an EcoRep Recruiting Fair, a Sustainability Social, and orientations to the bus system and recycling program.

- FallFest is a huge event two nights before the first day of classes that welcomes new and returning students and promotes student involvement on campus. Student organizations, activity clubs, and recreational sports teams set up booths to recruit new members. Free food, games, and performances attract thousands of students. The Sustainability Office and the Office of Waste Reduction and Recycling are regular participants as are student organizations focused on sustainability related topics.

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

<http://nscpp.unc.edu/>

Responsible Party

Cindy Shea

Director, Sustainability Office
Facilities Services

Criteria

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

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

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

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

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

	Yes or No
--	------------------

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

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

The Environmental Affairs Committee operates within the executive branch of student government. Environmental Affairs seeks to increase awareness of ways students can act in a more environmentally friendly manner, and works with the University to make campus operations more sustainable. This committee works on continuing projects including recycling efforts, green energy expansion, and collaboration among all environmental groups on campus. Current projects include expanding composting options, improving bike infrastructure, encouraging students to adopt more environmentally responsible behaviors, promoting a green seed fund, and expanding course offerings related to sustainability. The Environmental Affairs committee also helps coordinate all environmental student groups at UNC. Their official mission statement is: "To collaborate with students, faculty, and staff to create a more cohesive environmental presence on campus while promoting key environmental principles, encouraging sustainable lifestyles, and facilitating improved cooperation between student environmental groups and the University."

The website URL where information about student groups is available:

<http://execbranch.unc.edu/cabinet/environmentalaffairs/>

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 Carolina Campus Community Garden grew out of a partnership between the UNC Employee Forum, the Center for Health Promotion and Disease Prevention, the North Carolina Botanical Garden, and the student-run Carolina Garden Co-Op. This organic garden on Wilson Street, close to the Carolina Inn, provides fresh vegetables and fruit to the lowest paid staff members at Carolina free of charge. Periodic cooking demonstrations show how to make healthy dishes from the harvest. Volunteer workdays include students, staff, faculty, and local residents.

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

<http://uncgarden.web.unc.edu/>

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

Multiple courses and competitions assist students interested in turning their ideas for sustainable businesses and social ventures into viable enterprises. Launch the Venture consists of three half-semester modules that has helped launch a supplier of pasture-raised meats that now sells to Carolina Dining Services and an inventor of a patented port-a-potty that seals waste in a specially treated bag to improve sanitation and hygiene worldwide. The Sustainable Venture Capital Investment Competition is an annual contest among eight of the nation's top MBA programs and is sponsored by the student-run Net Impact Club in the Kenan-Flagler Business School. The Carolina Challenge is a student-run business and social venture competition that promotes entrepreneurship. Many of the winners are students who have developed business plans for a variety of sustainability-related enterprises.

Launch the Venture:

<http://www.launch.unc.edu/>

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

http://www.carolinachallenge.org/about_us.html

A brief description of the sustainable investment or finance initiatives:

The Carolina Microfinance Initiative is a committee of the Campus Y devoted to poverty alleviation locally, domestically, and internationally through microfinance. The Fondo Apoyo de Comunitario International (FAC) is the first student-run microfinance bank in Latin America. FAC, and its two person staff, has lent to more than 100 entrepreneurs in Limonada, the largest urban slum in Guatemala. The repayment rate is 98%.

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

<http://campus-y.unc.edu/committees/micro-finance/carolina-microfinance-initiative>

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

The University hosts many sustainability-related events on campus throughout the year. Types of events include: speakers, panel discussions, film screenings, exhibits, awareness days/weeks, conferences, workshops, themed meals, pledge events, and more. The multi-day Global Sustainability Symposium is one of many such events.

Students host food and energy conferences and workshops for local and regional peers. The UNC Sustainability Office compiles and maintains a list of sustainability-related events on campus.

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

<http://events.sustainability.unc.edu/>

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

The three year Water in Our World initiative has hosted many art installations, films, and performances. Original music, dance, and multimedia presentations are geared toward students.

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

<http://watertheme.unc.edu/events/>

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

The University offers an Outdoor Education program, located at the Outdoor Education Center, a 20-acre wooded green space, located within walking distance of central campus, which challenges participants to reach beyond their perceived personal limits - physically, mentally and socially, fosters greater appreciation for our natural environment, and develops leadership abilities.

Many different outings are offered, all of which emphasize safety and Leave-No-Trace principles. The Expedition Program offers weekend trips across the state and region for activities such as hiking, backpacking, kayaking, and climbing. The Outdoor Leadership Series offers intensive workshops for those interested in becoming an expedition instructor. Wilderness Adventures for First Year Students offers backpacking expeditions to help give incoming students a positive personal and social transition into college.

Outdoor leadership programs are also provided for a variety of student academic and campus life leaders, including the Morehead-Cain Scholars and Freshman Camp counselors.

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

<http://campusrec.unc.edu/carolina-outdoor-education-center>

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

Water in Our World

Drawing upon internationally recognized faculty expertise, Carolina mobilized around water through a three-year, campuswide academic theme. Key issues will include ensuring water is available to and safe for people around the world since that access affects their health, the economy and social development.

The website URL where information about the theme is available:

<http://watertheme.web.unc.edu/2012/03/21/unc-to-launch-water-theme-on-world-water-day/>

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

The Sustainability Living Learning Community in Morrison Residence Hall enables students to explore multiple sustainable life skills related to diet, resource conserving behaviors, transportation, and service. End-of-year capstone projects further the sustainability objectives of campus departments and organizations.

Residential Green Games is a campus-wide competition that promotes sustainability awareness. Students earn points for their residence halls by participating in sustainability-themed service projects, hosting green-themed events and displays, attending tours and lectures, and designing sustainability-related bulletin boards.

<http://www.wastereduction.unc.edu/GetInvolved/ResidentialGreenGames.aspx>

EcoReps are trained peer-to-peer sustainability educators. They expand awareness of sustainability initiatives on campus and motivate sustainable behaviors. They offer 5 hour training to students twice a year and training counts as a Public Service Scholars credit. Following the training, EcoReps advertise their availability to give tours of high performance buildings and sustainable features on campus; customized or general presentations on topics related to water, energy, waste reduction and recycling, sustainable transportation options, and sustainable food choices; lead interactive games that inform other students about sustainability initiatives on campus; and staff informational tables at campus events.

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

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

<http://housing.unc.edu/residence-life/living-learning-communities/sustainability.html>

A brief description of sustainability-focused student employment opportunities:

The Sustainability Office offers sustainability-focused internship opportunities throughout the year. Part-time, 10 hours/week, internships are available during the academic year and full-time, 40 hours/week, internships are available through the summer months. Internship opportunities include communication and outreach activities; data tracking and reporting; data interpretation; EcoReps coordination; and staffing and tabling special events.

The Office of Waste Reduction and Recycling offers part-time, 10 hours/week, internships through the academic year. Students coordinate Green Games activities, lead Green Events trainings, staff and table at special events, and develop communication and outreach materials for waste reduction and recycling efforts.

Energy Management provides internships for students to assist and promote energy conservation measures throughout the university. Interns research and track energy use on campus and develop communication and outreach materials to encourage energy conservation.

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

<http://www.sustainability.unc.edu/AboutUs/NEWInternships>

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

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

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

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

Outreach Materials and Publications

Responsible Party

Cindy Shea

Director, Sustainability Office
Facilities Services

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.

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

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

	Yes or No
A central sustainability website that consolidates information about the institution's sustainability efforts	Yes

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

A brief description of the central sustainability website:

The UNC Sustainability Office's website is the central sustainability website for the University. All information about sustainable initiatives throughout the University is consolidated on this website. There are interactive online and PDF maps of sustainable features; information on high performance buildings, infrastructure, and business practices related to energy, water, waste management, transportation, and purchasing; academic information including sustainability-related course offerings and research; contacts for sustainability-related student organizations; and suggestions for adopting more sustainable behaviors. The site also provides a calendar of sustainability-related events on UNC's campus and in the surrounding community.

The "Carolina Green" website is a "directory of all things sustainable at UNC Chapel Hill," including student government initiatives, academic departments, guidance for green events, and a wide range of campus programs and departments.

<http://carolinagreen.unc.edu/>

The website URL for the central sustainability website:

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

A brief description of the sustainability newsletter:

The University's Sustainability Office maintains an online newsletter via the Sustainability Listserv. "Sustainability Update" contains information about upcoming events and workshops (at campus, local, regional, and national levels), jobs and internships, sustainability news from around campus and across the state, and a sustainable tip of the week. As of January 2015, there are over 2,600 subscribers.

The website URL for the sustainability newsletter:

<http://update.sustainability.unc.edu/>

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

The UNC Sustainability Office publishes regularly to Facebook and Twitter accounts. These social media platforms reach students, faculty, and staff, and enable the campus community to engage in sustainability-related information and events. The campus community is encouraged to like, post, and retweet messages and event notifications posted by the Sustainability Office.

https://twitter.com/Sustainable_UNC

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

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

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

Capstone Research Projects are conducted by teams of undergraduate students in their junior or senior years, either on campus or at one of the Institute for the Environment field sites in North Carolina and abroad. Topics for the projects are selected from recommendations by Community Advisory Boards and other clients and focus on a significant sustainability issue requiring broad, interdisciplinary research. The projects are a learning experience for students, a chance for them to conduct team-based research typical of professional practice, and the Institute's way of using the expertise of Carolina to help find solutions to the issues facing communities. Capstone reports are presented in an open session at the end of the semester and posted on the Institute for the Environment's website.

The CSE Knowledge Bank is a free resource offered to the public by UNC Kenan-Flagler's Center for Sustainable Enterprise (CSE). The Knowledge Bank includes scholarly research from UNC business faculty and students on a broad range of sustainability topics including [STARS Reporting Tool](#) | [AASHE](#)

design for sustainability, microfinance, sustainable tourism, and more.

<http://www.kenaninstitute.unc.edu/cseResources/createAccount.asp>

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

http://www.ie.unc.edu/for_students/courses/capstone.cfm

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

The addition to Carrington Hall at the School of Nursing contains signage on sustainable building features including water-efficient plumbing fixtures, the green roof, the CO2 sensor in the auditorium, local and renewable materials, and materials that do not off gas so improve indoor air quality. The building also sports a LEED plaque from the US Green Building Council.

Dozens of buildings across campus contain signage on the water savings associated with dual flush toilets and waterfree urinals. The School of Government building contains signage related to water-efficient plumbing fixtures, recycling bins, and energy-efficient hand dryers. Three new lab buildings, with variable air volume fume hoods, have magnets on the hoods that alert users to close the sash when the hood is not in use.

A flat-screen in the lobby of the Koury Oral Health Sciences Building displays information about the LEED Gold certified building including the sky-lit atrium and day lighting design, condensate recovery system for reusing water, green roof, and other high performance building features.

A Lucid dashboard in the Morrison Residence Hall displays real-time energy consumption.

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:

The two main dining halls on campus, Lenoir Hall and Rams Head Dining Hall, have signs providing information about composting of food wastes, local food options, and recycling.

Digital menus increase awareness about local and third-party certified purchasing. The Sustainability Living Learning Community and Carolina Dining Services also created a banner displayed in the dining halls that shows the energy involved in complex food systems with the intent to decrease food waste.

A compost, recycling, and trash shadow box display provides examples of what students should discard, recycle, or compost at the front-of-house composting station.

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

systems:

<http://www.dining.unc.edu/sustainability>

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

Permanent signage has been installed at several green roofs, infiltration beds, and permeable pavement parking lots. The signs provide schematics of the relevant stormwater management strategy and explain why managing stormwater is important.

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

<http://www.sustainability.unc.edu/Portals/Sustainability2009/CampusSustainabilityReport2013final.pdf>

A brief description of the sustainability walking map or tour:

The Sustainability Walking Tour is a 2.3-mile loop that highlights many of the sustainable features on UNC's campus. The downloadable map, and brochures that describe buildings on the tour, are available on the Sustainability Office website.

The website URL of the sustainability walking map or tour:

<http://sustainability.unc.edu/Resources/ToursandPrintableMaps>

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

The Commuter Alternatives Program (CAP) guide, published by the Department of Public Safety, highlights the benefits of the program as well as providing information on availability, and how to use, alternative methods of transportation such as car/vanpooling and public transportation. Maps of Chapel Hill Transit bus lines that serve campus are included. In addition, the Transportation at UNC webpage, also maintained by the Department of Public Safety, highlights the limited parking availability on campus and provides information about alternate modes such as park and ride, public transit, campus shuttle, bicycling, and walking. Brochures can be obtained online, at the DPS building on campus, or by calling in a request.

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

<http://www.dps.unc.edu/Transit/transitnav.cfm>

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

The Department of Public Safety maintains a Bicycle Resource website, which includes information about bike registration, a bike rack map, interactive map for ride planning, bicycle equipment and maintenance, and safety.

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

<http://www.dps.unc.edu/Police/communityassistance/services/bikeregistrationandpolicy.cfm>

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

The Sustainability Office developed a "Virtual Green Residence Hall Room" interactive website for students to learn about sustainable products and behaviors. The virtual room includes detailed information related to items commonly found in a residence hall room, along with links to specific information and further resources.

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

<http://www.sustainability.unc.edu/Resources/GreenResidenceHallRoom>

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

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

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

Campus Sustainability Report - Every two years, UNC's Sustainability Office publishes a Campus Sustainability Report, which showcases the University's initiatives and achievements. The 2013 Report highlights progress in many areas: water management; climate change and energy conservation; food, health, and wellness; education and curriculum; affordability and diversity; innovation and entrepreneurship; research; engagement; student organizations; and many more. The report is available in print and online.

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

<http://www.sustainability.unc.edu/Portals/Sustainability2009/CampusSustainabilityReport2013final.pdf>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Outreach Campaign

Responsible Party

BJ Tipton

Program Manager, Solid Waste Services
Facilities Services

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):

Recyclemania

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

Recyclemania is a friendly competition and benchmarking tool for college and university recycling programs to promote waste reduction activities to their campus communities. Over a 10 week period, schools report recycling and trash data which are then ranked according to who collects the largest amount of recyclables per capita, the largest amount of total recyclables, the least amount of trash per capita, or have the highest recycling rate. With each week's reports and rankings, participating schools watch how their results fluctuate against other schools and use this data to rally their campus communities to reduce and recycle more.

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

In 2014, members of the UNC community achieved a 26% recycling rate, collecting 24 pounds of recyclables per person. The total amount recycled during the eight week contest was 599,760 pounds.

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

<http://www.wastereduction.unc.edu/GetInvolved/RecycleMania>

The name of the campaign (2nd campaign):

Carolina Green Pledge

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

Throughout the year, the Sustainability Office holds and supports Carolina Green Pledge events where members of the campus community commit to continuing, or adopting new, sustainable behaviors. The Carolina Green pledge is online, and all members of the campus community are invited to participate. The Sustainability Office provides laptops and tablets at student orientation and special events. The Sustainability Office supports individual departments and residence halls that host their own events. Are You Carolina Green? water bottles are made available to pledge takers at these events.

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

1,232 campus community members took the Carolina Green Pledge in FY 2014 and both learned about and committed to sustainable behaviors.

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

<http://www.carolinagreen.unc.edu/OnlinePledge>

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

Employee Educators Program

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program.

In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

This credit 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?:

Total number of employees:

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

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

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

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

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

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

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

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

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

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

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

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

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

Number of employees served by all other programs:

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

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

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

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

Employee Orientation

Responsible Party

Cindy Shea

Director, Sustainability Office
Facilities Services

Criteria

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

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

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

100

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

New employees receive a handout that documents campus sustainability goals and accomplishments at orientation.

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

Staff Professional Development

Responsible Party

Cindy Shea

Director, Sustainability Office
Facilities Services

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 :

Sustainability training is available as a professional development course through Human Resources Training and Development program.

Course description:

Making the Workplace More Sustainable

Sustainability is a core value and top-level priority at Carolina. Learn about sustainability goals and initiatives at UNC and how you and your department can contribute. Be the leader in your workplace by learning practical steps to become more economically, environmentally, and socially responsible. This workshop will help participants identify, measure, and promote sustainable change opportunities in their area. Workshop participants will learn about University policies, programs, business practices, and resources that will support the drive to become Carolina Green. Participants will become “green events” certified and learn how to assess sustainability practices within their departments using the Carolina-specific Workplace Sustainability Assessment Tool.

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

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

<http://www.sustainability.unc.edu/NewsEvents/MakingtheWorkplaceMoreSustainable>

Public Engagement

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

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

Community Partnerships

Responsible Party

Lynn Blanchard

Director

Carolina Center for Public Service

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

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:

HOPE (Homeless Outreach Poverty Eradication) Gardens fosters relationships, educates the community, and addresses barriers to food access through shared efforts in sustainable agriculture. HOPE Gardens is an entirely student-run project of HOPE, a subcommittee of the UNC Campus Y. HOPE Gardens provides a reduced-price Community Supported Agriculture (CSA) program to provide access to affordable produce, workshops, and a weekly nutritional cooking demo. HOPE Gardens operates throughout the year and is an ongoing program.

Public service and engagement have long been a core mission at Carolina. By tapping academic and administrative expertise, applying research, and creating vital partnerships, the University serves as a resource for communities both near and far. Select community partnerships include:

- Active Living by Design promotes physical activity and healthy eating through community design. Local projects include safe walking routes to school, community gardens, mixed-use neighborhoods, bike planning, and walking maps of downtown.
- The Environmental Resource Program in the Institute for the Environment enhances public understanding of current environmental science and health research and its relevance to daily life, and empowers North Carolinians to make informed decisions that protect the environment and public health. Workshops involve K-12 teachers, high school students, African-American communities, and local and state government agencies.
- The North Carolina Botanical Garden, an international leader in conservation biology, promotes a sustainable relationship between

people and nature through public events and educational opportunities for teachers, students, and the community.

- The Carolina Center for Public Service promotes opportunities for students and faculty to engage in public service that is responsive to the needs of North Carolina communities. The top five service focus areas for students are children and youth, health, education, social justice, and hunger and homelessness/poverty.

- APPLIES, Assisting People in Planning Learning Experiences in Service, a program of the Carolina Center for Public Service, is the oldest student-led service-learning program in the country. It brings students, faculty, and the community together to address poverty, health, education, and environmental issues.

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 UNC Institute for the Environment and the North Carolina Department of Environment and Natural Resources provide three-day professional development programs for teachers that focus on water, energy, and climate in North Carolina. Teachers explore watersheds and aquatic ecosystems, discover the effects of contaminated water on the environment, and interact with scientists who research water quality monitoring techniques and the health effects of toxic contaminants.

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 Environmental Finance Center (EFC) in the School of Government delivers interactive, applied training programs and technical assistance to address the financial aspects of community environmental protection and service delivery. Trainings focus on water and wastewater infrastructure, energy efficiency, and purchasing. To leverage resources, the EFC often conducts collaborative trainings - partnering with organizations that have environmental but not necessarily financial expertise. In addition to direct community outreach and capacity building, the EFC works with decision makers to assess the effectiveness of environmental finance policies at the regional and state level, and to improve those policies at multiple levels of government.

The Development Finance Initiative (DFI) at the School of Government partners with local governments in North Carolina to attract private investment for transformative projects by providing specialized finance and development expertise. DFI partners with communities on projects including: building reuse, community development, downtown revitalization, economic development, neighborhood redevelopment, and small business finance. This fee-based service extends the capacity of local governments to assess needs, develop new programs, and access relevant financing mechanisms.

Both of these programs catalyze community resiliency and local/regional sustainability by simultaneously supporting social equity and well-being, economic prosperity, and ecological health on a community scale.

Both of these programs are ongoing and plan for systemic change.

UNC provides faculty/staff and financial or material support.

Both programs adopt a stakeholder engagement framework through which community members, faculty, and other stakeholders are engaged in program/project development, from agenda setting and planning to decision-making, implementation and review.

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

The Center for Health Promotion and Disease Prevention works with both churches and hairdressers in economically distressed Warren County to launch and support community gardens and public health outreach programs.

The website URL where information about sustainability partnerships is available:

<http://sustainability.unc.edu/Initiatives/PublicServiceandEngagement/tabid/534/Default.aspx>

Inter-Campus Collaboration

Responsible Party

Cindy Shea

Director, Sustainability Office
Facilities Services

Criteria

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

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

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

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

Yes

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

- Developed the Workplace Sustainability Assessment for UNC Chapel Hill and shared outreach materials and practices with the NC State University Sustainability Office.
- Published the 2013 Campus Sustainability Report to share campus sustainability metrics and strategies and shared on the Green Schools listserv.
- At the "Smart and Sustainable Campuses" 2013 conference, Cindy Shea of UNC's Sustainability Office and Sally Hoyt of UNC's Energy Services department presented "Integrated Water Management at a Rapidly Growing, Drought-prone Campus."
- At the "Association for the Advancement of Sustainability in Higher Education" 2014 conference, Kristin Blank-White of UNC's Sustainability Office presented strategies for developing a sustainability-related research inventory.
- Participates in the Southeastern Sustainability Network.

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:

- ~~The Association for the Advancement of Sustainability in Higher Education (AASHE)
 - ~~The AASHE STARS Steering Committee
 - ~~The Southeastern Sustainability Network
 - ~~The UNC system-wide Sustainability Alliance
 - ~~The UNC system-wide Energy Summit
 - ~~The NC Sustainable Energy Association
 - ~~The U.S. Green Building Council and N.C. Chapter
- [STARS Reporting Tool](#) | [AASHE](#)

~~Net Impact

~~The Green Schools listserv

~~The NC GreenGov listserv

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

~~ A formal system-wide Sustainability Committee was established to address systematic integration of sustainability principles, master planning, design and construction, operations and maintenance, climate change mitigation and renewable energy, transportation, recycling and waste management, and environmentally preferable purchasing. The UNC Director of Sustainability served as co-chair. The sustainability policy developed by the committee was adopted by the Board of Governors. Per a June 2013 policy amendment, each UNC campus shall designate a "Chief Sustainability Officer" to integrate sustainability "policy goals into the institution's processes, administration, teaching, research, and engagement."

~~ UNC participates in the Appalachian Energy Summit, hosted by Appalachian State University and the Rocky Mountain Institute. The goal of the summit is to develop actionable energy plans to benefit students, the environment, and the local economy. Representatives from all 17 campuses in the UNC system subsequently embraced the North Carolina energy leadership challenge with the goal of reducing energy use and collectively avoiding \$1 billion in energy costs by 2020. At the 2013 summit, a new initiative was launched to accelerate the adoption of energy and sustainability

into the curriculum offered at each institution. Several system schools now pay faculty to catalyze the integration of sustainability into the curriculum. Professional development workshops and course development grants offered at multiple institutions encourage and assist faculty to modify their courses.

Staff at UNC Chapel Hill serve on the conference program committee and several Summit task forces.

~~The Environmental Finance Center in UNC's School of Government is working with Duke University to develop a local carbon offset program. The initiative would provide low-interest loans to Duke employees to upgrade the energy efficiency of their homes.

~~The Net Impact Club at UNC hosts the Sustainable Venture Capital Investment Competition for MBA students from across the country.

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

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

Continuing Education

Responsible Party

Rob Bruce

Director, Friday Center for Continuing Education
Office of the Provost

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:

138

Total number of continuing education courses offered:

9,540

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

[AASHE_ContinuingEducation_Final.xlsx](#)

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

<http://www.sustainability.unc.edu/Initiatives/Academics/Teaching/Courses>

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

No

A brief description of the certificate program:

Year the certificate program was created:

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

<http://www.sustainability.unc.edu/Initiatives/Academics/Teaching/Courses>

Community Service

Responsible Party

Lynn Blanchard

Director

Carolina Center for Public Service

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.

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

Number of students engaged in community service:

17,184

Total number of students :

24,498

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:

1,778,624

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

Yes

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

The Buckley Public Service Scholars program, started in 2003, recognizes students who graduate with at least 300 hours of service, complete one service-learning course, and four skills trainings. Currently 9% of Carolina undergraduates are enrolled participants. In [STARS Reporting Tool](#) | [AASHE](#)

2014, UNC graduated 251 Public Service Scholars. As a group, they reported more than 113,400 hours of service, an average of 452 hours per graduate. Fifteen students reported more than 1,000 hours each, and two students recorded more than 2,000 hours. The Public Service Scholar designation is recorded on student transcripts.

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

Yes

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

UNC employees work on Habitat for Humanity homes, with the Interfaith Council for Social Services that runs a food bank and is building a new homeless shelter, with the Rape Crisis Center, in multiple social service and environmental organizations, and in community gardens.

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

<http://www.unc.edu/ccps/>

Community Stakeholder Engagement

Responsible Party

Linda Convissor

Director of Local Relations
University Relations

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:

Community members are consulted when UNC plans capital projects on the perimeter of campus, changes to the transportation network, real estate developments, and changes in business practices that affect nearby neighborhoods.

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

Stakeholders are identified based on their proximity to or expressed interest in any given project. Physical mailings, electronic listservs, door to door contact, website posts, and targeted meetings and phone calls are among the methods of contact.

List of identified community stakeholders:

Neighbors, local government bodies, utility providers, chamber of commerce and member businesses, Chapel Hill Downtown Partnership, K-12 schools, community leaders and representatives, non-profit organizations.

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

The UNC Foundation purchased an outdated retail shopping center across the street from a new mixed use, town supported development on the main commercial corridor in Chapel Hill and adjacent to campus. Many planning meetings were hosted by the UNC's Real Estate Development Office to solicit input and feedback from community stakeholders on the types and forms of development that were most needed and best suited to that location. .

The Chapel Hill Downtown Partnership brings the resources of the Town, the University, and downtown community together to maintain, enhance and promote downtown as the social, cultural, and spiritual center of Chapel Hill through economic development. Facade improvement grants, branding and design work, promotional videos, cleanliness and safety initiatives, and business owner seminars are recent outcomes.

Bike master planning efforts on campus and in the Town of Chapel Hill employed the same consultant to achieve synergies and shared priorities in the planning process. Many of the planning meetings solicited input from community stakeholders to determine priority routes and preferred types of infrastructure.

Planning for the future, mixed use Carolina North campus included many community partners and briefings for local governments. One outcome was choosing the best location for a campus-to-campus bike route. Three routes were proposed and multiple town-gown meetings, that included a range of community stakeholders, were held to select the best route.

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

<http://www.unc.edu/community/>

Participation in Public Policy

Responsible Party

Mike McFarland

Director, University Communications
UNC Development Office

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.

"---" 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:

~~The University of North Carolina at Chapel Hill led a national discussion about college costs, college retention and attainment, and the critical role of universities in spurring economic growth through innovation and entrepreneurship. Former Chancellor Holden Thorp was among a dozen college presidents and higher education leaders invited to the White House in 2011 to discuss with President Barack Obama and other national leaders how campuses can become more affordable while producing more graduates.

Chancellor Thorp served on the national Commission on Higher Education Attainment, which was created to chart a course for improving college retention and attainment and, in turn, restoring the nation's higher education preeminence. Convened in October 2011, The National Commission on Higher Education Attainment was created with participation from the American Council on Education (ACE), the American Association of Community Colleges (AACC), the American Association of State Colleges and Universities (AASCU), the Association of American Universities (AAU), the Association of Public and Land-grant Universities (APLU), and the National Association of Independent Colleges and Universities (NAICU) and included members nominated by each association, representing two-year, four-year, public and private institutions.

~~ The University of North Carolina at Chapel Hill launched "Innovate@Carolina: Important Ideas for a Better World," a roadmap for innovation in science, business, medicine, nonprofits and academia. The focus has been on building a culture of innovation and a sustainable economy of opportunity. Former Chancellor Thorp served on the president's National Advisory Council on Innovation and Entrepreneurship, which held its first national forum on the Chapel Hill campus. Thorp also co-authored "Engines of Innovation — The Entrepreneurial University in the 21st Century," a UNC Press book that makes the case for the pivotal role of research universities as agents of societal change. Royalties support innovation at UNC.

~~ In 2012, Chancellor Thorp was appointed to the Homeland Security Academic Advisory Council, created by the U.S. Department of Homeland Security Secretary Janet Napolitano. The council provides advice and recommendations on issues related to homeland security and the academic community, including: student and recent graduate recruitment; international students; academic research and faculty exchanges; campus resilience; homeland security academic programs; and cybersecurity.

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

~~ In spring 2013, the University of North Carolina was named one of eight project sites to improve the quality of undergraduate education in science, technology, engineering and mathematics (STEM). The Association of American Universities (AAU) awarded \$500,000 to bolster an ongoing initiative in the College of Arts and Sciences to enhance introductory science education in biology, chemistry, and physics. Innovative instructional techniques and technologies will flip the format of large classes so that lectures are viewed before coming to class and scheduled meeting times involve interactive activities. The grant will enable UNC to hire additional science education lecturers and provide training for both junior and senior faculty through the Center for Faculty Excellence. The AAU plans to create a national STEM network to share best practices.

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

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

<http://holdenthorp.unc.edu/carolina-accomplishments/>

Trademark Licensing

Responsible Party

Derek Lochbaum

Director

Trademarks and Licensing

Criteria

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

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

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

Yes

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

Yes

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

No

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

<http://www.licensing.unc.edu/General/WorkplaceStandards>

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.

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.

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Phil Barner

Director

Energy Services

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

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

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

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

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

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

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

Yes

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

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

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

Yes

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

The leading methodology was developed in 2004 as a partnership between the World Resources Institute (WRI) and the World Business Council for Sustainable Development (WBCSD). The success and usefulness of their Greenhouse Gas Protocol is evidenced by its adaptation to protocols employed by the US Environmental Protection, the International Standards Organization (ISO), and others with minor modifications.

In an effort to comply with the industry's best practices, and to prepare for state or federal regulation, we have adhered to this WRI/WBCSD standard as closely as possible, taking guidance from EPA, ISO, and Climate Registry documentation where appropriate. In some cases, the established protocols did not fit our process or infrastructure. Where possible, we developed emission models to improve upon the recommended methodology.

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

No

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

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	235,521 <i>Metric Tons of CO2 Equivalent</i>	289,285 <i>Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	8,291 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	122,122 <i>Metric Tons of CO2 Equivalent</i>	163,808 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

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

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

The installation of a methane gas collection and flaring system was completed in July 2011. In the second phase, a one megawatt generator became operational in 2013. It converts gas from the Orange County landfill into electricity for the grid. The University plans to use the waste heat for heating proximate buildings at the future Carolina North development. During the first five months of operation, the generator used 42 million cubic feet of landfill gas, which contains about 50% methane. The same amount of landfill gas was flared. Together, these activities kept 30 thousand tons of CO2 from entering the atmosphere. UNC will gain carbon credits for capturing this methane, which is many times more potent than carbon dioxide as a greenhouse gas.

Waste haulers transport UNC's waste to a landfill in Sampson County, where the methane gas is captured to produce 6.4 megawatts of electricity.

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

A brief description of the composting and carbon storage program:

A comprehensive indoor and outdoor recycling and composting program captured 42% of campus discards in FY 2013. Food waste from UNC dining halls, catering, and several high volume Green Events venues is picked up regularly by the Office of Waste Reduction and Recycling and Brooks Contractors. The pre- and post-consumer food waste is turned into a nutrient-rich soil amendment at Brooks Contractors' Goldston processing facility. Since 2012, front-of-house composting has been available in front of Freshens, a retail food outlet located on the first floor of the Lenoir Dining Hall. The Carolina Compost program is currently operational in select residence halls. The University's composting program was ranked 1st in the ACC Conference, 2nd in NC, 8th by campus population, and 37th overall in the annual RecycleMania competition.

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

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	8,980	8,541
Number of residential employees	18	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	26,988.50	25,895.25
Full-time equivalent of employees	11,778.77	11,295.23
Full-time equivalent of distance education students	1,292.75	1,164.25

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

	Start Date	End Date

Performance Year	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	Jan. 1, 2007	Dec. 31, 2007

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

The first comprehensive GHG emissions inventory, including steam and electricity produced for and sold to the hospital and a full range of scope 3 emissions, was completed in calendar year 2007.

Gross floor area of building space, performance year:

18,613,943 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	2,414,764 <i>Square Feet</i>
Healthcare space	275,809 <i>Square Feet</i>
Other energy intensive space	577,896 <i>Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	66,466 <i>Metric Tons of CO2 Equivalent</i>
Commuting	28,425 <i>Metric Tons of CO2 Equivalent</i>
Purchased goods and services	35,910 <i>Metric Tons of CO2 Equivalent</i>
Capital goods	0 <i>Metric Tons of CO2 Equivalent</i>
Fuel- and energy-related activities not included in Scope 1 or Scope 2	12,909 <i>Metric Tons of CO2 Equivalent</i>
Waste generated in operations	0 <i>Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	0 <i>Metric Tons of CO2 Equivalent</i>

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

Fuel- and energy-related activities not included in Scope 1 or Scope 2= Upstream natural gas.

Waste generated in operations = (-4966) Metric Tons of CO2 Equivalent.

Waste management emissions have dropped significantly over the past five years. The reduction in emissions is due to a mix of factors. First, the amount of landfilled waste has decreased. Second, the proportion of recycled material has increased. Third, the waste management facility utilized by the University practices active landfill gas management including collection and combustion of landfill gas. As of late 2008, the University began to use an alternate waste management facility that combusted the generated landfill gas in a flaring system until early 2011, when the gas began to be used to produce electricity. The combustion process effectively destroys the methane and, by way of methane destruction, results in a significant reduction in GHG emissions from waste management.

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

<http://climate.unc.edu/GreenhouseGasInventory/InventoryReports>

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

Outdoor Air Quality

Responsible Party

Mary Beth Koza

Director

Environment, Health & Safety

Criteria

Part 1

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

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

Part 2

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

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

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

Yes

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

E85 and biodiesel vehicles and fuel pumps.

Anti-idling policy.

Fare free buses to minimize vehicle use.

Parts runner to minimize travel by shop personnel.

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:

1. CEMS direct measurements
2. Performance stack testing measurements and flow data to determine mass rates
3. EPA emission factors (AP42) and fuel use data

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

	Weight of Emissions
Nitrogen oxides (NOx)	<i>373 Tons</i>
Sulfur oxides (SOx)	<i>189 Tons</i>
Carbon monoxide (CO)	<i>55 Tons</i>
Particulate matter (PM)	<i>12 Tons</i>
Ozone (O3)	<i>0 Tons</i>
Lead (Pb)	<i>0.00 Tons</i>
Hazardous air pollutants (HAPs)	<i>8 Tons</i>
Ozone-depleting compounds (ODCs)	<i>0.01 Tons</i>
Other standard categories of air emissions identified in permits and/or regulations	<i>252,846 Tons</i>

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

The UNCCH Cogeneration Facility uses a fluidized combustion bed boiler with lower combustion temperatures, i.e., 1450 - 1700 degrees Fahrenheit to reduce NO and NO2 gases emissions and utilizes calcium carbonate dry sorbent injection to reduce SO2 emissions. The Cogeneration facility also uses a state of the art baghouse to capture particulate emissions and meet air quality standards. UNCCH monitors operation and maintenance of emergency generators (EGs) on campus and replaces the older EGs with newer, lower emission EGs regularly.

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

<http://daq.state.nc.us/inventory/>

Buildings

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

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

Building Operations and Maintenance

Responsible Party

Anna Wu

Assistant Vice Chancellor and University Architect
Facilities Operations, Planning and Design

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.

Submission Note:

Total building space that meets "Eligible Buildings Criteria" = 16,003,590 square feet, excludes parking decks

"---" 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
LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)	No

The DGNB system, Green Star Performance, or another 3-tier GBC rating system	No
BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system	No
Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)	Yes

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

UNC uses Energy STAR Portfolio Manager to measure and track energy and water consumption.

The Energy Conservation Measures Program is an existing building commissioning effort utilizing in-house labor, outside contractor support, and minimal funding to achieve low cost energy savings. Analyzing and upgrading over 10 million square feet of building space since 2009 has resulted in almost 30% (weather normalized) energy savings and avoided \$28 million in energy expenditures.

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

16,003,590 *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::

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

	Certified Floor Area
Minimum Level	<i>0 Square Feet</i>

Mid-Level	<i>0 Square Feet</i>
Highest Achievable Level	<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	<i>0 Square Feet</i>
4th Highest Level	<i>0 Square Feet</i>
Mid-Level	<i>0 Square Feet</i>
2nd Highest Level	<i>0 Square Feet</i>
Highest Achievable Level	<i>0 Square Feet</i>

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:

11,145,649 Square Feet

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

[Design Guidelines March 2013 compressed.pdf](#)

The date the guidelines or policies were formally adopted:

March 1, 2013

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

Energy Conservation Measures

1. Implement heating, ventilation, and air conditioning (HVAC) schedules to save energy when buildings are unoccupied
2. Eliminate excess airflow
3. Identify and eliminate simultaneous heating and cooling
4. Implement temperature standards: Summer 76-78°F, Winter 69-71°F
5. Enable and optimize all heat recovery loops and economizers to capture “free” waste heat and cool outdoor air when seasonally

appropriate

6. Enlist campus community to shut off lights and equipment

7. Vary air supply temperatures to meet building load while eliminating over cooling and excessive dehumidification.

Green Cleaning Protocol - OS1

Sustainable Purchasing Policies adopted by Facilities Services, Information Technology Services, Purchasing Services

Campus Energy Policy

Campus wide indoor and outdoor recycling programs

Campus wide water efficiency programs

Campus Buildings covered:

Ackland Art Museum

Administrative Office Bldg

Alderman Res Hall

Alexander Res Hall

Alumni Bldg

Ambulatory Care Center

Aycock Family Medicine

Aycock Res Hall

Battle Hall

Beard Hall

Berryhill Hall

Bingham Hall

Bioinformatics Bldg

Bondurant Hall

Brauer Hall

Brinkhous-Bullitt Bldg

Brooks Hall

Burnett-Womack Bldg

Bynum Hall

Carr Building

Carrington Hall

Carroll Hall

Caudill Labs

Chapman Hall

Cheek Clark Bldg

Cobb Res Hall

Coker Hall

Connor Res Hall

Daniels Student Stores

Davie Hall

Davis Library

Dentistry School Of

Dramatic Art Center For

Eddie Smith Field House

Energy Services Bldg

Environment Health & Safety Bldg

Everett Res Hall

Facilities Construction Shops

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

Fetzer Hall Robert Allison
Fordham Hall
Friday Center William & Ida
General Administration Bldg
Genetic Medicine Research Bldg
Gerrard Hall
Global Education Fed Ex
Goodmon Bldg James
Graham Child Development Center
Graham Memorial
Graham Res Hall
Graham Student Union
Greenlaw Hall
Grimes Res Hall
Hamilton Hall
Hanes Art Center
Hanes Hall
Health Affairs Bookstore
Health Sciences Library
Henry Stadium
Hill Alumni Center
Hill Hall
Hill Hall Annex
Hinton James Res Hall
Hooker Research Center
Horney Bldg
House Undergraduate Library
Howell Hall
Hyde Hall
ITS Franklin
ITS Manning
Jackson Hall Blyden & Roberta H.
Jones Bldg Mary Ellen
Joyner Res Hall
Kenan Center
Kenan Labs
Kenan Music Bldg
Kenan Res Hall
Kerr Hall
Knapp-Sanders Bldg
Koury Oral Health Sciences Building
Lenoir Hall
Lewis Res Hall
Lineberger Cancer Research Center
Macnider Hall
Mangum Res Hall
Manly Res Hall
Manning Hall

McColl Bldg
McGavran-Greenberg Hall
Mciver Res Hall
Medical Biomolecular Research Bldg
Medical Research Bldg B
Medical School Wing B
Medical School Wings E & F
Memorial Hall
Mitchell Hall
Molecular Biology Research Lab/Glaxo
Morehead Chemistry Labs
Morehead Planetarium
Morrison Res Hall
Multiple Parking Decks
Murphey Hall
Murray Hall
Naval Armory
Neurosciences Research Bldg
New West
Paul Green Theater
Peabody Hall
Person Hall
Phillips Hall
Physicians Office Bldg
Public Safety Bldg
Ram Village At 520 Williamson Drive
Rosenau Hall
Ruffin Res Hall
Saunders Hall
Sheps Bldg
Sitterson Hall (incl. Brooks)
Smith Bldg
Smith Student Activities Center
South Bldg
Spencer Res Hall
Stacy Res Hall
Steele Bldg
Stone Center
Student Academic Services North
Student Recreation Center
Swain Hall
Tarrson Hall
Tate-Turner-Kuralt Bldg
Taylor Campus Health
Taylor Hall
Taylor Residence Hall
Thurston-Bowles Bldg
Van Hecke-Wettach Hall

Wilson Hall
Wilson Library
Winston Res Hall

For more on policies for sustainable building operations, see:

<http://www.save-energy.unc.edu/Portals/2/State%20Energy%20Report%202013%20Website.pdf>

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

Staff in energy management, building services, housekeeping, grounds, design and construction services, facilities planning, energy services, environment, health and safety, and sustainability implements these guidelines on an ongoing basis.

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

<http://www.eis.facilities.unc.edu/DesignGuidelines.aspx>

Building Design and Construction

Responsible Party

Anna Wu

Assistant Vice Chancellor and University Architect
Facilities Operations, Planning and Design

Criteria

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

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

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

And/or

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

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

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

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

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

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

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

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

LEED: Koury Oral Health Sciences Building - Gold; Genome Sciences Building - Gold; NC Botanical Garden - Platinum; Carrington addition - Certified

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

879,287 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	0 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	451,085 <i>Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	32,301 <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::

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

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

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

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

0 Square Feet

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

0 Square Feet

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

A copy of the guidelines or policies :

[Design Guidelines March 2013 compressed.pdf](#)

The date the guidelines or policies were adopted:

March 1, 2013

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

All new buildings at UNC are designed to perform at the LEED Silver level or above and to use 30% less energy and 30% less water than code.

Genome Sciences Building- LEED Gold
Koury Oral Health Sciences- LEED Gold
NC Botanical Garden- LEED Platinum

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

RFQs, RFPs, designer selection interviews, design guidelines, design and review process, energy modeling, CM at risk, construction process, inspections by campus trades shops, commissioning, LEED documentation

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.eis.facilities.unc.edu/DesignGuidelines.aspx>

Responsible Party

Mary Beth Koza

Director

Environment, Health & Safety

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.

"---" 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:

18,613,943 *Square Feet*

Gross floor area of building space:

18,613,943 *Square Feet*

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

The Department of Environment, Health & Safety (EHS) developed an Indoor Air Quality Policy that was approved in 2002. UNC is committed to providing a work environment free of recognized hazards. Review of the Indoor Air Quality Policy is performed annually and updated if needed based on emerging practices and procedures.

Building occupants can submit a Request for Indoor Air Quality Investigation form, which is available online. If warranted, an EHS Industrial Hygienist will conduct an initial on-site IAQ investigation to evaluate the site/work area and building for probable sources of contaminants.

If necessary a Phase II IAQ investigation will be conducted to provide more detailed information regarding the nature of the problem. EHS prepares written reports of investigation results and proposes remedial measures as required.

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

<http://ehs.unc.edu/ih/iaq.shtml>

Dining Services

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

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

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

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Scott Myers

Director, Food/Vending Services
Auxiliary Services

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:

14.60

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

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

http://files.dining.unc.edu/Susty_Report_2014/Fall_2014_Sustainability_Report.pdf

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)?:

Yes

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:

11.40

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

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

1.5.0. AT LENOIR MAINSTREET- For the past four years, 1.5.0. has served the UNC campus community the best local, organic and sustainable foods available in a quick and friendly style that follows a commitment to sustainability.

1.5.0.'s seasonal menu features food that is locally grown, harvested and freshly prepared by chefs who are trained in culinary sustainability. Menu items also include organic produce and grains, cage-free eggs and poultry, grass fed beef, sustainable seafood and house-made breads, dressings and sauces. In addition to providing a healthy and sustainable retail dining option, 1.5.0. offers an engaging and educational experience for customers. An LCD screen displays farmer profiles, sustainable goals and eco-saving techniques that connect our customers to local farms and teach them how to incorporate sustainable habits into their daily lives.

1.5.0. employee uniforms are locally made with 100% organic cotton. They also use 100% unbleached and recycled content napkins, Green Seal certified cleaning products and practice energy and water conservation.

ALPINE BAGEL®

ALPINE DELI® AT TAR HEAL- Alpine Bagel serves coffee from Larry's beans, a local roaster.

THE BEACH CAFE- serves Greens, which is locally owned and operated and is devoted to regional and sustainable foods. Greens serves farm fresh foods from local farmers whenever possible. They seek organic produce when available.

THE BEACH CAFE

CAFE MCCOLL

COMMON GROUNDS CAFE

ESPRESSOASIS® GLOBAL

THE KIND COFFEE CAFE

STARBUCKS® AT RAMS HEAD- all purchase Fair Trade coffee.

A full list of retail vendors and convenience stores is available:

<http://www.dining.unc.edu/Wheretoeat>

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

-Seasonal food and menus are offered in both residential dining halls and Lenoir Mainstreet. Menus reflect which local produce is in season and readily available.

-CDS' most preferred food purchases are from within 150-miles of UNC Chapel Hill or within North Carolina.

-Carolina Dining Services (CDS) purchases Fair Trade coffeees that customers can find at both dining halls, Starbucks®, Mainstreet, The Beach, Café McColl, Tar Heal Café, Common Grounds and Alpine Bagel Co®. CDS steadily increased Fair Trade purchases over the last three fiscal years (\$83,387 in 2012-13, \$51,803 in 2011-12, \$23,298 in 2010-11). This increase was made possible by the expansion of Fair Trade coffee into our dining halls, Top of Lenoir and Rams Head, in September 2012.

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

CDS, Aramark, and students, who work with academic advisers and receive academic credit, analyze food invoices and vendor velocity reports to track and evaluate purchases. Criteria used include the Real Food Calculator, local, regional, organic, fair trade, and sustainably harvested seafood purchases.

Total annual food and beverage expenditures:

9,631,942 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	Yes	Yes
Franchises	Yes	Yes
Convenience stores	Yes	Yes
Vending services	Yes	Yes
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	No
Signatory of the Real Food Campus Commitment (U.S.)	No

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

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

<http://www.dining.unc.edu/Sustainability.aspx>

Low Impact Dining

Responsible Party

Scott Myers

Director, Food/Vending Services
Auxiliary Services

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.

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

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

30.40

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

Track purchasing invoices

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"):

Vegetarian and vegan options are available at all meals. Each dining hall has a dedicated vegetarian station, offering one complete-protein vegetarian or vegan entrée and three to four vegetarian or vegan side dishes at lunch and dinner. A four-week cycle menu is written for these stations, which can be viewed on the locations' digital menu boards and website, along with ingredients.

Both dining halls offer an extensive salad bar featuring protein toppings. Vegetarian and vegan options are also available at other stations including the grill, soup, pizza and pasta stations. Vegan dessert options are available at lunch and dinner.

In addition, an onsite Registered Dietician is available to assist students with special diets and making "smart" meal choices.

On Meatless Mondays, the Vegetarian Station becomes vegan and the following stations become vegetarian: World's Fare, Sushi, Wrap, and Pasta. Garden or Black Bean Burgers are available at the Grill everyday, and 3 of 4 pizzas are vegetarian.

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

Carolina Dining Services opened 1.5.0. in January 2010 in Lenoir Hall. 1.5.0.'s seasonal menu features food that is locally grown, harvested and freshly prepared by chefs who are trained in culinary sustainability. Menu items also include organic produce and grains, cage-free eggs, poultry, grass-fed beef, sustainable seafood and house-made breads, dressings and sauces.

Firsthand Foods, located in Durham, NC, is one of the new sustainable food vendors introduced in spring 2013. Firsthand Foods acts as a conduit between local pasture-based livestock producers and local food vendors, restaurants, and food retailers. They source from farmers who raise animals humanely, on pasture, without feeding antibiotics or animal by-products, or using added hormones. Firsthand pork sausage is served on Wednesday mornings during breakfast at Rams Head and Top of Lenoir as well as utilized in other pork dishes throughout the week.

MeatLESS Mondays profile reduced-meat entree selections.

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

http://files.dining.unc.edu/Susty_Report_2014/Fall_2014_Sustainability_Report.pdf

Annual dining services expenditures on food:

9,634,184 *US/Canadian \$*

Annual dining services expenditures on conventionally produced animal products:

2,931,539 *US/Canadian \$*

Annual dining services expenditures on sustainably produced animal products:

728,599 *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.

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Chris Martin
Director
Energy Management

Criteria

Part 1

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

Part 2

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

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

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

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

	Performance Year	Baseline Year
Total building energy consumption	2,484,305 <i>MMBtu</i>	2,607,960 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	1,303,670 <i>MMBtu</i>	1,466,134 <i>MMBtu</i>
District steam/hot water	1,180,635 <i>MMBtu</i>	1,141,826 <i>MMBtu</i>

Gross floor area of building space::

	Performance Year	Baseline Year
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Gross floor area	18,613,943 <i>Gross Square Feet</i>	13,477,719 <i>Gross Square Feet</i>
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Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	2,414,764 <i>Square Feet</i>
Healthcare space	275,809 <i>Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	3,731.70
Cooling degree days	1,675.80

Source-site ratios::

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

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2002	June 30, 2003

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

The UNC Chapel Hill energy consumption baseline was adopted to be in alignment with the legislatively mandated Utility Savings Initiative. All state agencies, including universities, are required to reduce their energy consumption by 30% per square foot relative to a

FY 2003 baseline.

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

Our centralized Building Automation System (BAS) allows us to program night setback temperatures in many of our buildings. This is done by programming the controllers in a specific building to change their space temperature setpoint at a specific time of day. So, for example, a building with an occupied setpoint of 70 degrees during the day might be allowed to cool down to 65 degrees between 6pm and 6am before the heating system would turn back on. Both the temperature and the time can be remotely adjusted from our centralized energy management center.

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

LED lighting is used for an increasing number of applications on campus -- outdoor safety/way finding lights, parking decks, loading docks, building wall packs, and - because of a significant recent decrease in price - building corridor lighting.

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

Occupancy sensors are used in restrooms, break rooms, conference rooms, and other common areas throughout campus.

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

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

The NC Botanical Garden has 31 geothermal wells, 25 of which are 500 feet deep. The system is used to heat and cool the three-building, LEED Platinum complex.

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

UNC operates a 32 MW cogeneration plant, with fluidized bed combustion and flue gas scrubbers, that simultaneously produces both steam- used for heating, humidification, domestic hot water, sterilization, and making distilled water in laboratories—and up to one-third of the campus peak electric load. Compared to standard power plants that produce 1/3 useable energy and 2/3 waste heat, UNC's combined heat and power plant produces more than 2/3 useable energy and less than 1/3 waste heat.

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

Extensive building retrocommissioning program in effect in approximately 10 million GSF of space.

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

Virtually all campus buildings are individually metered for steam, electricity, and chilled water. Real time consumption data in more than 200 buildings is available via an online energy dashboard system.

Our centralized Energy Management Control System (EMCS) enables communication with and control of almost all of the buildings on campus. In addition to sending commands to change setpoints and schedules in a building, the system records status and alarm data from each building. The EMCS center is staffed 6:00am to 10:30pm Monday through Friday and 6:00am to 4:30pm Saturday and Sunday.

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

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

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

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

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

<http://www.save-energy.unc.edu/>

Responsible Party

Phil Barner

Director

Energy Services

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.

Submission Note:

performance year is July 1, 2012 to June 30, 2013

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	9,111.79 <i>MMBtu</i>
Option 2: Non-electric renewable energy generated on-site	290.40 <i>MMBtu</i>
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 <i>MMBtu</i>
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	0 <i>MMBtu</i>

Total energy consumption, performance year:

2,484,304 *MMBtu*

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

Photovoltaic Panels at the NC Botanical Garden-

84 photovoltaic panels generate nearly 8% of the building's electricity from sunlight. PV panels on the Bell Tower Parking Deck generate enough electricity to illuminate the stairwells.

A 1,000 kilowatt generator at Carolina North converts gas from the Orange County landfill into electricity for the grid. The University sells the electricity to Duke Energy and plans to ultimately use the waste heat for buildings at Carolina North.

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

Solar Thermal Panels at Morrison Residence Hall- 172 panels mounted on the roof of all four building wings provide heat to the domestic hot water and building heating system. The residence hall's plumbing system draws first on solar-heated water from a 6,000 gallon storage tank and adds steam-heated water when needed.

Geothermal wells at NC Botanical Garden- geothermal wells provide efficient heating and cooling. Twenty-six wells are 500 feet deep, four wells are 400 feet deep, and four wells are 100 feet deep. More than five miles of loop "plumbing" brings the earth's 55 degrees Fahrenheit temperature to the surface.

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

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

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

<http://www.energy.unc.edu/>

Grounds

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

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Bridget Baucom

Director

Grounds Services

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">• Using least-toxic chemical pesticides,• Minimum use of chemicals, and• Use of chemicals only in targeted locations and only for targeted species

<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"> • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

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

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

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

	Area
Total campus area	<i>3,777 Acres</i>
Footprint of the institution's buildings	<i>155 Acres</i>
Area of undeveloped land, excluding any protected areas	<i>3,057 Acres</i>

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	<i>0 Acres</i>
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	<i>565 Acres</i>
Managed organically, third party certified and/or protected	<i>0 Acres</i>

A copy of the IPM plan:

The IPM plan :

The University's IPM plan is managed by the Grounds Department within the Facilities Services Division. The acreage actively managed by Grounds is about 565 acres, which excludes building footprints and forested areas. The University Forest Manager and a two-person IPM staff work with Grounds crews that are assigned to 16 campus zones. There are over 50 crew members licensed in pesticide application by the NC Pesticide Board and trained to implement the IPM plan.

1. Action Thresholds – Action thresholds are set according to plant and site-specific conditions with the goal of maintaining plant health and campus appearance with minimum hazard to people and environment.
2. Monitor and Identify Pests – Zone crews search for signs of potential threats and take effective measures before the level of pests reaches an action threshold requiring the use of a pesticide. Zone crews search for eggs that can be treated safely before pests arise. Certain insects can be hand-picked off plants, e.g. bag worms. When a pest threat that meets an action threshold is identified, a work request is sent to the IPM staff.
3. Prevention – To the extent possible, the Grounds Department plants species that are resistant to common pests. Plant diseases are controlled by scheduling fertilization and irrigation to prevent spores from germinating, reducing the need for fungicides.
4. Control – The IPM staff uses the least hazardous treatment first. Eggs are treated with low-impact dormant-oil sprays. As a last resort, specific products targeted to specific plants are used. The only broad-spectrum product used, Round-up, is narrowly applied; it is

hand-sprayed on walkways only. Broadcast spraying of non-specific pesticides is not done.

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

UNC practices sustainable landscape management by:

1. Preserving historic landscapes
2. Protecting the tree canopy
3. Aerating the soil and tree roots as needed
4. A soil erosion and sediment control plan
5. Planting the right plant in the right place relative to site use and conditions and stormwater management goals
6. Mulching and composting landscape trimmings
7. Integrated Pest Management

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

The Grounds Department installs native plants whenever possible. In addition, native and non-invasive plants are incorporated in landscape design guidelines for the University campus, the Carolina North project, and the North Carolina Botanical Garden.

UNC Campus – In 2005, the Task Force on Landscape Heritage and Plant Diversity developed Guidelines for Landscape Designers Working on the UNC Chapel Hill Campus, which states a preference for choosing native plants and plants adapted to the ecological conditions of sites under development or renovation. According to the Guidelines, plantings should be appropriate to the North Carolina piedmont, preserve the tree canopy and forested areas, include plants that provide food and shelter for wildlife, and avoid invasive plants. Recommendations for landscape design incorporating these preferences are given for each campus district (Section X. Recommendations for Landscape Designers When Working in Each District). The appendix section provides lists of plants that are Southeastern US natives or exotics with proven usefulness in Southeastern landscapes (Section XI), and invasive plants to avoid or to use only where their spread will be monitored and controlled (Section XI.F).

Carolina North – The landscape design for the planned 925-acre Carolina North campus will require the use of appropriate native and non-invasive plant species, according to the 2009 Carolina North Development Agreement, Article 5, Sections 21-5.21.1 and 5.21.2.

North Carolina Botanical Garden – The NCBG has a policy of removing and preventing accession of known invasive exotic species from its collections. In most areas of the Garden, only plant species native to the Southeast US are cultivated. In some areas where exotic species are traditionally contained, native plants are selected for new plantings whenever possible.

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

The recycling program is staffed by two grounds employees who use state-of-the-art equipment, including a tub grinder, to process waste materials accumulated from pruning and trimming trees and shrubs. All landscape waste is returned to campus as compost or mulch. Grass clippings, turf, and leaves are converted into leaf-compost, and hardwood scraps are converted to mulch.

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

Grounds practices soil aeration, as needed, to promote plant growth and mulching to retain soil moisture.

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

Grounds reduces its environmental impact by converting equipment from two-stroke to four-stroke engines. The new equipment is quieter and produces significantly less air pollution. All landscape waste generated on campus is mulched or composted.

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

The University's Environment, Health, and Safety Department developed a soil erosion and sediment control plan. The plan must be incorporated into all construction documents before a project can be sent out for bid. Components of the plan include the following provisions:

1. Identifying areas with a high susceptibility to erosion,
2. Limiting disturbance on steep slopes,
3. restricting clearance to only those areas necessary for construction,
4. covering any cleared areas that will be unworked for seven days,
5. planting cleared areas that will not be worked for 30 days.

Contractors must designate an on-site crew member who is responsible for soil erosion and sediment control, including the maintenance of sediment basins and other control strategies.

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

Snow and ice removal is accomplished by spraying a thin layer of a brine solution where needed. The brine application uses far less salt than the conventional surface application of granular salt, greatly reducing the associated environmental impacts.

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

n/a

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:

<http://www.sustainability.unc.edu/Initiatives/CampusOperations/Grounds>

Responsible Party

Bridget Baucom

Director

Grounds Services

Criteria

The institution conducts one or both of the following:

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

And/or

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

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

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

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

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:

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:

Following a comprehensive environmental assessment of the 947-acre tract known as Carolina North, 258 acres were designated as conservation areas that would be protected by a third party.

The Mason Farm Biological Reserve (MFBR) is also protected. The Reserve and contiguous undeveloped tracts create an approximately 900-acre natural area that connects with the 41,000-acre New Hope Game Lands to the south.

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:

An ecological assessment of the Carolina North property was performed in 2007 using an ecologic analysis metric methodology, along with GIS, site visits, and data collection. Ongoing annual monitoring of the Conservation Areas is done by the Triangle Land Conservancy.

The Mason Farm Biological Reserve is managed by the North Carolina Botanical Garden, which is part of UNC Chapel Hill.

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

There are three designated Conservation areas at Carolina North, totaling 258 acres. They are forested, and are composed primarily of riparian areas and areas with steep slopes.

The Mason Farm Biological Reserve is 367 acres and contains a combination of forests and old fields that support approximately 800 species of plants, 216 species of birds, 29 species of mammals, 28 species of fish, 28 species of reptiles, 23 species of amphibians, and 67 species of butterflies. In fact, more different species of animals have been recorded at the Reserve than in any other comparably-sized area in the entire Piedmont.

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

A Land Stewardship policy was enacted in 2013, describing management strategies for the Conservation Areas at Carolina North and other limited development areas of the tract.

Grounds Services employs best management practices to protect and create wildlife habitat:

1. “Snags” are left standing unless they are an immediate threat to Forest visitors or in high-traffic areas.
2. When disturbed areas require cover crops, seed mixes are chosen that encourage grazing, cover, or nesting.
3. A lot of invasive plant removal is accomplished through person-labor and mechanical means. Debris piles are left in situ to encourage nesting and cover.

Access to the Mason Farm Biological Reserve is by permit only.

In the developed parts of campus, the landscape design includes canopy trees which create wildlife habitat. As part of the tree removal program, safe dead trees are left in place to support insects, birds, and a diversity of life forms.

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

<http://carolinanorth.unc.edu/NewsandUpdates/PlansReportsStudies>

Purchasing

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

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

Responsible Party

Bernard Law
Director, Purchasing
Finance Division

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.

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

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:

Yes

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

The electronics purchasing policy, directive, or guidelines :

UNC Chapel Hill participates in the Combined Pricing Initiative (CPI) to save money through the combined purchasing power of the entire UNC system. All CPI computers meet EPEAT/Energy Star requirements.

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

Information Technology Services, the largest campus computer purchaser, specifies EPEAT Gold. FAIT —serving ~1500 employees — specifies EPEAT Silver or Gold computers.

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

Yes

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

	Expenditure Per Level
EPEAT Bronze	5,571.20 <i>US/Canadian \$</i>
EPEAT Silver	611,033.80 <i>US/Canadian \$</i>
EPEAT Gold	9,782,520.12 <i>US/Canadian \$</i>

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

11,108,658.12 *US/Canadian \$*

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

<http://www.sustainability.unc.edu/Initiatives/CampusOperations/Purchasing>

Cleaning Products Purchasing

Responsible Party

Bernard Law
Director, Purchasing
Finance Division

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
-

"---" 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:

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

Most campus buildings are cleaned using a team cleaning protocol that specifies green cleaning products, ergonomic equipment, and complies with third party standards.

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

Purchases are vetted by Housekeeping and periodic reports are provided by vendors.

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

Yes

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

3,072,457 US/Canadian \$

Total expenditures on cleaning and janitorial products:

3,426,973 US/Canadian \$

Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological (“green”) cleaning program?:

No

A brief description of the institution’s low-impact, ecological cleaning program:

The OS1 process utilizes green supplies, and 1/2 of the housekeeping zones have converted to this process. OS1 Green process demonstrates:

- Cleaning for Health first and then for appearance
- Disposing of cleaning wastes in a environmentally responsible manner
- Increased worker safety and awareness
- Increased level of sanitation of building surfaces
- Responsible and proper removal of pollutants from the facility
- Reduction of chemical, particle and moisture residue
- Minimization of human exposure to pollutants

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

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

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

<http://www.doa.state.nc.us/PandC/435a.pdf>

Office Paper Purchasing

Responsible Party

Bernard Law
Director, Purchasing
Finance Division

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.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:

Yes

A copy of the paper purchasing policy, directive or guidelines:

The paper purchasing policy, directive or guidelines:

The University's standard for all office paper purchases is a minimum of 30 percent post-consumer recycled content. North Carolina General Statute 143-58.3 encourages State institutions to spend at least 50 percent of the total purchases for paper in a fiscal year on paper with recycled content.

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

UNC's online provider of office supplies defaults many paper orders to 30% recycled content. Purchasing Services monitors progress with quarterly performance reports.

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	278 <i>US/Canadian \$</i>
30-49 percent	514,701.06 <i>US/Canadian \$</i>
50-69 percent	10,183.55 <i>US/Canadian \$</i>
70-89 percent (or FSC Mix label)	262.48 <i>US/Canadian \$</i>
90-100 percent (or FSC Recycled label)	30,687.91 <i>US/Canadian \$</i>

Total expenditures on office paper :

692,056.47 *US/Canadian \$*

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

http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_143/GS_143-58.3.html

Inclusive and Local Purchasing

Responsible Party

Bernard Law
Director, Purchasing
Finance Division

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

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

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

Yes

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

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

The University strives to include minority-owned and women-owned businesses in the RFP/IFB bid solicitation process. Purchasing has conducted trade shows to promote historically underutilized businesses on campus. The University has endorsed the policies and practices of the North Carolina Office of Historically Underutilized Businesses.

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

Yes

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

4

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

<http://www.doa.state.nc.us/hub/default.aspx>

Life Cycle Cost Analysis

Responsible Party

Cindy Shea

Director, Sustainability Office
Facilities Services

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.

"---" 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?:

Yes

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

Yes

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

Our electrical and mechanical engineers conduct a life cycle cost analysis when specifying products to use in energy and water efficiency upgrade projects, renovation projects, and capital projects.

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

<http://www.nc-sco.com/documents/guidelines/lcca/LCCA%20Manual.doc>■

Guidelines for Business Partners

Responsible Party

Martha Pendergrass

Director

Procurement Services

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.

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

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:

Some

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:

All

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

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

North Carolina state agencies have an environmental and legislative responsibility to purchase environmentally preferable products and services. Executive Order 156 and General Statutes 143 require agencies to buy recycled content and environmentally preferable products and services.

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:

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

Transportation

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

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

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Responsible Party

Laura Corin

Accounting Technician

Business Operations, Facilities Services

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

- H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution’s motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles in the institution’s fleet :

890

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

	Number of Vehicles
--	--------------------

Gasoline-electric, non-plug-in hybrid	0
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	27
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	25
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

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

Hybrids now account for 29 of the 99 fixed route buses in the fleet. The Chapel Hill Transit system also uses a small percentage of biodiesel fuel across the fleet.

E85 (301 vehicles) and B20 (25 vehicles) fuel tanks on campus. Alternative fuels, synthetic lubricants, and more efficient vehicles have reduced Carolina's annual petroleum consumption by 23% relative to 2005.

The first three Level 2 electric vehicle charging stations are installed. The University plans to add 3 more stations in FY 2014. A new fee structure for parking permits covers EV owners seeking access to these spaces.

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

<http://www.sustainability.unc.edu/Portals/Sustainability2009/CampusSustainabilityReport2013final.pdf>

Student Commute Modal Split

Responsible Party

Amanda Simmons

Transportation Demand Manager
Department of Public Safety

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

Total percentage of students that use more sustainable commuting options:

84

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)	16
Walk, bicycle, or use other non-motorized means	25
Vanpool or carpool	7
Take a campus shuttle or public transportation	49
Use a motorcycle, scooter or moped	2

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

Annual commuter survey is conducted. In 2013, 866 students returned usable data that was used to calculate the above percentages.

Our survey categories were combined as follows:

Walk, bicycle, or use other non-motorized means = walk and bicycle

Vanpool, carpool = vanpool, carpool, dropped off by friend/spouse

Public transport = bus, park & ride

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

<http://www.sustainability.unc.edu/Portals/Sustainability2009/CampusSustainabilityReport2013final.pdf>

Employee Commute Modal Split

Responsible Party

Amanda Simmons

Transportation Demand Manager
Department of Public Safety

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:

49

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)	51
Walk, bicycle, or use other non-motorized means	7
Vanpool or carpool	8
Take a campus shuttle or public transportation	31
Use a motorcycle, scooter or moped	1
Telecommute for 50 percent or more of their regular work hours	2

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

Annual commuter survey is conducted. In 2013, 1729 employees returned usable data that was used to calculate the above percentages.

Our survey categories were combined as follows:

Vanpool, carpool = vanpool, carpool, dropped off by friend/spouse

Public transportation = bus, park & ride

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

<http://www.sustainability.unc.edu/Portals/Sustainability2009/CampusSustainabilityReport2013final.pdf>

Support for Sustainable Transportation

Responsible Party

Amanda Simmons

Transportation Demand Manager
Department of Public Safety

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

"---" 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 new, centrally-located Genome Sciences Building includes covered bike racks, lockers and showers. Additionally, covered bike storage is available in the parking deck of the FedEx Global Education Center. Showers are available at both recreation centers and an increasing number of office and classroom buildings. Lockers are available at both recreation centers, as well as in various student lounges in academic buildings across campus.

An interactive map of bike racks, showers, bike lanes and bike pumps is available through Engineering Information Services.

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)?:

Yes

A brief description of the bicycle parking and storage facilities:

Bike racks are located within 50ft of all residence halls, libraries, and classroom and administrative buildings. During 2012-13, 37 new racks were installed, bringing total bike parking capacity to 5,464.

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:

An extensive pedestrian network, characterized by brick walkways and low stone walls, serves most parts of campus well. Improved crosswalks and streetscape improvements have made many intersections safer for pedestrians. The new Koury Oral Health Sciences Building anchors a pedestrian bridge across busy Manning Drive. Biannual lighting tours and improved LED lighting enhance campus safety. A capital project fee funds a priority list of pedestrian safety improvements.

Two Bike Master Plans are being developed concurrently. The UNC effort, led by Facilities Planning in partnership with Public Safety, is focused on improving bike circulation, infrastructure, and parking on campus. The Town plan seeks to create a more connected bicycle network and make biking safer throughout the community. Both plans include surveys and public feedback.

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:

Tar Heel Bikes (bike share program) was launched in August 2012. It provides 30 bikes for free, short-term loan to residents of 4 high-rise residence halls. During the first semester, 3,400 total check-outs demonstrated enthusiastic response. After a 2-year pilot, the program will be evaluated for potential expansion.

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

No

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

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):

Free since 2002, the Chapel Hill Transit (CHT) system provides more than 7 million rides annually and offers real-time, online bus locators to reduce waiting time for riders. It is the second largest transit system in North Carolina, serving a 160-square-mile service territory. UNC contributes more than \$7 million annually to operate CHT's fixed route and demand-responsive service within the municipal boundaries of Chapel Hill and Carrboro.

Participants in the nationally recognized Commuter Alternatives Program (CAP) may choose to receive an annual "GoPass," conferring unlimited free rides on the Triangle's regional transit system, as well as on the Durham Area Transit buses. Alternatively, CAP participants may also choose a free annual pass on the PX route, connecting UNC to the town of Pittsboro. Program incentives also include access to 10 UNC and Chapel Hill/Carrboro park-and-ride lots, discounts at local merchants, entry into prize drawings, and emergency rides home. For more information about CAP:

<http://www.dps.unc.edu/CAP>

Additionally, UNC's Department of Public Safety runs a free shuttle service from 7:00 pm until 3:00 am around campus when school is in session. For more information about this program:

<http://www.dps.unc.edu/Transit/campustransit/p2p/p2p.cfm>

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

Yes

A brief description of the GRT program:

For those who use alternative transportation, there are several programs that insure easy access to emergency transportation should the need arise.

For all CAP Participants, UNC's Point-2-Point service offers the Emergency Ride Back Service (ERB). The ERB service is provided for sudden, urgent, unexpected, and unscheduled situations. CAP participants never have to worry about being stranded. The Point-2-Point vehicles provide campus-to-car and campus-to-home service to any park & ride lot served by Chapel Hill Transit and to any destination falling within the Carrboro and Chapel Hill city limits.

Triangle Transit has its own emergency ride program called Emergency Ride Home. Everyone, including non-CAP participants, may use the program and it can be used on any day that an alternative commuting method has been used - even one unaffiliated with Triangle Transit.

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

Yes

A brief description of the carpool/vanpool program:

Zimride is a free, web-based ride-matching system made available by Department of Public Safety. Students can find rides home during school breaks, and commuters can search multiple attributes associated with potential carpooling partners. The UNC Zimride network has posted over 2 million miles of rides, potentially avoiding over 500,000 (updated Jan. 29, 2014) pounds of CO2 emissions since 2010.

ShareTheRideNC is a free, statewide ride-sharing matching service for vanpools. This online service is offered by Triangle Transit for commuters arriving from the north and east, Piedmont Authority for Regional Transportation for commuters arriving from the west, and NC Department of Transportation. ride a vanpool regularly. Those who sign up for the CAP receive \$20 per month off the cost of the vanpool and parking in driver's lot of choice.

<http://zimride.unc.edu>

<http://www.gotriangle.org/rideshare/carpool/>

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:

Zipcar is a subscription-base service, now entering its 10th year, that enables member departments and individuals to check-out 9 cars (including 3 hybrids) parked on campus for a low hourly rate. The cars are available at convenient locations around campus. All UNC departments, individual staff, and students 18 years of age or older who are licensed drivers may apply to enroll in the program for business or personal trips. There is no fee for departments to register and the usage fee is \$8.50 per hour. The UNC program is also available to the town of Chapel Hill.

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

Yes

A brief description of the electric vehicle recharging stations:

The first three Level 2 electric vehicle charging stations are installed at the Cobb and Kenan-Flagler parking decks and the Facilities Services Building. A new fee structure for parking permits covers electric vehicle owners seeking access to these dedicated spots.

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

Yes

A brief description of the telecommuting program:

The University supports tele-commuting as a trip and parking reduction strategy, and it is an element of the Transportation Demand Management (TDM) program. Each departmental director or chair may set a policy regarding telecommuting for that department. If the department chooses to make telecommuting available for its employees, it must do so in very specific ways. "Managers are encouraged to be as flexible as possible in accommodating the work/life needs of employees, but the decision to set and/or adjust employee work schedules is made by management, not by the individual employee."

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:

The University's Office of Human Resources strongly encourages departments "to be as flexible as possible in allowing for alternative work schedules." As a part of these flexible work arrangements, the University accommodates "compressed" work schedules that meet "the overall needs of the organization, the supervisor, and the employee."

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:

The University Transportation Demand Manager, in conjunction with the regional GoTriangle team, previously published a guide showing rental units located close to transit lines. This guide was distributed at student orientation and like events. The new iteration of this guide is currently in development as an App.

Fare free buses make commuting free for employees. Participants in the nationally recognized Commuter Alternatives Program (CAP) may choose to receive an annual "GoPass," conferring unlimited free rides on the Triangle's regional transit system, as well as on the Durham Area Transit buses. Alternatively, CAP participants may also choose a free annual pass on the PX route, connecting UNC to the town of Pittsboro.

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

Yes

A brief description of other sustainable transportation initiatives and programs:

Launched by two sophomore business students in fall 2013, BuzzRides provides free, late-night transportation to UNC students using a fleet of four, small electric cars. Parties of four or more students can call or flag down the cars for rides to destinations that are within two miles of campus. The founders obtained advice from the 1789 students business incubator and investors funded the vehicles. The fleet also provides mobile, interactive advertising. The first partnership is with Roote NC, a student-run nonprofit that promotes natural, organic, and sustainable North Carolina products. At the retail location, customers can sample products, then order them online at touchscreen kiosks.

Hybrids now account for 29 of the 99 fixed route buses in the Chapel Hill Transit fleet.

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

<http://www.dps.unc.edu/Transit/campustransit/busroutes/busroutes.cfm>

Waste

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

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

BJ Tipton

Program Manager, Solid Waste Services
Facilities Services

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*.

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	4,533.67 Tons	3,299.52 Tons
Materials composted	500.30 Tons	256.48 Tons
Materials reused, donated or re-sold	26 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	5,788.88 Tons	6,819 Tons

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	8,980	7,063
Number of residential employees	18	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	26,988	22,999.75
Full-time equivalent of employees	11,779	9,457.14
Full-time equivalent of distance education students	1,293	550.50

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2000	June 30, 2001

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

The university became the first in the state to hire a full-time Sustainability Coordinator in 2001.

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

A 2010 Environmental Studies capstone course project conducted for the Office of Waste Reduction and Recycling developed the protocol for waste audits on campus. The report is available at

http://www.ie.unc.edu/for_students/courses/capstone/10/waste_audit_final_report.pdf

Waste audits have subsequently been performed in multiple campus buildings.

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

Bulk dispensers are used to reduce packaging in the Dining Halls, i.e. - juices, sodas, milk, ketchup, mustard, mayonnaise, BBQ sauce, and cereals.

The electronic procurement website defaults most virgin paper purchases to 30% post-consumer recycled content.

The UNC men's basketball team periodically wears uniforms made from recycled plastic bottles. The jerseys are made from at least 96% recycled polyester, while the shorts are made from 100% recycled polyester. Twenty-two bottles go into making each uniform. Carolina's graduation robes are also made from recycled plastic bottles.

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

University property considered unusable or unserviceable can be sent to the Surplus Property Warehouse. The Warehouse sells used equipment and furniture at deeply discounted prices to University departments and the general public.

The Asset Management Trading Post is an informal online marketplace that allows University employees to find or make available both office and lab equipment.

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

Course catalogs, campus directories, accounting forms, and purchasing requisitions are now available electronically instead of printed.

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

At the beginning of each semester "ITS Print Plan" funds become available for all full-time, fee-paying students. Students can print \$40 / 800 pages per semester and \$17.50 / 350 pages for each summer session. Black and white printing costs \$.05 per side of printed material. Color printing costs \$.30 per side. The ITS Print Plan fund can only be used towards printing done in the ITS Labs supported locations. The funds do not roll over to the next semester or session. Double-sided printing is the default setting.

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

When almost 9,000 students move onto campus in a week, the Office of Waste Reduction and Recycling recruits additional personnel to staff dumpster sites. In August 2013, these crews recovered 18 tons of cardboard, 800 pounds of plastic film, and 520 pounds of Styrofoam for recycling.

During move-out in May, the Department of Housing and Residential Education and the Office of Waste Reduction and Recycling set up donation stations in each residence hall or community. Residents may donate clothing, office supplies, personal care items, furniture, appliances, books, and food. In 2013, the move-out donation stations collected approx. 9 tons of these items. Since 2012, donations are picked up and used by Durham-based non-profit TROSA (Triangle Residential Options for Substance Abusers), which uses the items in their residential treatment programs or multiple reuse businesses. Broken electronics are sent for recycling to American Greenz in Durham, and used bedding is donated to Paws4Ever, a local no-kill animal shelter. Off campus students could take their extra items to the county's Reuse Rodeo and multiple convenience centers.

DHRE and OWRR promote the donation stations using a social marketing campaign--"Don't Ditch It. Donate It!"-- throughout residence hall and campus media.

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

UNC competes in the Game Day Challenge, a friendly competition between colleges and universities to see which institution can reduce and recycle the most waste from a single home football game. UNC received a Carolina Recycling Association Award for its achievements in 2011. UNC participated in the first RecycleMania Basketball Game Day Challenge and performed a waste audit after a home basketball game in 2013.

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

Since 2010, the Office of Waste Reduction and Recycling and various student volunteers have conducted waste assessments in a wide range of campus spaces. Preliminary waste audits indicate that compostable materials are still the largest part of the waste stream. Food waste, food-soiled paper, compostable bio-plastics, and other organics were found to constitute up to 49% of the waste stream. In some buildings, more than 75% of the discards could be recycled or composted. OWRR, along with partners in Carolina Dining Services, Athletics, and student government are exploring ways to capture more compostable materials.

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:

Carolina Dining Services collects food scraps for composting from Rams Head and Lenoir Dining Halls, the Beach Café, Alpine Bagel Café, Wendy's, the Friday Center, and select Carolina catering events. Since 2012, Front-of-house composting has been available in front of Freshens, located on Lenoir Mainstreet.

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

Carolina Dining Services worked with a representative of the Sustainability Living Learning Community in Morrison Residence Hall to create a food waste awareness campaign. The resulting poster emphasizes all the resources required to prepare a plate of food. Diners in both dining halls encounter this message every time they clear the table and approach the dish line. The absence of trays since 2007 also encourages students to take smaller portions and return for seconds rather than generate food waste.

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):

Since 2009, both dining halls provide reusable food containers for students on meal plans. (Non-meal plan members and students who lose their first container may purchase a container for \$3.50.) Once used, the container is exchanged for a clean and sanitized unit. This three-compartment, polypropylene clamshell is now the only to-go container in use at the dining halls. Since the program's inception, approximately 76,000 Styrofoam containers have been eliminated annually. The reusable containers are stackable, break resistant, dishwasher safe, microwave safe for reheating, BPA free, recyclable (#5 plastic) and can withstand temperatures ranging from 32 to 180 degrees.

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):

All “dine in” meals are served on reusable dishes and eaten with reusable flatware. The plates and cups at the Top of Lenoir Dining Hall are made in part of bamboo, a renewable resource.

Recycled content napkins and compostable straws are provided in the dining halls so that all post-consumer food waste may be composted.

CDS utilizes compostable to-go boxes at select retail dining locations where post-consumer composting is available.

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:

For the last 4 years, Carolina Dining Services (CDS) has offered a 10% discount for all customers who bring a CDS reusable mug into the retail locations for beverage purchases. The program was recently expanded to include both hot and cold beverages and a 20% discount for all that purchase and utilize the CDS reusable drink container.

At non-CDS retail dining locations, reusable mug discounts vary by location, though they are honored across campus.

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

CDS recycles fryer oil from the dining halls. Fryer oil is first filtered to double its cooking life. Waste fryer oil is shipped to refineries, primarily in North Carolina, that produce clean biodiesel fuels.

CDS staff tracks food production and consumption and uses this information to better forecast food production needs in the future.

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

<http://owrr.facilities.unc.edu/>

Waste Diversion

Responsible Party

BJ Tipton

Program Manager, Solid Waste Services
Facilities Services

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*.

Submission Note:

White goods are included in recycling program, but not tracked separately.

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

Materials diverted from the solid waste landfill or incinerator:

5,033.97 Tons

Materials disposed in a solid waste landfill or incinerator :

5,788.88 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 comprehensive indoor and outdoor recycling and composting program captured 47% of campus discards in FY2014. Paper, the largest component of the office waste stream, no longer needs to be separated by type (mixed paper bin). Lab plastics, such as pipette tip boxes, can be recycled in bottle and can receptacles. Collection infrastructure is also in place for cardboard and, most recently, for #2 and #5 plastic tubs.

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

During the academic year, UNC donates an average of 200 pounds of prepared food to the Inter-Faith Council on a weekly basis. The Inter-Faith Council is a non-profit organization that provides food and housing to the homeless in the area.

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

Pre-consumer food waste from UNC dining halls and catering is picked up regularly by the Office of Waste Reduction and Recycling (OWRR) and Brooks Contractors. The pre- and post-consumer food waste is turned into a nutrient-rich soil amendment at Brooks Contractors' Goldston processing facility.

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

Food waste from UNC dining halls, catering, and several high volume Green Events venues, including the School of Government, the Botanical Garden, and the FedEx Global Education Center, is picked up regularly by OWRR and Brooks Contractors. The pre- and post-consumer food waste is turned into a nutrient-rich soil amendment at Brooks Contractors' Goldston processing facility.

Carolina Dining services collects food scraps for composting from both dining halls, the Beach Cafe, Alpine Bagel Cafe, Wendy's, the Friday Center, and select Carolina Catering events. Food waste and paper products are separated and stored in 65-gallon carts located throughout the food preparation and dishwashing areas, or on the loading dock. The material is collected six times a week and is composted at a facility in Goldston, NC.

Since 2012, front-of-house composting has been available in front of Freshens, located on Lenoir Mainstreet. Carolina Compost program is now available in select residence halls, and plans to distribute bins more broadly this year.

A new residential hall composting program was piloted in FY 14 with successful results. The program will be expanded and continuously monitored.

All yard waste is mulched or composted.

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

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	No

Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	Yes
Tires	Yes

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

Construction and demolition materials, concrete and block, auto oil filters, auto coolant, auto batteries, mattress bags, Nike/shoes, bulk solvent, carpet, other e-waste.

Construction and Demolition Waste Diversion

Responsible Party

BJ Tipton

Program Manager, Solid Waste Services
Facilities Services

Criteria

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

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

Submission Note:

C&D numbers do not include C&D recycling volumes from large capital projects. The data reported is for small, in-house jobs only.

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

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

405 Tons

Construction and demolition materials landfilled or incinerated :

58 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:

At UNC, any contractor working on either a renovation project or a new building must submit a Solid Waste Management Plan, as well as monthly reports that track recycled, salvaged, and landfilled items. Cardboard, clean wood, crates, scrap metal, and pallets are banned from Orange County landfills. Concrete block is also recycled.

The Office of Waste Reduction and Recycling collaborates with UNC's Historically Underutilized Businesses Office on an education and outreach program called "Getting the Green Edge." This program helps familiarize contractors with UNC and county-wide recycling policies and connects contractors with recycling firms.

Hazardous Waste Management

Responsible Party

Mary Beth Koza

Director

Environment, Health & Safety

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

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

Yes

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

As a generator of hazardous chemical waste, UNC Chapel Hill has an obligation under federal and state regulations, and to the community, to reduce the volume and quantity of hazardous, universal, and non-regulated wastes generated on campus. This is accomplished, in part, through the Waste Minimization Program which is actively managed by the EHS Environmental Affairs group.

In 2012, the University recycled 12,565 kg of spent fluorescent light tubes and 13,881 kg of lead and other metals.

Hazardous waste outreach efforts include a poster for lab entrances, showing proper labeling and containment practices. On a weekly basis, hazardous waste management specialists visit large generating areas to identify and resolve potential compliance problems, enhance awareness, and reinforce proper procedures.

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

The EHS Environmental Affairs group manages the Hazardous Materials Facility (HMF) which is the central accumulation area of all hazardous waste from the campus points of generation which include teaching and research laboratories, maintenance and facilities

service activities, a cogeneration facility, the Horace Williams airport, and the Finley golf course. Waste is managed by trained personnel from the EHS Environmental Affairs group under a federal Part B hazardous waste management permit (permit number NCD 982093783). EHS offers training classes, on-line waste management and pick-up tutorials, as well as publicly available resources to assist personnel within generating areas to properly manage their wastes. Hazardous materials are typically managed through an on-line registration and management system designed to streamline documentation requirements and more efficiently track waste streams from point of generation to recycling/disposal. Wherever possible, and consistent with its waste minimization goals, UNC Chapel Hill endeavors to recycle waste streams including batteries, circuit boards, light ballasts, computer equipment, film, film fixer, lead solder, silver solder, mercury, and dental amalgam.

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

There were no significant hazardous material release incidents during the previous three years.

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

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

A brief description of the electronic waste recycling program(s):

All UNC computer equipment that is no longer wanted (including non-working equipment) should be taken to UNC Surplus Property. Computer equipment is then sent to State Surplus property. Working computer equipment is sold through State Surplus Property, and non-working equipment is repaired for use in North Carolina schools. Computer equipment that can not be repaired is recycled. Surplus Property removes all data from the equipment before equipment is sold or recycled.

UNC's Surplus Property Office sends broken and unsold electronics to Powerhouse Recycling. Powerhouse Recycling uses recycling equipment that shreds and separates electronics into their original material of plastics, steel, aluminum, precious metals, and recycles and recovers commodities into reusable products.. As a precaution, Powerhouse Recycling assures compliance with privacy laws by making sure that any data is written over.

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

The Environment, Health and Safety Workplace Safety Section is responsible for ensuring that all University employees (including full-time, part-time, and temporary) receive the required training under State and Federal regulations. These requirements cannot be fully

met without the help of Employees, Supervisors, Principal Investigators and Department Heads.

Powerhouse Recycling processes are in compliance with local, state, and federal laws. They maintain a strict zero landfill policy. They are a R2/ ISO-14001:2004 company. Powerhouse Recycling is wholly committed to protecting our environment; which is reflected in all aspects of our business practices

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

<http://ehs.unc.edu/environmental/disposal.shtml>

Water

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

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Cindy Shea

Director, Sustainability Office
Facilities Services

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.

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

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

Low to Medium

Total water use::

	Performance Year	Baseline Year
Total water use	661,127,000 Gallons	760,911,000 Gallons

Potable water use::

	Performance Year	Baseline Year
Potable water use	480,771,000 Gallons	760,911,000 Gallons

Figures needed to determine "Weighted Campus Users"::

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

Number of residential students	8,980	6,754
Number of residential employees	18	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	26,988	21,921.67
Full-time equivalent of employees	11,779	9,591
Full-time equivalent of distance education students	1,293	271.50

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	18,613,943 <i>Square Feet</i>	11,685,234 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	565 <i>Acres</i>	559.50 <i>Acres</i>

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 1999	June 30, 2000

A brief description of when and why the water use baseline was adopted:

The campus suffered a severe drought in 2001/2002 and instituted aggressive and ongoing water conservation measures as a result.

Water recycled/reused on campus, performance year:

Recycled/reused water withdrawn from off-campus sources, performance year:

180,356,000 *Gallons*

A brief description of any water recovery and reuse systems employed by the institution:

UNC uses non-potable water from multiple sources including: reclaimed water from the local water and sewer authority, harvested rainwater stored in cisterns, and collected condensate.

The Energy Services Chilled Water utility is the largest user of non-potable water at UNC. Non-potable water (primarily reclaimed water) is used for cooling tower make-up water at the five, central chilled water plants on campus.

The FedEx Global Education Center, NC Botanical Garden Visitor Center, Kenan Football Stadium, and Genome Sciences Building have non-potable water toilet and urinal flushing systems.

Both above and below ground cisterns store clean rainwater that is harvested to flush toilets and irrigate landscapes. These include the football practice fields, Fetzer Field, and Boshamer Stadium (baseball). When rainwater is insufficient, reclaimed wastewater from OWASA provides a non-potable backup.

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

Water use is metered in virtually every building on campus.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

Water saving toilets, sinks, showers, and urinals are specified in new building projects and renovations. During the 2001/2002 and 2007/2008 droughts significant investments were made in a variety of water consuming technologies.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

Closed loop water-based cooling systems transfer waste heat from research and diagnostic equipment to building chilled water systems. Closed loop water distillation systems retrofitted into 7 of the highest water-consuming laboratory facilities on campus save an estimated 47 million gallons of water per year.

At the Facilities' Service Station, the wash bay recirculates 70% of the wash water and filters out contaminants.

The new food pulper in Lenoir Dining Hall extracts and reuses 95% of the water removed from food waste. Also, extraction reduces the weight and cost of shipping the food waste for composting.

Energy Star washing machines have been installed in residence halls.

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

UNC selects drought-tolerant plants whenever possible.

Several extensive green roofs are planted with drought-tolerant sedum and other groundcover. Water stored under the intensive green roof at Rams Head is used to irrigate this important campus connector.

Rainwater from the roof of the Genome Sciences Building (GSB) drains into a 350,000 gallon, stone-filled cistern beneath the Bell Tower Amphitheater. Following UV treatment and chlorination, the rainwater is used to flush 1,000 toilets in the GSB and Kenan Stadium and to irrigate Kenan field.

A brief description of any weather-informed irrigation technologies employed by the institution:

A centralized weather station electronically monitors 12 variables, including relative humidity and rainfall, and communicates this data via radio to 21 irrigation controllers.

A brief description of other water conservation and efficiency strategies employed by the institution:

Over 200 stormwater control measures capture, slow, and/or filter campus runoff. Traditional measures include ponds, wetlands, underground storage, bioretention, and sand filters. More innovative control measures include green roofs, cisterns, and permeable pavement.

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

<http://www.sustainability.unc.edu/Initiatives/WaterManagement>

Rainwater Management

Responsible Party

Sally Hoyt

Stormwater Systems Engineer
Energy Services

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

UNC operates its own stormwater management program under a National Pollutant Discharge Elimination System (NPDES) Municipal Separate Storm Sewer System (MS4) Phase II permit.

The UNC stormwater staff conducts activities that meet the six minimum measures of the NPDES Phase II permit plus other activities that meet regulatory, infrastructure management, and sustainability goals. These programs cover the following areas: staff stormwater [STARS Reporting Tool](#) | [AASHE](#)

education and good practices, mapping, illicit discharge detection and elimination, public involvement, construction site erosion and sedimentation control, post-construction stormwater management, stormwater system maintenance, stormwater system condition evaluations, and stormwater retrofitting.

New development and redevelopment projects address water quality, stormwater runoff volume, and peak discharge rate. All projects are reviewed by the UNC Stormwater Engineer, the Town of Chapel Hill Stormwater Department and/or the State Division of Water Quality Stormwater Permitting Unit. The University of North Carolina at Chapel Hill Stormwater Performance Criteria, Design Standards, and Procedures can be found here:

<https://share.campus-services.unc.edu/Policy/EnergySvcs/Energy%20Services%20Design%20Guidelines/SW-Design-Guidelines.pdf>

The UNC structural stormwater system is comprised of thousands of catch basins, inlets, and outfalls, miles of piping, and over 200 stormwater management practices. UNC property drains to Meeting of the Waters Creek, Battle Branch, Chapel Creek, Morgan Creek, Crow Branch, Booker Creek, Bolin Creek, and Little Creek. UNC is located within the Jordan Lake Watershed within the Cape Fear River Basin.

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:

UNC has over 200 stormwater management practices in use. Traditional measures include ponds, wetlands, underground storage, bioretention, and sand filters. More innovative control measure include green roofs, permeable pavement, infiltration beds, vegetated swales, cisterns, and underground water quality improvement devices.

A brief description of any rainwater harvesting employed by the institution:

Multiple campus rooftops drain to cisterns that hold rainwater for reuse on landscapes and in toilets.

Rainwater harvested directly and stored/used by the institution, performance year:

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

sand filters

A brief description of any living or vegetated roofs on campus:

Six locations at UNC incorporate green roofs: Rams Head Plaza, Carrington Hall / Nursing School Addition, FedEx Global Education Center, Genome Sciences, Koury Oral Health Sciences, and the Loudermilk Center.

The Rams Head Complex, the Nursing School addition, the FedEx Global Education Center, and the Genome Sciences Building were each constructed on top of a former surface parking lot. So the impervious surface area at each site was reduced by constructing the building and incorporating a green roof.

Located within a short walk of 8,000 residential students and most campus classrooms, Rams Head Center is part of the new connective tissue bridging South Campus and Main Campus. The facility boasts a grocery store, dining hall, recreation center, intensive green roof, and two large rainwater cisterns all built around a 700- space parking garage.

Completed in 2005, the Nursing School addition was the first building in the UNC system to receive Leadership in Energy and Environmental Design (LEED) certification from the U.S. Green Building Council. Its extensive green roof captures rain water, reduces stormwater runoff, and provides attractive views from adjacent offices.

Opened in 2007, the FedEx Global Education Center features two extensive green roofs, which contain drought-tolerant sedum gardens. The roofs minimize stormwater runoff, reduce the urban heat island effect, and provide an attractive view from the adjacent outdoor terrace.

The stormwater from that falls on the Rams Head Plaza buildings and the Fedex Global Education Center is also collected in cisterns. At Rams Head, the overflow from the intensive green roof passes through a bioswale on its way to an infiltration bed that underlies a recreation field.

A brief description of any porous (i.e. permeable) paving employed by the institution:

UNC has 12 porous pavement installations. Six installations occur at four park and ride parking lots that have infiltration/stone storage beds located beneath the pavement. These include: Estes Drive Extension parking lots (one permeable asphalt; one permeable concrete), the Park and Ride Lots next to the Friday Center on Highway 54 (one permeable asphalt; one permeable concrete), at the Hedrick building (permeable asphalt), and the Chatham County Park and Ride Lot (permeable asphalt). The NC Botanical Gardens Education Center (permeable interlocking concrete pavers) is a new highly visible site. Additional smaller parking installations have occurred at the McCauley Lot across from the Cheek-Clark Building (permeable asphalt), EPA Building (permeable asphalt), Baity Hill Residence Halls (permeable asphalt), and the Kenan/McIver Residence Halls (permeable 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:

UNC has 17 ponds and wetlands. These are primarily dry detention basins located off main campus or on the southern edge of campus. These are under consideration for retrofit as wetlands or wet ponds.

UNC also has 31 stormwater management practices that were designed for infiltration. Eight of these sites are also permeable pavement. The other sites are underground storage in conjunction with an underground stone bed designed for infiltration. While these are not ponds, they are considered "retention."

A brief description of any bioswales on campus (vegetated, compost or stone):

The University has one installation that is a vegetated swale designed for stormwater treatment. During heavy rains, water fills the cistern and vegetated roof system at the Rams Head Plaza and overflows into a vegetated swale.

UNC also has six level spreaders, which are a form of vegetated conveyance. These spread water to promote sheet flow. Four level spreaders are located at the Baity Hill Residence Halls. One is located at the Francis Owen facility. One level spreader is located near the Giles Horney Building.

The University's open channel conveyances include many vegetated and grassed swales. If these were not specifically constructed as a stormwater treatment practice, we do not inventory them as stormwater management.

A brief description of any other rainwater management technologies or strategies employed by the institution:

Rainwater collected from the roof of the Genome Sciences Building drains to a 350,000 gallon, stone-filled cistern beneath the Bell Tower Amphitheater. Following UV treatment and chlorination, the rainwater is used to flush 1000 toilets in the Genome Sciences Building and Kenan Stadium and to irrigate Kenan field. When rainwater is sufficient, reclaimed wastewater from OWASA provides a non-potable backup. Concrete vaults detain ground-level stormwater. Short-term storage reduces downstream erosion, flooding, and pollutant loading.

Staff stormwater education and good practices: Stormwater staff from the UNC Department of Environment, Health, and Safety (EHS) conduct periodic training for 950 UNC staff whose actions on the job influence water quality. This includes staff from the following departments: Grounds, Athletics, Facilities Maintenance, Housekeeping, Energy Services, Public Safety, Construction Shops, and Housing Support. Prior to the training, less than 25% of pollution reports came from outside of EHS. After the first round of training, more than 65% of pollution reports come from outside of EHS.

Mapping: UNC Energy Services has mapped the structural system in GIS, including the stormwater treatment practices, storm drain pipes, inlets, manholes, outfalls, and roof drains.

The Grounds department has launched a preventive maintenance program to manage these stormwater facilities.

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

<http://ehs.unc.edu/environmental/stormwater/>

Wastewater Management

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Total wastewater discharged:

Wastewater naturally handled:

A brief description of the natural wastewater systems used to handle the institution's wastewater:

The website URL where information about the institution's wastewater management practices is available:

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Cindy Shea

Director, Sustainability Office
Facilities Services

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

The Sustainability Office catalyzes the development and implementation of sustainable policies, practices, curricula, and behaviors that support the triple bottom line of environmental quality, economic prosperity, and societal well-being. As part of Energy, Environment, Health, and Campus Safety, the Sustainability Office works collaboratively with other offices, departments, and organizations across campus to promote sustainable options for all members of the UNC community.

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:

Mission Statement: (Adapted from Sustainability Advisory Committee Charter)

The Sustainability Advisory Committee advises the Executive Vice Chancellor and Provost and the Vice Chancellor for Finance and Administration. The Committee makes recommendations on the development and implementation of sustainable policies, practices, research, and curricula across the University. The Committee recommends long-term sustainability goals for the University and identifies

the means to achieve them. The Committee is charged with developing a better understanding of existing incentives and disincentives and to propose more effective strategies. Committee members are expected to solicit input on these strategies and to champion and communicate them to each member's respective areas of involvement so that all campus stakeholders become informed and take ownership of sustainability initiatives.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Carol Hee, Co-chair- Director, Center for Sustainable Enterprise, Assistant Professor of Strategy and Entrepreneurship, Kenan-Flagler Business School

Phil Barner, Co-chair- Director, Energy Services

Alice Ammerman-Director, Center for Health Promotion and Disease Prevention Professor of Nutrition, Gillings School of Global Public Health

Donna Bailey-Teaching and Learning Consultant, Center for Faculty Excellence

Gene Bober- Associate Dean for Planning & Resources, Medicine Administration

Jaye Cable- Chair, Curriculum for the Environment and Ecology; Professor, Marine Sciences

Jill Coleman- Landscape Architect, Facilities Planning

Jasmine Ruddy- Chair, Environmental Affairs Committee, Student Government

Greg Gangi- Associate Director for Education, Institute for the Environment

Richie Grimsley-Assistant Director, Athletic Facility Planning and Management

Kevin Guskiewicz- Senior Associate Dean for Natural Sciences, College of Arts and Sciences

Tracy Heenan- Associate Professor, Director Office of Animal Care and Use

Jeff Hughes- Director, Environmental Finance Center

Steve Lofgren- Associate Director, Facilities Housing and Residential Education

Martha Pendergrass- Director, Procurement Services

Scott Ragland- Director of Development Communication, Office of University Development

Aleksandra Rebecca- Sustainability Chair, Graduate and Professional Student Federation

Cindy Shea- Director, Sustainability Office

Carol Tresolini- Associate Provost, Academic Initiatives

Peter White- Director, North Carolina Botanical Garden Professor, Biology

Anna A. Wu- Assistant Vice Chancellor & University Architect Facilities Operations, Planning & Design

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

<http://www.sustainability.unc.edu/Leadership/SustainabilityAdvisoryCommittee>

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:

Organized efforts to institutionalize sustainability at UNC began in 1999. After two years of volunteer efforts, the university became the first in the state to hire a full-time Sustainability Coordinator in 2001, and in 2003 the department added two more employees, including an Energy Conservation Manager. The office currently has two full time employees: the director and a research and outreach manager. The office also hires student interns.

The Sustainability Office catalyzes the development and implementation of sustainable policies, practices, curricula, and behaviors that support the triple bottom line of environmental quality, economic prosperity, and societal well-being. As part of Energy, Environment, Health, and Campus Safety, the Sustainability Office works collaboratively with other offices, departments, and organizations across campus to promote sustainable options for all members of the UNC community. The office serves as the secretariat for the Sustainability Advisory Committee, hosts student interns, manages and facilitates campus sustainability initiatives, and is a primary source of sustainability education and communication.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

2

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

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

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Cynthia Pollock Shea

A brief description of each sustainability officer position:

The Sustainability Director catalyzes and oversees sustainability initiatives across campus. She staffs the Sustainability Advisory Committee; advises the Renewable Energy Special Projects Committee and Tar Heel Bikes; collaborates on the development of design guidelines for capital projects; co-teaches environmental capstones; publishes a biennial sustainability report; and supervises sustainability staff and interns.

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

<http://www.sustainability.unc.edu/AboutUs/Staff>

Responsible Party

Cindy Shea

Director, Sustainability Office
Facilities Services

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	Yes	Yes
Research (or other scholarship)	Yes	Yes
Campus Engagement	Yes	Yes
Public Engagement	Yes	Yes
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	Yes	Yes
Energy	Yes	Yes
Grounds	---	---
Purchasing	---	---
Transportation	Yes	Yes
Waste	Yes	Yes
Water	Yes	Yes
Diversity and Affordability	Yes	Yes
Health, Wellbeing and Work	Yes	Yes
Investment	Yes	Yes

A brief description of the plan(s) to advance sustainability in Curriculum:

Course work, experiential learning, and extracurricular activities lead to improved understanding of and advancement of sustainability. An inventory of sustainability-related courses identified more than 700 undergraduate and graduate offerings in 35 departments, ten schools, and the College of Arts and Sciences. Classes are primarily in the College of Arts and Sciences and the schools of public health, law, and business.

Current goals:

- Develop strategic programs to support short- and long-term interdisciplinary teaching
- Support collaborative teaching efforts across departments, schools, and disciplines.

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

Notable progress within the last 2 years:

- A fund was established for hiring new faculty in applied physical sciences.
- The College of Arts and Sciences secured \$500,000 for curriculum innovations in introductory biology, chemistry, and physics.
- Center for Global Initiatives awarded \$22,000 in curriculum development grants for global, water-related topics.
- A new Energy and Climate course is taught by faculty from environmental studies, marine sciences, and physics.
- Interdisciplinary and engaged scholarship are now considered in faculty tenure and promotion reviews.
- UNC has extensive partnerships with universities around the world and has one of the highest study abroad participation rates among all public universities. More than 1/3 of UNC undergraduates study abroad in over 70 countries.
- Undergraduate enrollment has grown 20% since a 2008 reorganization of the multidisciplinary Curriculum for the Environment and Ecology (graduate ecology program, undergraduate degrees in environmental sciences and studies & sustainability minor).
- In response to student demand, the number of energy-related courses is growing.
- In 2013, 32% of the MBA class completed the Sustainable Enterprise concentration (versus 19% in 2010), and 82% of the graduating class took at least one sustainable enterprise elective.
- Kenan-Flagler Business School was ranked 7th globally for Sustainability in Bloomberg BusinessWeek's MBA rankings in 2013
- Several academic programs require sustainability-related courses in order to graduate. Sustainability literacy assessment was developed by the Sustainability Office.
- Global Sustainability Symposium brings together local and global experts from UNC, Duke, and beyond annually.
- Certificates are available in International Development and International Health Disparities.

Accountable parties, offices or departments for the Curriculum plan(s):

- UNC Academic Plan Steering Committee
- UNC Center for Faculty Excellence

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

Carolina was first (in a 7-way tie) among public universities and ninth overall in the level of federal research funding secured during 2012. Carolina is one of only two universities without a school of engineering that ranks among the top 25 universities in federal research funding. Total federal and nonfederal external research funding at Carolina reached \$778 million in 2013 (triple the amount 16 years ago).

Goal: Solving major problems such as global health and disease, water supply and quality, climate change, energy supply and efficiency, poverty alleviation, and national security.

The measurable objectives, strategies and timeframes included in the Research plan(s):

Progress:

-Carolina encourages researchers to cross disciplines. UNC is a global leader in water research, sustainable enterprise, planning, entrepreneurship, atmospheric modeling, and emergency preparedness.

-UNC has the number one ranked school of public health at a public university.

-UNC's multidisciplinary research centers and institutes account for roughly \$160 million of total awards in 2013. They attract close to \$7.70 in external funds for each \$1 of state funds invested.

- FY2012: 161 reports of invention received, 124 US patent applications filed, 52 inventions licensed, 32 US patents issued, 7 start-ups founded, \$2.5 million in license income

-The first new science, technology, engineering, and math (STEM) department in the College of Arts and Sciences in nearly 40 years is the department of applied physical sciences (APSc). APSc will coordinate research in polymer science and materials, including energy delivery and storage technologies.

Accountable parties, offices or departments for the Research plan(s):

UNC Vice Chancellor for Research

A brief description of the plan(s) to advance Campus Engagement around sustainability:

On and off-campus, service and engagement are central tenets of the Carolina experience. As the academy becomes ever more international, service projects and technical assistance increasingly span the globe.

An outgrowth of the 2011 Academic Plan, UNC's three year pan-campus theme, "Water In Our World," calls for the University and all of its members and resources to mobilize around a common issue facing our society, which in this case is water.

A formal proposal was presented to the Faculty Council in November 2011 by Jamie Bartram and Larry Band that served as the impetus for the three-year campus water theme.

--Creating lasting legacies beyond the three-year period.

Goals:

-Introduce a university-wide academic theme to foster collaboration, creativity, and knowledge.

-Provide tools that incorporate sustainability into community decision making.

-Adopt sustainability as a core value in campus culture

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Progress:

-As the first-ever, three-year, pan-campus theme, "Water In Our World" is bringing academic collaboration and engagement to a new level. Course development grants are introducing the water theme into a broad range of classes and resident and guest speakers are addressing the many dimensions of water in our lives.

-In 2013, Carolina Science Cafe (free) and "What's the Big Idea?" lecture series offered water-related lectures and discussions.

-Water-related art: A multifaceted art exhibit that challenged the viewer to consider the implications of an evolving water environment, "info-sculpture" by environmental studies and art students, and an interactive visual research piece by Journalism students ("100 Gallons"). The latter is a continuation of the award-winning Powering a Nation initiative and was nominated for an Emmy Award.

-The Environmental Finance Center delivers interactive, applied training programs and technical assistance to address the financial aspects of community environmental protection and service delivery.

-Active Living by Design is a national leader in fostering healthy communities. (Projects include farmer's markets, community gardens, walking and biking paths, Healthy Food Systems project, and a new WalkBikeNC plan.)

-Carolina Green Pledge takers commit to sustainable behaviors and attending sustainability-related enrichment opportunities.

-New Student Orientation features green residence hall shopping and packing tips, a sustainability social, and campus sustainability features tours.

-2,600 subscribers follow news, events, and job postings on the Sustainability Listserve.

-Green Labs help researchers reduce the environmental impact of labs.

-Green Games competition among residence halls promotes sustainability awareness.

-Carolina Green Event Certification help event organizers generate zero waste.

-Workshops help participants learn about sustainability goals at UNC, become Green Events certified, and lead a Workplace Sustainability Assessment.

-We have at least 9 Sustainability-related student organizations.

Accountable parties, offices or departments for the Campus Engagement plan(s):

-"Water In Our World" Steering Committee

-Curriculum for the Environment & Ecology

-Environmental Finance Center

-Global Research Institute

-Institute for the Environment

-The Water Institute

-The Sustainability Office

A brief description of the plan(s) to advance Public Engagement around sustainability:

Goals:

-Provide tools that incorporate sustainability into community decision making.

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

Progress:

-The Institute for Global Health and Infections Diseases partnered with P&G Children's Safe Drinking Water Program to deliver the 5 billionth liter of clean water to families in Malwai.

-For the last 13 years, Institute for the Environment (IE)'s Center for Environmental Modeling for Policy Development has hosted an international Community Modeling and Analysis System conference and training program for hundreds of scientists and policy makers. New financing strategies, community engagement practices, and analytic tools are taking sustainability knowledge to all corners of the the state and to locations around the world.

-IE and NC Department of Environment and Natural Resources provide 3-day professional development programs for teachers that focus on water, energy, and climate in NC.

-The Development Finance Initiative partners with local governments and nonprofit organizations to attract private investment to economically distressed communities.

-More than 550 people registered for the 34th UNC Minority Health Conference and hundreds more watched from 60 broadcast sites in the US and Canada.

-The Community-Campus Partnership forges links with economically distressed communities in NC, and up to 5 fellowships are awarded annually for projects with an academic connection that employ innovative, sustainable approaches to complex social needs.

Accountable parties, offices or departments for the Public Engagement plan(s):

-Institute for the Environment

-The Center for Public Service

A brief description of the plan(s) to advance sustainability in Air and Climate:

As a charter signatory of the American College and University Presidents' Climate Commitment, UNC has taken a leadership role in implementing strategies to reduce greenhouse gas emissions and the impacts of climate change. Members of the campus community are reducing their carbon footprint attributable to energy supply, building efficiency, transportation, waste management, and individual behaviors.

Goals:

- Climate neutral by 2050
- Coal free by 2020

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

Progress:

12% reduction in building-related (scope 1 and scope 2) greenhouse gas emissions since the 2008 peak

A new 1,000 kilowatt generator at Carolina North converts gas from the Orange County landfill into electricity for the grid. The University and Orange County negotiated the Landfill Gas Recovery Agreement in 2009 as a way to reduce carbon emissions, provide a revenue stream to Orange County, and advance UNC's carbon-neutrality goals. The University sells the electricity to Duke Energy and plans to ultimately use the waste heat for buildings at Carolina North. During the first five months of operation, the facility used 42 million cubic feet of landfill gas, which contains about 50% methane. The same amount of landfill gas was flared. Together, these activities kept 60 million pounds of CO₂ from entering the atmosphere.

Accountable parties, offices or departments for the Air and Climate plan(s):

UNC Energy Services, Greenhouse Gas Specialist

A brief description of the plan(s) to advance sustainability in Buildings:

UNC has invested more than \$2.3 billion in capital improvement projects since 2000 and expanded the square footage on campus by 58%. This 6.8 million square feet of new space was made possible by a statewide bond referendum, private gifts, and non-state sources. New LEED certified lab buildings for genome sciences and oral health sciences were completed in 2012. The former Bell Tower parking

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

lot now includes enhanced pedestrian access, the new Genome Sciences Building, a renovated campus chiller plant, a parking garage, and a stormwater management system below a new campus green.

Goal:

- All new buildings achieve minimum LEED Silver performance standards
- all new buildings reduce energy and water consumption by 30% relative to code

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

Progress:

- 100% of new, academic buildings accepted since 2011 are certified LEED Gold.

New design guidelines, more robust analytics, and rigorous commissioning reduce the energy and water use in new buildings and provide work and study spaces that foster productivity, collaboration, and health

The new 210,000 square foot Genome Sciences Building consists of office and classroom spaces and research facilities, including greenhouses. The building features a green roof, high-performance glazing, and integrated shading devices. The concrete exterior is thermally efficient, eliminates the need for a finish application, and contains slag waste from steel mills.

The 216,000 square foot Koury Oral Health Sciences building contains lecture halls, research space, and a 105-seat simulation laboratory that provides students the opportunity to practice their clinical skills. A daylit, five-story atrium with a café and ample seating serves as the social and event hub and is wrapped by the façades of new and existing buildings. A green roof manages stormwater and a medicinal garden provides an educational landscape.

Accountable parties, offices or departments for the Buildings plan(s):

Facilities Operations, Planning, and Design

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

Committed to providing healthy and flavorful food, Carolina is working to procure more of its food from local and organic producers. Sustainable food products support the long-term health of ecosystems, consumers, and local economies.

Goal:

- Increase purchases of local and third party-certified, sustainable food products

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Progress:

- 14.6% of food purchased by Carolina Dining Services (CDS) is obtained from within 250 miles of campus or is third party certified and meets Real Food Challenge criteria.

Carolina Dining Services (CDS) purchases a wide variety of local, organic, humanely-raised, and third party certified food to serve in the dining halls and at special events. Some of the regularly featured sustainable options include: grass-fed beef, cage-free eggs, local pork sausage, organic yogurt, and American Humane Certified chicken. For a sustainable dining experience outside of the residential dining halls, the menu at 1.5.0., located on Lenoir Mainstreet, is comprised of primarily local and third party certified food offerings.

Accountable parties, offices or departments for the Dining Services/Food plan(s):

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

A brief description of the plan(s) to advance sustainability in Energy:

Building-related energy demand accounts for about 75% of GHG emissions and makes up the biggest piece of the campus carbon footprint, while representing a big opportunity for savings. The Energy Management department spearheads energy and water saving initiatives.

Goal:

- 30% reduction in energy use per square foot by 2015 relative to 2003

The measurable objectives, strategies and timeframes included in the Energy plan(s):

Progress:

- 31% reduction in energy use per square foot since 2003, avoiding \$223 million in cumulative energy costs. Campus square footage increased 38% over the same period. Many of the new buildings are energy-intensive research laboratories.

The Energy Conservation Measures Program is an existing building commissioning effort utilizing in-house labor, outside contractor support, and minimal funding to achieve low cost energy savings. Analyzing and upgrading over 10 million square feet of building space since 2009 has resulted in almost 30% (weather normalized) energy savings and avoided \$22 million in energy expenditures. This program, a subset of total energy saving projects, focuses on heating and cooling systems in existing buildings.

-A self-assessed \$4 per semester student fee funds energy efficiency and renewable energy projects. During student elections in 2013, 83% of students voted to make this fee permanent, thus providing a recurring \$200,000 a year funding stream. The Renewable Energy Special Projects Committee (RESPEC), a student-government appointed and membership organization, appropriates the funds. More than \$1.6M of projects have been supported since the fund's inception in 2004.

-To better leverage its money, the student-managed Renewable Energy Special Projects Committee (RESPEC) launched a revolving loan fund. Monies collected from the green energy fee are lent to auxiliary business units, such as dining halls, residence halls, and the student union, interest-free. The loan recipients are required to pay back only 90% of the loan amount and the repayment schedule starts a year after the energy saving measure is installed. Lenoir Dining Hall was the first customer and used the loan to purchase Energy Star appliances and LED lighting in the renovated second floor.

Accountable parties, offices or departments for the Energy plan(s):

- UNC Energy Management
- Renewable Energy Special Projects Committee (RESPEC)

A brief description of the plan(s) to advance sustainability in Grounds:

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Accountable parties, offices or departments for the Grounds plan(s):

A brief description of the plan(s) to advance sustainability in Purchasing:

Environmentally preferable purchasing and comprehensive waste management practices can decrease the environmental impact and cost of the campus supply chain and individual behaviors.

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

Progress:

- In 2013, the University purchased 87 tons of post-consumer recycled paper. For a portion of the year UNC's contracted office supplier offered 100% post-consumer recycled paper for the same price as 30% recycled because of overstock at the mill. The electronic procurement website defaults most virgin paper purchases to 30% recycled.

-The UNC Men's Basketball team periodically wears uniforms made from recycled plastic bottles. The jerseys are made from at least 96% recycled polyester, while the shorts are made from 100% recycled polyester. Twenty-two bottles go into making each uniform.

Accountable parties, offices or departments for the Purchasing plan(s):

UNC Procurement Services

A brief description of the plan(s) to advance sustainability in Transportation:

- University-funded air travel, student and employee commuting, and UNC-owned vehicles contribute 19% of the University's total GHG emissions. Programs to improve mass transit and multi-modal transportation options and increase the use of alternative fuels drive Carolina's transportation strategies.

Goals:

- Reduce reliance on single occupant vehicles and fossil fuels
- 20% reduction in petroleum use relative to 2005

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

Progress:

- 49% of employees and 84% of students arrive on campus via a means other than a single-occupant vehicle
- 23% petroleum use reduction in campus vehicle fleet since 2005

- The Chapel Hill Transit (CHT) fare-free system provides more than 7 million rides annually and offers real-time, online bus locators to reduce waiting time for riders. Funded primarily by UNC student and employee transit fees, as well as the Towns of Chapel Hill and Carrboro, CHT is the second largest transit system in North Carolina serving a 160 square mile service territory.

- The University's first bicycle share program, Tar Heel Bikes, was launched by students in August 2012. Tar Heel Bikes provides 30 bicycles for free, short-term loan to residents of Hinton James, Ehringhaus, Morrison, and Craige. During the first semester, 3,400 total check-outs demonstrated an enthusiastic response. After a two-year pilot phase, the program will be evaluated for potential expansion.

- Ride Sharing programs: Zipcar is a subscription-based service that enables member departments and individuals to check-out eight cars parked on campus for a low hourly rate. Zimride is a free, web-based ride-matching system made available by the Department of Public Safety. Students can find rides home during school breaks, and commuters can search multiple attributes associated with potential carpooling partners.

- Alternative fuels, synthetic lubricants, and more efficient vehicles have reduced Carolina's annual petroleum consumption by 23% relative to 2005. The fleet contains 301 flex-fuel vehicles that use a blend containing 85% ethanol, 25 diesel vehicles that run on a B20 blend containing 20% vegetable oil, and 27 neighborhood electric vehicles that replaced old gasoline-powered vehicles.

- The first three Level 2 electric vehicle charging stations are installed at the Cobb and Kenan Flagler parking decks and the Facilities Services Building. The University plans to add three more stations in FY 2014. A new fee structure for parking permits covers electric vehicle owners seeking access to these dedicated spaces.

Accountable parties, offices or departments for the Transportation plan(s):

- UNC Parking and Public Safety, Transportation Demand Manager
- UNC Facilities Services, Business Operations

A brief description of the plan(s) to advance sustainability in Waste:

Goal: Reduce waste going to landfill via campus-wide sustainable materials management practices and individual behavior change

The measurable objectives, strategies and timeframes included in the Waste plan(s):

A comprehensive indoor and outdoor recycling and composting program captured 47% of campus discards in FY 2014. In addition to bottles, cans, and paper, the Office of Waste Reduction and Recycling (OWRR) now collects #2 and #5 plastic tubs. Paper, the largest component of the office waste stream, no longer needs to be separated by type. All recyclable paper may now be placed in the mixed paper bin. All bins on campus have been relabeled to reflect these changes. Food waste from UNC dining halls, catering, and several high volume Green Events venues, including the School of Government, the Botanical Garden, and the FedEx Global Education Center, is picked up regularly by OWRR and Brooks Contractors. The pre- and post-consumer food waste is turned into a nutrient-rich soil amendment at Brooks Contractors' Goldston processing facility.

Accountable parties, offices or departments for the Waste plan(s):

Office of Waste Reduction and Recycling

A brief description of the plan(s) to advance sustainability in Water:

Investments in reclaimed water, harvested rainwater, and water efficiency have reduced Carolina's potable water use. A comprehensive stormwater management program improves the quality of runoff to local streams through new practices and infrastructure.

Goal:

- 20% reduction in potable water consumption per square foot relative to 2003

The measurable objectives, strategies and timeframes included in the Water plan(s):

Progress:

- 48% reduction in potable water consumption per square foot since 2003
- 60% reduction in potable water consumption per square foot since 2000

New reclaimed water system, extensive rainwater harvesting, aggressive efficiency measures, and leak detection account for the decrease. Alternative supply sources account for the greatest savings.

Accountable parties, offices or departments for the Water plan(s):

UNC Energy Services
UNC EHS Stormwater Compliance

A brief description of the plan(s) to advance Diversity and Affordability:

The University of North Carolina at Chapel Hill ranks as the number one value in American public higher education because it offers students high-quality academics at an affordable price.

Goals:

- Enable all qualified students to enroll at Carolina regardless of their ability to pay.
- Meet 100% of students' financial need.
- Keep tuition as "free as practicable" and in the bottom quartile among Carolina's 10 public peers.
- Recruit and retain faculty, staff, and students from targeted minority populations.

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

Progress:

- UNC meets 100% of the need for all eligible financial aid applicants.
- 96% of undergraduates receiving financial aid received need-based scholarship or grant aid.
- Even with tuition increases, the debt burden of undergraduates is lower now (in adjusted dollars) than it was in 2000, and the proportion of a student's need met with grants is higher. Average need-based loan is \$4,529 for full time undergraduates.
- Tuition and fees at Carolina rank lowest among its 10 public peer institutions.
- 19% of incoming students are the first in their families to attend college.
- 35% of the student body is non-white.

Strategies:

- Use a share of tuition proceeds: 38% of each campus-based tuition increase is reserved for financial aid.
- Provide generous grant aid: During 2013, more than 2,000 students received need- and merit-based scholarships.
- Share profits from campus auxiliary services: Proceeds from the sale of trademarked UNC merchandise and annual profits from Student Stores and campus vending help fund financial aid. As a top ten royalty earner, UNC generated \$3.89 million in trademark revenue in 2013.
- Targeted recruitment and scholarship programs encourage students from all backgrounds to enroll and succeed at UNC.

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

UNC Scholarships and Student Aid
UNC Diversity and Multicultural Affairs

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

Committed to supporting employees as they strive to improve their overall health and wellness and pursue opportunities for professional development, Carolina offers recreational programs and training and development opportunities.

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

-The Work Well, Live Well Expo for employees features interactive exhibits on nutrition, fitness, recreation, and other aspects of a healthy lifestyle. Attendees can obtain free health screenings, take fitness classes, and watch healthy cooking demonstrations.

-Recreation memberships for University employees are only \$150 annually. Employees at the Nursing School have access to an onsite fitness center. At the School of Public Health, two walkstations enable employees to walk while conducting one-on-one meetings or working at adjustable-height desks. Staff at Active Living by Design walk-the-talk by participating in an office-wide recreational activity every Friday afternoon. Miles of campus walkways are increasingly connected to adjacent greenways, including new ones at the Carolina North property.

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

UNC Human Resources- Work/Life and Wellness Office

A brief description of the plan(s) to advance sustainability in Investment:

The Sustainability Advisory Committee recently submitted a Report on Options for Incorporating Sustainability into Investment Practices to the Vice Chancellor for Finance and Administration and Executive Vice Chancellor and Provost. In fall 2014, the UNC Board of Trustees unanimously passed a resolution requesting “that UNC Management Company research targeted investments for the University’s endowment assets that advance environmentally friendly clean energy strategies consistent with applicable asset allocation and investment objective policies.” In fall 2014, UNC’s Finance and Administration Division established a \$250K student-managed SRI fund, to be located in the Center for Sustainable Enterprise in the Kenan-Flagler Business School. Graduate and undergraduate students will learn about investment and fund management and manage the SRI fund as part of a class.

The measurable objectives, strategies and timeframes included in the Investment plan(s):

\$250,000 student-managed investment fund created. Increased educational events and forums to increase awareness of SRI funds and the Endowment. Percentage of endowment funds invested in SRI and clean energy funds. Sustainability Investments in the UNC Endowment presentation held February 23, 2015.

Accountable parties, offices or departments for the Investment plan(s):

UNC Finance and Administration; UNC Management Company; Sustainability Advisory Committee

A brief description of the plan(s) to advance sustainability in other areas:

n/a

The measurable objectives, strategies and timeframes included in the other plan(s):

n/a

Accountable parties, offices or departments for the other plan(s):

n/a

The institution's definition of sustainability:

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

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

UNC System Sustainability Policy:

"Therefore, it is the policy of The University's Board of Governors (the "Board") that The University, including General Administration, the constituent institutions, and affiliated entities, shall establish sustainable development and resource management, or "sustainability" as a core value of institutional operations, planning, capital construction, and purchasing practices."

The website URL where information about the institution's sustainability planning is available:

<https://www.northcarolina.edu/policy/index.php?pg=vs&id=5606>

Responsible Party

Cindy Shea

Director, Sustainability Office
Facilities Services

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

Students vote for their elected student government representatives. The student body president has a voting seat on the Board of Trustees. The VP of Student Government appoints students to serve on a wide variety of campus committees.

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:

Yes

A brief description of student representation on the governing body, including how the representatives are selected:

The Student Body President sits on the Board of Trustees.

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes

Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	---
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

The elected study body president is a voting member of the Board of Trustees. Student representatives sit on the Building and Grounds Committee, the Transportation Committee, the Sustainability Advisory Committee, the Dining Board, and many other University governance bodies.

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:

All staff vote for their representative on the Employee Forum.

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:

No

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
--	------------------

Establishing organizational mission, vision, and/or goals	---
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	---

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

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:

All faculty vote for their representative on the Faculty Council.

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:

No

A brief description of faculty representation on the governing body, including how the representatives are selected:

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	---

Establishing new policies, programs, or initiatives	---
Strategic and long-term planning	---
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	---
Communications processes and transparency practices	---
Prioritization of programs and projects	---

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

Faculty members are appointed to the Buildings and Grounds Committee.

The website URL where information about the institution's governance structure is available:

Diversity & Affordability

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

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Taffye Clayton

Associate Vice Chancellor for Diversity and Multicultural Affairs and Chief Diversity Officer
Office of the Provost

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 Office of Diversity and Multicultural Affairs reports to the Executive Vice Chancellor and Provost and serves as the diversity arm of the University. DMA is led by Associate Vice Chancellor and Chief Diversity Officer Taffye Benson Clayton and has the responsibility of providing university-wide leadership in building and sustaining an inclusive campus community that values and respects all members of the university community and beyond.

The full-time equivalent of people employed in the diversity and equity office:

9

The website URL where information about the diversity and equity committee, office and/or officer is available:

<http://diversity.unc.edu/>

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

Multiple cultural competence trainings and workshops are available to all faculty, staff, and students through the Diversity and Multicultural Affairs office. The office works closely with university departments, units and organizations to develop relevant training programs. In addition the office also offers:

- collaborative partnerships in the planning of programs that advance issues of diversity in the campus and community
- consultation on diversity strategic plans and initiatives for units who wish to engage in embracing diversity best practices on a organizational level
- diversity education workshops for units and groups that increase diversity awareness, incorporate practice and create dialogue. There are 6 different topics currently being offered (Diversity and Leadership, Diversity in the Classroom, Diversity and Gender, Diversity in the Workplace, Diversity in Hiring, and Negotiating for Equity). There is no cost for the facilitators and the delivery of the education session for on campus units/ departments/ groups.

The website URL where information about the cultural competence trainings is available:

<http://diversity.unc.edu/education/derc/workshops/>

Assessing Diversity and Equity

Responsible Party

Taffye Clayton

Associate Vice Chancellor for Diversity and Multicultural Affairs and Chief Diversity Officer
Office of the Provost

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
 2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
 3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
 4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts
-

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

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate assessment(s) :

The 2011-2012 Diversity Plan Report by Diversity and Multicultural Affairs (DMA) provides an update on the implementation of the campus Diversity Plan and describes Carolina's state of diversity. It builds on the diversity plan reports submitted by the academic and administrative units in 2012, institutional data pertaining to the gender and racial/ethnic diversity of the campus community, undergraduate students' completion and persistence data for gender and racial/ethnic groups, and the recruiting and retention outcomes of faculty and EPA staff.

Compared to the previous unit reports, more reporting units engaged in diversity education and training. Schools incorporated or highlighted diversity content in their courses. Administrative units offered, and in some instances required, various diversity training programs and seminars such as Safe Zone to their students and staff. The Office of the Vice Chancellor for Finance and Administration required all their employees to complete diversity training.

DMA recommends:

- Building an assessment mechanism, that incorporates setting achievable diversity goals/objectives (short term) and measurable expected

outcomes in the planning phase. The assessment mechanism should be part of a retooled process that also incorporates conducting self-evaluation of the actual outcomes. Additionally, the use of a revised reporting template to capture self-evaluation results in the reporting phase can help to measure success and improve efforts in a more effective and systematic way.

- Increasing resources to enhance academic support to minority students and to evaluate the effectiveness of existing programs or initiatives focused on student retention and academic support.
- Developing an institutional plan and strategy to effectively recruit and retain faculty from targeted minority populations.

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

The 2011-2012 Diversity Plan Report is the fourth report describing Carolina's state of diversity. According to the report, the majority of the academic and administrative units continued to make concerted efforts to improve diversification of students, faculty and staff. Carolina has made continuous improvement in recruiting and enrolling minority students, particularly Hispanic and Asian students, but students' academic achievement in terms of completion and persistence between gender and racial/ethnic groups vary remarkably.

In 2010, Carolina conducted its second diversity assessment. There was over 92 percent agreement in responses from students, faculty, and staff that the campus community was well aware of the University's commitment to diversity. The majority of the respondents agreed that the University demonstrated a commitment to respecting differences of opinion. Approximately 70 percent of the respondents felt that they were valued by the University. However, African American and Hawaiian/Pacific Islander student and faculty respondents, as well as American Indian faculty respondents, were much more likely to experience situations in which they felt marginalized at the University.

Units conducted diversity related research and secured funds to support diversity related research. For instance, the Center for Civil Rights conducted research on the impact of diversity on K-12 education and the Office of Undergraduate Research received funds from the Howard Hughes Medical Foundation to support the HHMI Undergraduate Research for Future Scientists and Clinicians (HHMI-FSC) program. This program empowers high-ability Carolina Covenant Scholars to undertake original research under the supervision of research-active faculty, graduate students, and postdoctoral mentors. The Office of Undergraduate Education published papers on how Undergraduate Education's academic interventions have served students with diverse needs.

On the basis of the assessment, the DMA recommends increasing resources to enhance academic support to minority students and to evaluate the effectiveness of existing programs or initiatives focused on student retention and academic support.

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

The 2011-2012 Diversity Plan Report is the fourth report describing Carolina's state of diversity. According to the report, the majority of the academic and administrative units continued to make concerted efforts to improve diversification of students, faculty and staff. In contrast to the student population, faculty and staff populations did not make noticeable improvements in the area of racial/ethnic diversity. Efforts were made to recruit and hire minority faculty and EPA staff; however, the University lost a similar amount of minority faculty and EPA staff within the same period of time, resulting in little net improvement.

In 2010, Carolina conducted its second diversity assessment. There was over 92 percent agreement in responses from students, faculty, and staff that the campus community was well aware of the University's commitment to diversity. The majority of the respondents agreed

that the University demonstrated a commitment to respecting differences of opinion. Approximately 70 percent of the respondents felt that they were valued by the University. However, African American and Hawaiian/Pacific Islander student and faculty respondents, as well as American Indian faculty respondents were much more likely to experience situations in which they felt marginalized at the University. These minority faculty respondents were also more likely to disagree with the statements that the “tenure and promotion processes in the University were free from bias based on personal characteristics”, and “retention efforts in the University reflect a commitment to maintaining a diverse faculty”.

Compared to the previous unit reports, more reporting units engaged in diversity education and training. Schools incorporated or highlighted diversity content in their courses. Administrative units offered, and in some instances required, various diversity training programs and seminars such as Safe Zone to their students and staff. The Office of the Vice Chancellor for Finance and Administration required all their employees to complete diversity training.

On the basis of the assessment, the DMA Organization recommends developing an institutional plan and strategy to effectively recruit and retain faculty from targeted minority populations.

Has the institution assessed diversity and equity in terms of governance and public engagement?:

No

A brief description of the governance and public engagement assessment(s):

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

<http://diversity.unc.edu/research-and-publications/diversity-plan-reports/>

Support for Underrepresented Groups

Responsible Party

Taffye Clayton

Associate Vice Chancellor for Diversity and Multicultural Affairs and Chief Diversity Officer
Office of the Provost

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.

"---" 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:

Diversity and Multicultural Affairs actively recruits students from under-served communities, including African American, American Indian, Asian American, Latina/o, low-income, rural, and first-generation students. Recruitment and retention programs are offered by Diversity and Multicultural Affairs, Carolina Higher Education Opportunity Programs, the Office of Undergraduate Admissions, the Institute for the Environment, and Student Affairs. They include: Project Uplift, Upward Bound, Carolina Advising Corps, Increasing Diversity and Enhancing Academia (IDEA), Carolina Millennial Scholars Program, Cultural Competence Leadership Institute, and Carolina Latina/o Collaborative.

The Center for Student Success and Academic Counseling sponsors programs to promote academic excellence for minority students and to improve the campus climate for diversity. These programs include the Learning Center, Academic Success for Students with LD/ADHD, the Writing Center, Academic Support for Student Athletes, and Summer Bridge.

Undergraduate retention programs are offered by the Office of Undergraduate Education in the College of Arts and Sciences. The Lesbian, Gay, Bisexual, Transgender, and Queer Center in the Division of Student Affairs provides support for students of all sexual orientations, gender identities, and gender expressions.

The website URL where more information about the support programs for underrepresented groups is available:

<http://diversity.unc.edu/programs-and-initiatives/>

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:

The University of North Carolina at Chapel Hill is committed to providing an inclusive and welcoming environment for all members of our community. In accordance with its Policy Statement on Non-Discrimination, The University of North Carolina at Chapel Hill does not discriminate in offering equal access to its educational programs and activities or with respect to employment terms and conditions on the basis of an individual's race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression (hereinafter his/her "protected status").

The University recognizes the rights of all members of the University community to learn and work in an environment that is free from harassment and discrimination based on his/her protected status as described above. Any such harassment or discrimination of University students and employees, including faculty, non-faculty employees who are exempt from the Personnel Act ("EPA non-faculty employees"), employees who are subject to the State Personnel Act ("SPA employees"), post-doctoral scholars, and student employees is prohibited.

This Policy also prohibits retaliation against an individual who in good faith utilizes the procedures herein included as appendices and/or participates in any investigation related to an allegation of prohibited harassment or discrimination.

The complete text of the Policy Statement on Non-Discrimination is located at

<http://www.unc.edu/campus/policies/nondiscrim.pdf>

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

<http://policies.unc.edu/files/2013/04/PPHISMD.pdf>

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

Responsible Party

Taffye Clayton

Associate Vice Chancellor for Diversity and Multicultural Affairs and Chief Diversity Officer
Office of the Provost

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:

The Carolina Postdoctoral Program for Faculty Diversity (through the Office of the Vice Chancellor for Research) is part of a continuing commitment to advance scholars from under-represented groups in higher education. The University makes available postdoctoral research appointments for a period of two years. The purpose is to develop scholars from under-represented groups for possible tenure-track appointments at UNC and other research universities. Postdoctoral scholars are engaged in full-time research and may teach only one course per fiscal year.

The University, through the Office of Postdoctoral Affairs, partners with MentorNet, a non profit network that connects mentors and mentees in engineering, science, and mathematics. MentorNet was created to foster the retention and success of women and under-represented minorities in particular, and pairs postdoctoral students with professionals in an email-based mentoring relationship.

<http://research.unc.edu/offices/postdoctoral-affairs/>

The mission of the Equal Opportunity/ADA Office is to provide leadership and guidance in support of the University's commitment to equal opportunity, affirmative action and diversity; effectively partner with leaders and members of the university community to promote equity and fairness in employment, education and university life; and continually advocate for a diverse, welcoming, and inclusive environment at UNC Chapel Hill. The University is committed to providing equal access to our employment environment, and ensures that all employment-related decisions are in accordance with the principles of equal opportunity. In addition to the services above, this office also serves UNC faculty and staff persons with disabilities or need for accommodations. The University has adopted a policy on Reasonable Accommodations in Employment.

SPIRE - UNC-Chapel Hill's Seeding Postdoctoral Innovators in Research and Education program is an innovative postdoctoral fellowship program for Ph.D. scientists who are interested in balancing research and teaching careers. SPIRE's mission is to provide multi-dimensional professional development for science researchers and educators to succeed in academic careers, to bring engaging teaching methods into the classroom, and to increase diversity in science professions.

While traditional postdoctoral experiences are one hundred percent research focused, SPIRE provides Fellows with a multi-dimensional experience that includes research and an opportunity to teach and mentor undergraduates at one of five minority serving institutions in North Carolina that partner with SPIRE. The program also offers professional development activities and workshops.

<http://spire.unc.edu/news/media/facts.html>

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

<http://diversity.unc.edu/resources/resources-for-facultystaff/>

Affordability and Access

Responsible Party

Shirley Ort

Associate Provost and Director, Scholarships and Student Aid
Executive Vice Chancellor and Provost

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
-

"---" 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:

The Carolina Covenant (through the Office of Scholarships and Student Aid) makes college possible for qualified students regardless of their financial means. Students from households that earn less than 200% of the federal poverty level graduate debt free. Grants and work-study positions pay the bills. North Carolina residency is not required. A student may be designated as a Covenant Scholar when admitted to Carolina as a first year or transfer student. Carolina was the first major public university in the US to introduce such a program in 2003. In 2013, 13% of first-year students were eligible for the program, and more than half are the first in their families to attend college.

<http://carolinacovenant.unc.edu/>

Additionally, UNC meets 100% of the need for all eligible financial aid applicants. 96% of undergraduates who received need-based financial aid also received scholarship and/or grant aid.

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

In order to boost retention and graduation rates, Carolina Covenant Scholars are matched with a volunteer faculty or professional staff member who mentors them during their first year at Carolina. The mentor commits to support a small group of Scholars in their daily lives and to help them discover and participate in campus life and community-building activities.

Each year, some 35 mentors attend a training session before meeting with their Scholars, work with up to 15 Scholars each, meet with Scholars individually, and host social activities for the students in their group.

<http://carolinacovenant.unc.edu/facultystaff-mentors-guides-advocates-friends/>

A brief description of any programs to prepare students from low-income backgrounds for higher education:

Project Uplift (sponsored by Diversity and Multicultural Affairs in conjunction with the Office of Undergraduate Admissions) organizes a college life experience for rising seniors from under-served communities or disadvantaged backgrounds and in the top 25% of their class. It enables students to visit classes, meet with faculty and staff, interact with students, and participate in cultural and social activities. It began 43 years ago with the goal of enhancing the racial/ethnic and socio-economic diversity of Carolina's undergraduate student body. Each year, high school guidance counselors across North Carolina nominate students to attend the 2-day program, and approximately 1,200 students participate.

<https://diversity.unc.edu/resources/prospective-students/project-uplift/>

NC Renaissance (sponsored by Diversity and Multicultural Affairs in conjunction with North Carolina Renaissance) is a one-week enrichment program for rural high school sophomores to participate in sessions exploring team building, college admissions, financial aid, the Ackland Art Museum, and community service.

<http://diversity.unc.edu/resources/prospective-students/north-carolina-rennaissance/>

Other recruitment and retention programs include Upward Bound, Carolina Advising Corps, Increasing Diversity and Enhancing Academia (IDEA), Carolina Millennial Scholars Program, Cultural Competence Leadership Institute, and Carolina Latina/o Collaborative.

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

James M. Johnston Awards (Office of Scholarships and Student Aid) are the University's premier need-based scholarships. Every year, approximately 25 entering freshman are chosen to be Johnston Scholars, based on outstanding high school records, financial need, and leadership potential. Faculty mentors, Johnston honors seminars, and special leadership activities are included as part of the program. Johnston scholarships are renewable, provided the recipients achieve a minimum grade point average of 3.0. The scholarship also covers additional expenses associated with UNC-sponsored Study Abroad programs.

<http://studentaid.unc.edu/types-of-aid/internal-scholarships/>

Awards for new and returning Johnston Scholars totaled more than \$1.7 million in 2010.

The Blanchard Scholarship is a one-time award of \$5,000, though in the event of demonstrated financial need, the scholarship can be renewed on a year-by-year basis. Applicants must demonstrate affiliation with an Episcopal Church. Priority consideration is given to applicants with financial need.

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

The High School Honors Day Program (sponsored by Diversity and Multicultural Affairs) offers students and their parents an opportunity to gain valuable first-hand knowledge from University officials and student leaders about academic programs, admissions requirements, and scholarship opportunities and financial aid.

<http://diversity.unc.edu/resources/prospective-students/hsh/>

UNC Scholars Day is designed to offer high achieving seniors and their parents the chance to visit the University and participate in informational meetings specifically structured for academically competitive students. Representatives from Undergraduate Admissions, Scholarships and Student Aid, Honors Program, Undergraduate Research, Study Abroad, plus student leaders and various academic departments will be available to answer questions. A complimentary lunch is provided along with personal tours and scholarship sessions.

<http://diversity.unc.edu/resources/prospective-students/unc-scholars-day/>

Upward Bound provides academic instruction in mathematics, laboratory sciences, composition, literature, and foreign languages. Upward Bound parents are organized into associations that provide assistance to program participants, serve as a support group, and recruit students.

<http://upwardbound.web.unc.edu/>

A brief description of any targeted outreach to recruit students from low-income backgrounds:

Tar Heel Target (Diversity and Multicultural Affairs): Minority student recruitment volunteers visit their hometown high schools during Carolina's fall break and meet with prospective students in various locations around North Carolina and a few specifically selected schools out of state.

<http://diversity.unc.edu/resources/prospective-students/tar-heel-target/>

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

Carolina Student Transfer Excellence Program (C-STEP)- With the help of the Jack Kent Cooke Foundation, the University launched C-STEP to enable more community-college students to transfer to and graduate from Carolina. Talented low- and moderate-income high school students are guaranteed eventual admission to Carolina if they enroll at one of five local community colleges -- Alamance Community College, Carteret Community College, Durham Technical Community College, Fayetteville Technical Community College, or Wake Technical Community College -- and complete the program successfully.

Students who are invited to participate in C-STEP agree to earn appropriate associate degrees and participate actively in the program. C-STEP offers students special events and advising, both at their home college and at Carolina, while they are pursuing their associate degrees, and provides exemplary transition and support services once they have enrolled at Carolina and are pursuing their bachelor degrees.

Carolina guarantees to meet 100 percent of every admitted student's demonstrated need through grants, scholarships and loans. Qualified C-STEP students will be offered the opportunity to enroll as Carolina Covenant scholars.

<http://admissions.unc.edu/apply/transfer-students/carolina-student-transfer-excellence-program->

[c-step/](#)

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

Each year the University offers special scholarships to a select group of entering first year students. These competitive awards recognize and encourage academic excellence. Criteria for merit-based scholarships include academic achievement, leadership qualities, commitment to service, and potential for success at the University. The University seeks to identify students who have earned academic distinction in high school, but selection goes beyond metrics of test scores and grade point averages, focusing on a holistic review of the entire application.

Types of Merit-Based Scholarships available through the Office of Scholarships and Student Aid:

Pogue Scholarships are awarded to minority applicants who, in addition to solid academic performance and strong leadership potential, demonstrate an abiding commitment to their local communities and embrace diversity. The Pogue Scholarship provides \$9,000 annually to N.C. students, and the equivalent of tuition, fees, room, and board for out of state students. The award is renewable for up to eight semesters provided Scholars maintain a 3.0 GPA. Each scholar receives a four-year mentor. The Pogue Scholarship is part of UNC's Scholars Program, which provides leadership experience and other enrichment opportunities.

<http://uncscholarsprogram.com/pogue/>

The Morehead-Cain Scholarship, launched in 1945, was the first merit based scholarship program offered in the United States. Selected students receive full tuition, fees, and board as well as a laptop and books. A four-year Summer Enrichment Program, made up of diverse, customized experiences that begin the summer before freshman year, includes outdoor leadership, public service, international research, private enterprise, and Discovery Funds to be used for education opportunities.

<http://moreheadcain.org/about/>

The Robertson Scholars Program, created in 2000, selects students with the personal drive to have an impact on the world around them. It provides full student privileges and covers all fees at both UNC and Duke University, three unique summer experiences, a laptop, and individual mentoring and coaching. About half the students enroll at Duke and half at UNC. All the students take courses at both schools and spend a semester in residence at the other campus. An average of 36 students, from all over the world, are selected for the program each year.

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

The Carolina Scholars Program rewards academic achievement, self-direction, and motivation for learning. Carolina Scholars have access to faculty mentors, leadership experiences, and other academic enrichment opportunities. Recipients from North Carolina receive renewable awards of \$9,000 per year; those from out-of-state receive awards equivalent to the cost of tuition, fees, room and board.

Colonel Robinson Scholarships provide renewable awards to students engaged in math and the sciences who exhibit high academic achievement and the potential for leadership. For N.C. recipients, these competitive scholarships provide a \$9,000 award. Out-of-state recipients receive the equivalent of tuition, fees, room and board. Colonel Robinson Scholars have faculty mentors during their first year and are invited to participate in activities sponsored by the Scholars Program.

Old Well and Founders Scholarships provide renewable awards of at least \$3,000 to students from North Carolina who have exemplary academic records. Additional criteria for these awards may include county of residence and high school attended.

College Fellows Scholarships provide renewable awards of \$2,500 to high-achieving students from North Carolina.

College-Sponsored National Merit Awards are annual awards of \$1,000 (or \$2,000 in the case of substantial financial need) to National Merit finalists who have not been offered another type of National Merit award and have notified the National Merit Scholarship Corporation that UNC-Chapel Hill is their first college choice. Recipients of National Merit's one-time \$2,500 Merit Scholarship will be eligible to receive the annual \$1,000 college-sponsored award after their freshman year.

<http://studentaid.unc.edu/>

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

The Burch Fellows Program was established in 1993 by a gift from Carolina alumnus Lucius E. Burch III. Its purpose is to recognize undergraduate students at the University who possess extraordinary ability, promise, and imagination. It grants up to \$6,000 to support self-designed, off-campus experiences that will enable students to pursue a passionate interest in a way and to a degree not otherwise possible.

Any full-time undergraduate student at the University of North Carolina at Chapel Hill may apply, provided that, at the time of application, he or she has completed at least one but not more than six semesters. Regardless of a student's official class standing, it is the expectation of the Program that a student will complete two additional semesters at UNC following completion of the Burch Fellowship experience and prior to graduation.

<http://honorscarolina.unc.edu/current-students/fellowships/burch-fellowships-2/>

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:

Permanent UNC-Chapel Hill employees can have tuition waived for up to two courses per year (this includes classroom, online, and correspondence courses). If you are a UNC-Chapel Hill employee enrolled at UNC-Chapel Hill, the tuition waiver may be applied to one summer session course per academic year.

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 University of North Carolina at Chapel Hill and UNC Health Care Systems opened the University Child Care Center in August 1998 and contracted Victory Village Day Care Center to manage the facility. The Center is a nationally accredited, five-star licensed non-profit center. Children enrolled at the University Child Care Center are children of students, faculty and staff of UNC-Chapel Hill and UNC Health Care Systems. The population is a diverse group that reflects the race, ethnic and cultural diversity of the Chapel Hill community. The center can accommodate 120 children, ranging from infants to five year-olds.

The Child Care Financial Assistance Program was developed and funded through the Chancellor’s Child Care Advisory Committee. It is designed to provide financial assistance to UNC-Chapel Hill employees and students for quality child care.

A brief description of other policies and programs to support non-traditional students:

On line courses that accommodate non-traditional schedules are offered in a variety of disciplines. Multiple courses are offered in each of 28 disciplines from anthropology to Spanish.

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	14
The graduation/success rate for low-income students	74
The percentage of student financial need met, on average	100
The percentage of students graduating with no interest-bearing student loan debt	65

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:

<http://carolinacovenant.unc.edu/student-success/>

Health, Wellbeing & Work

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

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Rich Arnold

Senior Director

HR Information Management

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.

Number of employees:

11,900

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

11,809

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Yes

Number of employees of contractors working on campus:

562

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

68

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

It is the policy of the State of North Carolina to compensate its employees sufficiently to encourage excellent performance and to maintain labor market competitiveness.

The Chancellor's 2007 policy raised the minimum salaries of full-time permanent SPA (i.e., covered by the State Personnel Act) employees to \$25,000 as a way of addressing the issue of providing a "living wage." This was a significant act given the fact that the minimum salary permitted by the State's compensation plan was (and still is) well below that mark. There is no such threshold for other types of employees.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

11,809

Number of employees of contractors that receive sustainable compensation:

68

A brief description of the standard(s) against which compensation was assessed:

Local market rates

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

The lowest paid full time employees at UNC earn a minimum of \$25,000 annually plus benefits.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

The minimum rate is determined by UNC's Office of Human Resources and the Office of State Personnel.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

The minimum rate for temporary employees at UNC is \$10.61 per hour. The rate may be higher depending on the type of work that is performed.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

The minimum rate is determined by UNC's Office of Human Resources and the Office of State Personnel.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

Undergraduate students earn a minimum of \$7.25 per hour.

The local legal minimum hourly wage for regular employees:

7.25 US/Canadian \$

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

Yes

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

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

<http://hr.unc.edu/classification-compensation/index.htm>

Assessing Employee Satisfaction

Responsible Party

Joe Templeton

Special Assistant to the Chancellor
Chemistry

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:

UNC conducted a university-wide employee survey on organizational effectiveness in order to create a more productive and satisfying work environment. The response to the 2013 survey resulted in over 3,000 submissions, a strong response rate of 28 percent from more than 11,000 faculty and staff.

The 2013 campus-wide employee satisfaction survey asked most of the same questions as the 2010 survey so that changes could be tracked over time. The faculty job satisfaction survey (COACHE) was designed by Harvard University and has been used by UNC's peers and other campuses in the UNC System. Both of the surveys were administered via the web with invitations and reminders sent via email.

The employee survey will be reviewed and suggested changes evaluated for potential implementation by the Carolina Counts program. The Chancellor initiated Carolina Counts to carry out key recommendations resulting from an efficiency and effectiveness assessment conducted in 2009. Recommendations focused on streamlining campus operations; implementing simpler, more responsive systems and processes; reducing bureaucracy; and creating a more satisfying work environment.

In general, campus views of the University's vision, and the people and processes in place to fulfill it, were more positive in 2013 than in 2010. Three-fourths of employees believe that Carolina has both a compelling vision and the talent needed for future success. Moreover, 79 percent of employees would recommend Carolina as a place to work, and 66 percent believe it is a highly effective organization.

<http://carolinacounts.unc.edu/>

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 results of the campus-wide employee survey were summarized and shared with employees through email announcements, with more detailed statistics made available on the University website. The Chancellor, vice chancellors, and various groups on campus discussed the findings, which suggested that the University had made improvements in the areas of leadership, clarity of communications, decision-making, and staff development since the first administration of the survey in 2010.

The Carolina Counts program encompasses the entire operational improvement initiative at UNC. The first phase of this initiative was the Diagnostic phase resulting in the consultant report that was presented to the university community. The current phase is Analysis and Design.

The analysis and design phase is comprised of 10 initiatives or improvement areas. Each improvement area is led by a champion. There are projects underway to achieve the targets identified in each area. Each project team is comprised of a group of faculty, staff, or administrators as appropriate, and led by a project team leader.

Under the leadership of the project leader, the teams research opportunities, analyze processes or policy options and cost implications, evaluate alternative scenarios, define measurements, estimate potential savings, and propose a solutions. The champion approves the solution and assigns it to an implementation team to put the recommendation in action.

<http://carolinacounts.unc.edu/index.php?id=31>

The year the employee satisfaction and engagement evaluation was last administered:

2,013

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

<http://carolinacounts.unc.edu/index.php?id=51>

Wellness Program

Responsible Party

Ashley Nicklis
Senior Director
Benefits and Work/Life Programs

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
-

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

Student Wellness provides services and resources across a variety of wellness topics, including alcohol and drug brief intervention counseling, sexual wellness counseling appointments, diversity trainings, and interpersonal violence prevention workshops, just to name a few. For more information:

<http://studentwellness.unc.edu/our-services>

or <http://campushealth.unc.edu/caps>

As part of the University's ongoing commitment to the health and wellness of employees, a variety of programs are offered that focus on healthy lifestyles and balancing the responsibilities of work and personal life. The Work/Life and Wellness Office helps the University's diverse population find solutions to the daily challenges of personal, work, and family life. The office provides information and referrals

to assist with all kinds of life events and to help employees manage unexpected disruptions of work or study. For concerns ranging from workplace stress to caring for a young child or other family members, there are a wide variety of resources to help employees integrate their work and life responsibilities.

For more information: Work-Life Programs:

<http://hr.unc.edu/benefits/work-life-programs/>

Wellness Programs:

<http://hr.unc.edu/benefits/wellness-programs/>

UNC's Employee Assistance Program offers confidential counseling and resources to help employees and their families deal with the pressures of life issues, including family or workplace concerns, depression and anxiety, alcohol and drug dependency, finances, domestic violence, grief, and fear and anger associated with health problems. Counselors are available on-site during the day and by telephone 24-hours.

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

<http://hr.unc.edu/benefits/wellness-programs/>

Workplace Health and Safety

Responsible Party

Mary Beth Koza

Director

Environment, Health & 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.

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	203	236
Full-time equivalent of employees	11,696.97	11,295.23

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

	Start Date	End Date
--	------------	----------

Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2007	June 1, 2008

A brief description of when and why the workplace health and safety baseline was adopted:

A new EHS Director was hired in 2008 and then a Safety Manager in Facilities Services. Workplace safety training and data management were subsequently enhanced. Workplace safety and health data is reviewed annually. This is the fourth year the University has received a "Certificate of Safety Achievement" at the Gold level from NC Department of Labor.

A brief description of the institution’s workplace health and safety initiatives:

The University of North Carolina at Chapel Hill (UNC-CH) is committed to providing a safe and healthful environment for all persons associated with the University, including faculty, staff, students, visitors, and members of the Chapel Hill community. The EHS department supports that effort through education, training, consultation, recognizing and controlling health and safety hazards, ensuring a process of regulatory compliance, and minimizing potential liabilities. Annually EHS goals are established and there is a program review. The results of the program review are in the EHS Annual Report

<http://ehs.unc.edu/ehs/ar/>

The University emphasizes an integrated systems approach, as well as safety education and training, as the primary means of achieving this goal. The Environment, Health and Safety department is primarily responsible for environment, health and safety functions at the University, by developing EHS programs and performing various periodic inspections. Department heads, faculty members, and supervisors are considered directly responsible for maintaining full compliance with State and Federal regulations and University safety policies and procedures. The EHS website

<http://ehs.unc.edu/index.shtml>

provides in-depth health and safety information.

The website URL where information about the institution’s workplace health and safety initiatives is available:

<http://ehs.unc.edu/ehs/ar/>

Investment

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

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

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Cindy Shea

Director, Sustainability Office
Facilities Services

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.

"---" 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?:

Yes

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

The Sustainability Investment Options Subcommittee of the Sustainability Advisory Committee investigates the means to include sustainability in UNC's endowment and investment goals.

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

Jeff Hughes, Chair of subcommittee- Director, Environmental Finance Center

Carol Hee- Director, Center for Sustainable Enterprise Assistant Professor of Strategy and Entrepreneurship, Kenan-Flagler Business School

Erin McAnuly- Student, AS Bachelor of Arts, Environmental Studies

Scott Ragland- Director of Development Communication, Office of University Development

Cindy Shea- Director, Sustainability Office

Examples of CIR actions during the previous three years:

Developed a “Report on Options for Incorporating Sustainability into Investment Practices.” The report assesses the impact investment practices of other U.S. university endowments; provides objective information on current options and implementation constraints; and makes recommendations for future actions at UNC.

The website URL where information about the CIR is available:

Sustainable Investment

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in 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:

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	---
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	---
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	---
Community development financial institutions (CDFIs) or the equivalent	---
Socially responsible mutual funds with positive screens (or the equivalent)	---
Green revolving loan funds that are funded from the endowment	---

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

Does the institution have a publicly available sustainable investment policy?:

A copy of the sustainable investment policy:

The sustainable investment policy:

Does the institution use its sustainable investment policy to select and guide investment managers?:

A brief description of how the policy is applied, including recent examples:

Does the institution's sustainable investment policy include negative screens?:

A brief description of the negative screens and how they have been implemented:

Approximate percentage of the endowment that the negative screens apply to:

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?:

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

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?:

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?:

A brief description of the investor networks and/or collaborations:

The website URL where information about the institution's sustainable investment efforts is available:

Investment Disclosure

Responsible Party

Kevin Seitz

Interim Vice Chancellor for Finance and Administration
Chancellor's Office

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.

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

Does the institution make a snapshot of its investment holdings available to the public?:

No

The percentage of the total investment pool included in the snapshot of investment holdings:

0

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

<http://uncmc.unc.edu/Editor/files/FY%202013%20Annual%20Report%20CHIF.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.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Responsible Party

Jaye Cable

Chair, Curriculum for the Environment and Ecology
Department of Marine Sciences

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:

Sustainable Triangle Field Site

A brief description of the innovative policy, practice, program, or outcome :

The Institute for the Environment launched the Sustainable Triangle Field Site (STFS) in spring of 2011 as an urban field site experience located on and near the UNC campus.

With its proximity to both strong academic departments and pioneering private and nonprofit enterprises, the STFS offers students the opportunity to pair academic studies in the environment, urban planning, geography, health, and related fields with practical experience delivered through internships and Capstone research projects.

The STFS is a unique and flexible field program that serves students in residence at UNC. Rather than spending a semester at another location with a small cohort, students participating in the STFS retain their established Chapel Hill residences, relationships and school base. They learn and grow as a group through common courses, Capstone team projects, field experiences, weekly dinners, and seminars. Internships place students at nonprofits, governmental entities and private companies around Chapel Hill and in nearby communities. Through these internships, students may take part in sustainability research, craft environmental education programs, or help develop a sustainable business model. By exploring how sustainability is practiced on and near their own campus, STFS students gain an understanding of how communities, industries, government and nonprofit organizations can work together toward a sustainable future.

The STFS accommodates up to 16 students each spring semester.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Around 45 students have participated in the Sustainable Triangle Field Site since spring 2011. Students have the opportunity to work with local businesses and organizations and complete a project and report during the internship. These partnerships prepare students for careers in sustainability and provide a service to local organizations. Interns have advanced on and off campus recycling programs, local food purchases, emergency preparedness, and bicycle infrastructure on campus.

A letter of affirmation from an individual with relevant expertise:

[SustainableTriangleFieldSite_withSignature_1.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	Yes
Research	Yes
Campus Engagement	Yes

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

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

http://www.ie.unc.edu/for_students/field_sites/details.cfm?SITE_ID=11

Responsible Party

Judith Cone

Special Assistant to the Chancellor for Innovation & Entrepreneurship
Innovate@Carolina

Criteria

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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:

Innovate at Carolina

A brief description of the innovative policy, practice, program, or outcome:

Carolina has developed new courses and degree programs in entrepreneurial studies, started incubators for business enterprises and social entrepreneurs, and hosted venture capital competitions to encourage students to find innovative, sustainable approaches to global challenges.

Seeing opportunity where others see only problems is the mindset of an innovator and entrepreneur. By encouraging a culture that allows everyone on campus to unlock his or her creative potential to advance the social good, Carolina is establishing the foundation for a 21st century university. Fostering market-based and social entrepreneurship has the potential to solve global problems and generate economic activity while preparing students for career paths that do not yet exist.

Carolina is:

- Building a vision and framework for systematic innovation and entrepreneurship
- Strengthening the culture of innovation at UNC
- Providing courses and resources that support aspiring entrepreneurs

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Notable progress to date includes an increase in entrepreneurial studies and multiple new incubators and venture competitions.

STUDIES

Minor in Entrepreneurship

The minor in entrepreneurship is an interdisciplinary program housed in the economics department. The minor equips students with the skills needed to launch successful ventures in social, commercial, sports, scientific, and artistic endeavors. Last year 300 students applied for 100 spots. Professor Jim Johnson leads the social entrepreneurship track and focuses on ventures with positive impacts and benefits to primarily under-served communities.

To expose more students to the principles of innovation an Introduction to Entrepreneurship (ECON 125) class was taught for the first time in fall 2012. Instructors included former Chancellor Holden Thorp, Entrepreneur-in-Residence Buck Goldstein, and former economics Chair John Akin. The course attracted 300 students who heard from a wide variety of prominent risk takers. As part of the class, student teams developed ideas for business start-ups and the top four projects were recognized during the final class. The leading vote getter was RecomPence, a venture that would allow students to donate small amounts of money to their favorite charity each time they swiped their UNC One Cards.

Center for Entrepreneurial Studies

Since 1997, the Kenan-Flagler Business School 's Center for Entrepreneurial Studies has offered resources and mentors to students, staff, and faculty in one of the nation's most vibrant entrepreneurial hotspots, Research Triangle Park. More than 20 MBA electives incorporate aspects of entrepreneurship. For non-business students, a networking and workshop series introduces the concepts of venture capital and business planning.

Launch the Venture

Launch the Venture is a series of three, half-semester modules providing intensive assistance to teams of budding entrepreneurs. Accepted student, staff, or faculty teams analyze the feasibility of their ideas and develop pitching, networking, and team-building skills. In the second segment, teams create their business model, develop a marketing and sales strategy, and formulate implementation and management plans. If the plan is deemed good enough, the team is invited to enroll in the third module on financing. Funding sources, financial projections, and exit strategies are explored as teams refine their pitches to potential investors.

COMPETITIONS

The Sustainable Venture Capital Investment Competition is an annual contest among eight of the nation's top MBA programs and sponsored by the Net Impact Club at UNC. Participating students learn how venture capital firms view and analyze entrepreneurship and sustainability. Teams from the Kenan-Flagler Business School won the competition in 2011 and 2012.

The Carolina Challenge is a business and social venture competition that promotes entrepreneurship. Each challenge team must include at least one UNC student, faculty, or staff member. Finalists present their plans to a panel of judges comprised of successful entrepreneurs and business people as well as community and university leaders. The competition is segmented into four tracks, one of which focuses on social and environmental missions.

INCUBATORS

Providing spaces to gather, brainstorm, access advice, and prepare concepts for market is the role of the incubators and collaboration spaces sprouting both on and off campus.

Incubator: Creating University Born Entrepreneurs (CUBE)

Clients: Students, alumni, faculty with ideas for combating social injustices

Description:

- \$10-\$15 million endowment being raised by Campus Y.
- Social-entrepreneur and mentor-in-residence
- Interdisciplinary support and networking opportunities

Incubator: 1789 (Named for the year UNC opened)

Clients: Early-stage business ventures

Description:

- Free work space, networking, and mentorship
- Legal, accounting and public relations counseling

Incubator: Launch@Chapel Hill

Clients: Advanced business ventures ready to seek funding

Description:

- Business and entrepreneurial mentors from the Kenan-Flagler Business School
- Legal, accounting, and IT assistance

A letter of affirmation from an individual with relevant expertise:

[InnovateAtCarolina_with Signature 06 11 14_1.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	Yes
Research	Yes
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	Yes
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

Innovation and Entrepreneurship

The website URL where information about the innovation is available:

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

Responsible Party

Phil Barner

Director

Energy Services

Criteria

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Title or keywords related to the innovative policy, practice, program, or outcome:

UNC Energy Dashboards

A brief description of the innovative policy, practice, program, or outcome:

The UNC Energy Dashboard website, launched in 2011, displays near real-time steam, chilled water, and electricity use data for more than 200 campus buildings. The dashboard interface was custom designed for UNC. Data can be exported and analyzed in multiple formats. Building energy consumption for all three utilities, plus renewable energy sources, can be viewed in hourly, monthly, and annual increments. The data also enables comparisons of energy use among buildings.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The dashboard displays information for more than 200 campus buildings. After UNC completed building-level energy metering across campus, a custom dashboard was developed to share information with the campus community. The dashboard was designed to provide feedback to building occupants and maintenance personnel so they could assess the result of behavior changes and operating practices. Since 2011, UNC's energy consumption per square foot has decreased by 9%..

A letter of affirmation from an individual with relevant expertise:

[Dashboard Letter with signature_1.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	Yes
Research	No
Campus Engagement	Yes
Public Engagement	No
Air & Climate	Yes
Buildings	Yes
Dining Services	---

Energy	Yes
Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

<https://itsapps.unc.edu/energy/>

Responsible Party

Anna Wu

Assistant Vice Chancellor and University Architect
Facilities Operations, Planning and Design

Criteria

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Title or keywords related to the innovative policy, practice, program, or outcome:

Integrated Mixed-Use Development and Creation of New Campus Central Park

A brief description of the innovative policy, practice, program, or outcome:

The new Bell Tower Development is a mixed-use and innovative space situated in the center of campus. As a link between north and south, east and west, the development sits at a critical junction. Emphasis on holistic and integrated planning and construction resulted in an inviting, high performance, and resource-efficient space. Constructed on a former 6-acre surface parking lot, the Bell Tower Development includes the Genome Sciences Building, a multi-story parking deck, and a multipurpose, landscaped amphitheater. The project exemplifies many of the guiding principles of the Campus Master Plan.

The new development lies on the border between the College of Arts and Sciences and the five health affairs schools, where basic research meets clinical applications. Researchers from departments as diverse as biology, chemistry, computer science and statistics interact with each other, as well as colleagues from the schools of medicine, pharmacy, and public health in the Genome Sciences building.

The new 210,000 square foot Genome Sciences Building consists of office and classroom spaces and research facilities, including greenhouses. The LEED Gold building features a green roof, high-performance glazing, integrated shading devices, and active chilled beams. A cafe in the lobby of the building serves Fair Trade coffee and looks out over a newly created landscaped amphitheater.

Rainwater collected from the roof of the Genome Sciences Building drains to a 350,000 gallon, stone-filled cistern beneath the Bell Tower Amphitheater. Following UV treatment and chlorination, the rainwater is used to flush 1000 toilets in the Genome Sciences Building and Kenan Stadium. When rainwater is insufficient, reclaimed wastewater from the local water utility provides a non-potable backup. Concrete vaults detain ground-level stormwater. Short-term storage reduces downstream erosion, flooding, and pollutant loading.

The Bell Tower Parking Deck uses solar photovoltaic panels, funded by the student green energy fee, to light the stairwells. Deck lighting is provided by LEDs.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The Genome Sciences Building is LEED Gold certified and:

- uses 72% less potable water than standard buildings of comparable size.
- is the first campus building to use chilled beams to provide cooling independent of the ventilation system.
- 90% of on-site generated construction was recycled.
- at least 50% of the wood used is certified by the Forest Stewardship Council.

The landscaped amphitheater/central park provides a new green gathering space in the center of campus. It's the new home for Tar Heel Town activities held prior to football games in the adjacent Kenan Stadium.

Operating costs for the parking deck are so low that lighting retrofits are planned in parking decks across campus.

A letter of affirmation from an individual with relevant expertise:

[Bell Tower Amphitheater Central Park with signature_1.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	---
Buildings	Yes
Dining Services	---
Energy	---
Grounds	Yes
Purchasing	---
Transportation	---
Waste	---
Water	Yes
Coordination, Planning & Governance	Yes
Diversity & Affordability	---
Health, Wellbeing & Work	Yes
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

Integrated design

The website URL where information about the innovation is available:

<http://www.usgbc.org/projects/unc-genomic-science-building?view=overview>