



University of North Carolina at Greensboro

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

Date Submitted: Feb. 27, 2015

STARS Version: 2.0

Table of Contents

Institutional Characteristics	3
Institutional Characteristics	3
Academics	11
Curriculum	11
Research	33
Engagement	43
Campus Engagement	43
Public Engagement	69
Operations	90
Air & Climate	90
Buildings	100
Dining Services	111
Energy	118
Grounds	126
Purchasing	136
Transportation	151
Waste	164
Water	179
Planning & Administration	188
Coordination, Planning & Governance	188
Diversity & Affordability	212
Health, Wellbeing & Work	234
Investment	246
Innovation	254
Innovation	254

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	No	No
Pharmacy school	No	No
Public health school	No	No
Veterinary school	No	No
Satellite campus	Yes	No
Hospital	No	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:

The facilities of the satellite campus (the Joint School for Nanoscience and Nanotechnology) are shared with other schools and private partners, so they are not the exclusive domain of UNCG. Attribution of resource consumption and other impacts of that campus cannot be accomplished with any accuracy.

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

Submission Note:

Note that the electricity data are from calendar year 2013, while the heating data and other information are from FY2013-14. The electricity information comes from Duke Energy.

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

Endowment size:

242,000,000 US/Canadian \$

Total campus area:

252.60 Acres

IECC climate region:

Mixed-Humid

Locale:

Mid-size city

Gross floor area of building space:

6,053,737 Gross Square Feet

Conditioned floor area:

Floor area of laboratory space:

78,956 Square Feet

Floor area of healthcare space:

47,184 Square Feet

Floor area of other energy intensive space:

192,077 Square Feet

Floor area of residential space:

751,266 Square Feet

Electricity use by source::

	Percentage of total electricity use (0-100)
Biomass	0.00
Coal	32
Geothermal	---
Hydro	1.98
Natural gas	17.98
Nuclear	48
Solar photovoltaic	0.01
Wind	---
Other (please specify and explain below)	0.04

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

Fuel oil.

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---
Electricity	10.70
Fuel oil	0.10
Geothermal	---

Natural gas	89.20
Other (please specify and explain below)	---

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

Academics and Demographics

Criteria

n/a

Submission Note:

Information is for the 2013-14 academic year.

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

Number of academic divisions:

8

Number of academic departments (or the equivalent):

48

Full-time equivalent enrollment:

16,351.70

Full-time equivalent of employees:

2,557.10

Full-time equivalent of distance education students:

1,401

Total number of undergraduate students:

14,592

Total number of graduate students:

3,482

Number of degree-seeking students:

17,659

Number of non-credit students:

415

Number of employees:

2,734

Number of residential students:

4,616

Number of residential employees:

14

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

Aaron Allen
Asst. Professor
Music

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*.

Submission Note:

Sustainability courses from list of classes included in the sustainability minor. Courses including sustainability from surveys conducted 2011-2014. Not all courses offered every year; number of courses offered is a 1-year average of number offered 2011-2014. The majority of the courses are undergraduate courses; some graduate classes are included in the total number of courses (and some graduate-undergraduate mixed courses are in the "courses that include sustainability") but we were unable to tease out total number of graduate versus undergraduate courses.

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	1,437	0
Number of sustainability courses offered	67	0
Number of courses offered that include sustainability	188	0

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

51

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

52

Number of years covered by the data:

One

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

[STARS AC-1.rtf](#)

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

See

<http://uncg.smartcatalogiq.com/en/2014-2015/Undergraduate-Bulletin/Academic-Departments-Programs-Courses/Environmental-Studies-Program/ENV-Minor-SUS>

for descriptions.

ENV 100 Introduction to Environmental Studies
ENV 110 Introduction to Sustainability Studies
BIO 526 Conservation Biology
ECO 100 Economics of a Global Sustainable Society
IAR 124 Introduction to Sustainable Design
GEO 331/STH 331 Sustainable Tourism and Transportation
LLC 130 Global Green: Cultures of Production and/or Consumption
STH 101 Introduction to Sustainable Development
STH 311 Sustainable Food and Beverage
STH 332 Sustainable Destination Planning and Management
SWK 505/PCS 505 Environmental Justice: Interdisciplinary Response for Sustainability
ATY 253 Introduction to Biological Anthropology
ATY 253L Introduction to Biological Anthropology Laboratory
BIO 105 Major Concepts of Biology
BIO 105L Major Concepts of Biology Laboratory
BIO 111 Principles of Biology I
BIO 301 Principles of Ecology
BIO 302 Introductory Ecology Laboratory
BIO 361 Biology and Conservation of Sea Turtles
BIO 431 The Biosphere
BIO 526 Conservation Biology
CHE 103 General Descriptive Chemistry I
CHE 110 Introductory Chemistry Laboratory
CHE 111 General Chemistry I
CHE 112 General Chemistry I Laboratory
CHE 252 Chemistry and the Human Environment
GEO 106 Geosystems Science
GEO 106L Geosystems Science Laboratory
GEO 205 Environmental Change: Its Nature and Impact
GEO 305 Environmental Hazards Assessment
GEO 311 Weather and Climate
GEO 311L Climatology Laboratory
GEO 313 Natural Resource Regions of North America
ATY 520 Economic Anthropology
BUS 340/ENT 340 Social Entrepreneurship
ECO 100 Economics of a Global Sustainable Society
ECO 201 Principles of Microeconomics
ECO 300 The International Economy
ECO 380 Environmental and Natural Resource Economics
GEO 331/STH 331 Sustainable Tourism and Transportation
STH 101 Introduction to Sustainable Development
STH 232 Tourism Impacts and Alternatives
STH 311 Sustainable Food and Beverage
STH 332 Sustainable Destination Planning and Management
ATY 213 Introduction to Cultural Anthropology
ATY 450 Anthropology in the Environment: Culture, Environment, and Adaptation
[STARS Reporting Tool](#) | [AASHE](#)

GEO 303 World Population Problems
HEA 207 International Health
HEA 316 Environmental Health
HIS 334 United States Environmental History
PSC 312/ENV 312 Environmental Law and Policy
PSC 313/ENV 313 Natural Resources Law and Policy
SOC 202 Social Problems in Global Context
SOC 346 Population Problems
SOC 370 Environmental Sociology
SOC 377 Disaster, Self, and Society
STH 201 Corporate Social Responsibility and Change Management
SWK 505/PCS 505 Environmental Justice: Interdisciplinary Response for Sustainability
ENG 380 Literature and the Environment
IAR 124 Introduction to Sustainable Design
IAR 221 History and Theory of Design I
IAR 222 History and Theory of Design II
LLC 130 Global Green: Cultures of Production and/or Consumption
MUS 223 Music and Environment
PHI 361 Ethical Issues in Business
PHI 363 Environmental Ethics
REL 250 Religious Traditions and Care of the Earth

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

<http://uncg.smartcatalogiq.com/en/2014-2015/Undergraduate-Bulletin/Academic-Departments-Programs-Courses/Environmental-Studies-Program/ENV-Minor-SUS>

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

Two inventories have been completed.

In 2011, a survey was created by interior architecture professor and campus sustainability leader Dr. Anna Marshall-Baker for UNCG faculty to identify their courses pertaining to or utilizing concepts of sustainability. To guide respondents, the survey used UNCG's definition of sustainability: "the enduring interconnectedness of social equity, the environment, economy, and aesthetics. This interconnectedness provides a foundation from which to discover, implement, and enrich sustainable principles and practice. The intent of sustainability is to instill values that promote justice, invent innovative approaches and solutions to environmental and economic challenges, and invest civility and grace into our communities." Course descriptions, student learning outcomes, and sustainability content (by percentage) were all requested. The results were reviewed by two faculty members and the sustainability coordinator, and supplemented with an inventory of the class descriptions in the course catalog.

In 2014, the faculty of the Environmental Studies Program voted to create a minor in sustainability. In perusing the course catalog for courses to include, the faculty selected only those they determined were focused on sustainability.

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

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

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

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

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

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

Yes

Does the institution designate sustainability courses on student transcripts?:

Yes

Learning Outcomes

Responsible Party

Aaron Allen
Asst. Professor
Music

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.

Submission Note:

The data on undergraduate degrees awarded are from the 2013-14 UNCG Factbook (latest complete data set):

<http://ire.uncg.edu/pages/factbook/>

(Graduate degrees are not included.)

Learning outcomes for various programs can be found here:

<http://assessment.uncg.edu/slo/slo.html>

In addition to the program-level learning outcomes of the departments listed above, the Bryan School of Business and Economics adopted "sustainability" as one of the core elements of its mission (see

<http://bae.uncg.edu/about-bryan/mission/>

), with an attendant requirement that all students in all departments take a course that significantly emphasizes sustainability. The

students impacted by this requirement should begin to graduate in 2014-15, when the number of graduates covered by sustainability learning outcomes will increase significantly.

"---" 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:

327

Total number of graduates from degree programs:

3,036

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

[STARS Sustainability Learning Outcomes 2013-14.doc](#)

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

Biology

Community Health Education

Environmental Studies

Geography

Interior Architecture

Sociology / Social Problems in a Global Society

Social Work

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

Community Health Education

Students will be able to assess individual and community needs for health education through an examination of the relationships among behavioral, environmental and genetic factors that enhance or compromise Health.

Environmental Studies

Incorporate materials from the appropriate disciplines to describe or to explain environmental problems and possible solutions.

Geography

Geography majors will develop an understanding of scientific inquiry methods and important theories used in the study of geophysical processes and dynamics that affect Earth's geologic, hydrologic, and atmospheric systems. They will be able to explain linkages between the geosciences and sustainable environmental practices and policies.

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

Undergraduate Program

Responsible Party

Aaron Allen
Asst. Professor
Music

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):

Environmental and Sustainability Studies

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

Environmental Studies is an interdisciplinary field fostering understanding of the natural physical and biological setting in which life on Earth exists. It integrates scientific study of ecosystems, pollution, climate, energy, and other environmental and natural resource matters on a global, regional, or local scale with cultural and policy-related study of politics, economics, sociology, history, and law. Sustainability studies focuses on the future while considering carefully what has happened in the past. The Environmental and Sustainability Studies Program's minor builds on the unique definition of sustainability at UNCG, where "Academics, operations, and outreach are conducted with careful attention to the enduring interconnectedness of social equity, the environment, the economy, and aesthetics."

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

<http://www.uncg.edu/env/>

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

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

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

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

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

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

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):

Minor in sustainability

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

Sustainability studies focuses on the future while considering carefully what has happened in the past. The Environmental and Sustainability Studies Program's minor builds on the unique definition of sustainability at UNCG, where "Academics, operations, and outreach are conducted with careful attention to the enduring interconnectedness of social equity, the environment, the economy, and aesthetics."

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

http://www.uncg.edu/env/Sustainability_Minor.html

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

STARS Reporting Tool | AASHE

Snapshot | Page 20

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

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

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

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

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

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

Responsible Party

Aaron Allen
Asst. Professor
Music

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):

Environmental Health Sciences

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

Students in the Environmental Health Science (EHS) PhD program will be trained in the fundamental understanding of environmental problems and their consequences on human health and well-being. Core courses will focus on the effects on environmental perturbations on ecosystem and community function and species survival, and toxicological consequences on physiological and cellular processes, as well as genome structure and gene function. Core courses will also include workshops to provide a hands-on introduction to practical analytical tools used in environmental health sciences. During their first year, students will have the opportunity to participate in the research of three faculty labs through lab rotations, leading to the selection of a faculty dissertation advisor.

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

http://www.uncg.edu/bio/gradprograms/PhD_Environ_Health_Sci.html

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

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

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

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

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

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

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?:

No

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

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

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

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

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

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

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

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

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

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

Immersive Experience

Responsible Party

Aaron Allen
Asst. Professor
Music

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:

Until 2014, UNCG had one Living-Learning Community (LLC) and one Learning Community (LC, non-residential) focused on sustainability: one was the Sustainable Entrepreneurship LLC, the other was the Emerging Energy LC. As of AY 2014-15, the programs have been canceled due to budgetary constraints. There is a continuing "Global Village" that often incorporates sustainability activities and programs into its community; the website below is for that program.

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

<http://utlc.uncg.edu/residentialcolleges/globalvillage>

Sustainability Literacy Assessment

Responsible Party

Chad Carwein

Sustainability Education and Outreach Specialist
Sustainability Office

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

Incentives for Developing Courses

Responsible Party

Aaron Allen
Asst. Professor
Music

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:

In AY 2013-14 the newly-appointed Academic Sustainability Coordinator held two Sustainability in the Curriculum Workshops for Faculty (August 12-13, 2013, and January 8-9, 2014).

The goals of these workshops are:

- 1) to increase the number of new and existing sustainability courses at UNCG,
- 2) to improve the quality of sustainability education at UNCG, and
- 3) to strengthen the community of scholars and teachers involved in sustainability education at UNCG.

Circa one dozen participating faculty submit syllabi in advance, participate in the 2-day workshop, and submit revised syllabi by the end of the calendar year. The workshop is organized by UNCG Academic Sustainability Coordinator in collaboration with UNCG faculty and staff and the UNCG FTLC.

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

In addition to all meals and snacks, and the camaraderie and edification, faculty participants receive add pay of \$250 if they successfully complete the workshop and submit a new or revised syllabus.

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

<http://ure.uncg.edu/prod/cweekly/2013/11/19/sustainabilityinthecurriculum/>

Campus as a Living Laboratory

Responsible Party

Aaron Allen
Asst. Professor
Music

Criteria

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

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

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

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

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

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

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

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

The course "Introduction to Sustainability Studies" requires a group project, worth approximately one third of the course grade, that uses the campus as a living laboratory. Every group is required to relate their project to climate change.

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:

The course "Introduction to Sustainability Studies" requires a group project, worth approximately one third of the course grade, that uses the campus as a living laboratory. Some projects deal with building systems.

The Department of Interior Architecture has developed an extensive repository of sustainable building materials that may be used in design projects.

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:

The course "Introduction to Sustainability Studies" requires a group project, worth approximately one third of the course grade, that uses the campus as a living laboratory. Each semester projects deal with improving the sustainability of dining services.

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

The course "Introduction to Sustainability Studies" requires a group project, worth approximately one third of the course grade, that uses the campus as a living laboratory. Each semester projects deal with decreasing the amount of energy used on campus.

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

The course "Introduction to Sustainability Studies" requires a group project, worth approximately one third of the course grade, that uses the campus as a living laboratory. Each semester projects deal with ways the grounds crew can be more sustainable.

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:

The course "Introduction to Sustainability Studies" requires a group project, worth approximately one third of the course grade, that uses the campus as a living laboratory. Each semester projects deal with ways the university can make purchases that pursue sustainability related goals.

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:

The course "Introduction to Sustainability Studies" requires a group project, worth approximately one third of the course grade, that uses the campus as a living laboratory. Each semester projects deal with ways campus transportation can become more sustainable.

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

The course "Introduction to Sustainability Studies" requires a group project, worth approximately one third of the course grade, that uses the campus as a living laboratory. Each semester projects deal with ways to improve recycling rates and decreasing waste production.

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

The course "Introduction to Sustainability Studies" requires a group project, worth approximately one third of the course grade, that uses the campus as a living laboratory. Each semester projects deal with ways to diminish the amount of water used on campus.

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:

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:

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

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

The course "Introduction to Sustainability Studies" requires a group project, worth approximately one third of the course grade, that uses the campus as a living laboratory. Each semester projects deal with ways to engage the campus community and the public via public art installations with environmental messaging.

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:

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

Aaron Allen
Asst. Professor
Music

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:

96

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

263

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

33

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:

[STARS AC-9.xlsx](#)

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

Anita S Tesh, Adult Health
 Elizabeth R Van Horn, Adult Health
 Tara T Green, African-American Studies Prog.
 Susan Andreatta, Anthropology
 Charles P Egeland, Anthropology
 Linda F Stine, Anthropology
 Christopher M Cassidy, Art
 Amy J Lixl-Purcell, Art
 Stanley H Faeth, Biology
 Vincent C Henrich, Biology
 Anne E Hershey, Biology
 Matina C Kalcounis-Ruppell, Biology
 Bruce K Kirchoff, Biology
 Elizabeth P Lacey, Biology
 John J Lepri, Biology
 David L Remington, Biology
 Parke A Rublee, Biology
 Olav Rueppell, Biology
 Malcolm D Schug, Biology
 Robert H Stavn, Biology
 Tsz-Ki M Tsui, Biology
 Gideon Wasserberg, Biology
 Robert B Banks, Chemistry & Biochemistry
 Nadja B Cech, Chemistry & Biochemistry
 Mitchell P Croatt, Chemistry & Biochemistry
 Liam M Duffy, Chemistry & Biochemistry
 Alice E Haddy, Chemistry & Biochemistry
 Nicholas Oberlies, Chemistry & Biochemistry
 Sharon L Bracci, Communication Studies
 Etsuko Kinefuchi, Communication Studies
 Marianne E Legreco, Communication Studies
 Beth E Barba, Community Practice
 Melanie R Carrico, Consumer, Apparel, & Ret Stds
 Seoha Min, Consumer, Apparel, & Ret Stds
 Larry E Lavender, Dance
 Garth A Heutel, Economics
 Stephen P Holland, Economics
 Albert N Link, Economics
 Rebecca Black, English
 Karen L Kilcup, English
[STARS Reporting Tool](#) | [AASHE](#)

Hephzibah C Roskelly, English
Stephen R Yarbrough, English
Keith G Debbage, Geography
Corey M Johnson, Geography
Paul A Knapp, Geography
Michael E Lewis, Geography
Zhi-Jun Liu, Geography
Roy S Stine, Geography
Selima Sultana, Geography
Susan M Walcott, Geography
Warren G O'Brien, History
Linda L Hestenes, Human Develop & Family Studies
Mary Y Morgan, Human Develop & Family Studies
Jonathan R Tudge, Human Develop & Family Studies
Larry R Taube, Info Sys and Supply Chn Mngmt
Laura B Cole, Interior Architecture
Travis L Hicks, Interior Architecture
Carl T Lambeth, Interior Architecture
Anna Marshall-Baker, Interior Architecture
Hannah R Mendoza, Interior Architecture
Tina Sarawgi, Interior Architecture
Susanne Rinner, Languages Literatures Cultures
Carmen T Sotomayor, Languages Literatures Cultures
Erick T Byrd, Marketing, ENT, HTM
Bonnie M Canziani, Marketing, ENT, HTM
Zachary D Cole, Marketing, ENT, HTM
Yu-Chin Hsieh, Marketing, ENT, HTM
Jiyoung Hwang, Marketing, ENT, HTM
Sevil Sonmez, Marketing, ENT, HTM
Dianne H Welsh, Marketing, ENT, HTM
Jonathan T Rowell, Mathematics and Statistics
Matthew Barr, Media Studies
Aaron S Allen, Music Studies
Daniel J Herr, Nanoscience
Joseph M Starobin, Nanoscience
Keith M Erikson, Nutrition
Cathryne L Schmitz, Peace and Conflict Studies
Allison F Bramwell, Political Science
Ruth H DeHoog, Political Science
Gregory E McAvoy, Political Science
Carisa R Showden, Political Science
George F Michel, Psychology
Mark R Schulz, Public Health Education
Paige H Smith, Public Health Education
Robert J Wineburg, Social Work
Gwendolyn C Hunnicutt, Sociology
J. S Kroll-Smith, Sociology
Stephen J Sills, Sociology

Catherine E Matthews, Teacher Ed & Higher Ed
Sarah B Dorsey, University Libraries
Lynda M Kellam, University Libraries
Elisabeth F Williams, University Libraries
Danielle M Bouchard, Women's and Gender Studies
Sarah J Cervenak, Women's and Gender Studies

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

Because of the difficulties involved in tracking down data for this section at an individual faculty level, we relied on data provided by the Office of Research and Economic Development (ORED) to provide a baseline of data for the number of academic departments that have FUNDED research within the past three years and the number of faculty/staff involved in those research programs. That provided our baseline for academic departments and faculty involved in research. But because funding tracked by UNCG does not capture what is sustainability or not, we relied on our own survey of websites and a poll of faculty to see who has done research in sustainability. We also relied on some data from previous such surveys/polls and double checked that faculty were still active in research relevant to sustainability. Those further surveys netted 0 further departments and 2 further faculty involved in research (all sustainability research), not significantly altering our reliance on the ORED data. Because UNCG is a school that also promotes teaching and community engagement, many departments and faculty may choose to follow those paths; therefore, we have relied on the ORED data with our survey supplement to capture the research component, but it is necessarily limited in the data it provides. Without completing one-on-one surveys of every faculty member, it is impossible to garner adequate data. If anything, the numbers here may over-represent the quantity of sustainability research at UNCG.

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

Dr. Aaron S. Allen, associate professor of musicology and UNCG Academic Sustainability Coordinator, participated in a parallel plenary entitled "Sustainability and Sound" at the AASHE 2013 national meeting in Nashville. He also ran a post-conference workshop on ecomusicology at AASHE 2014 meeting in Portland.

Dr. Karen Kilcup, professor of English, published the book "Fallen Forests: Emotion, Embodiment, and Ethics in American Women's Environmental Writing, 1781-1924," which considers how these writers anticipated contemporary environmental concerns, ranging from resource depletion and resource wars to voluntary simplicity and environmental justice.

Dr. Catherine Matthews, professor of education, collaborated with biology lecturer Ms. Ann Somers on the HERP project (Herpetology Education in Rural Places), a multi-million dollar NSF grant.

Dr. William Markham, professor of sociology and director of the UNCG Environmental Studies Program, published the book "Environmental Organizations in Modern Germany: Hardy Survivors in the Twentieth Century and Beyond."

The website URL where information about sustainability research is available:

Responsible Party

Aaron Allen
Asst. Professor
Music

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 Creative Sustainability Initiative (CSI) Award is intended to:

- increase the awareness of sustainability in the campus community;
- foster a positive and productive conversation about sustainability and the arts at UNCG and beyond; and
- incorporate the creative process into efforts to confront sustainability challenges (such as sustainability education, waste reduction, energy efficiency, water conservation, climate change, etc.).

Students submit proposals for awards of \$500. The projects are in the following categories:

- Visual arts: sculpture, art, multi-media, broadcast, etc.
- Performing arts: music, dance, theater, etc.
- Textual arts: languages, creative writing, fiction, poetry, etc.
- Applied arts: design, interior architecture, etc.

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

<http://fac sustainability.uncg.edu/clover-project/>

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

No

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

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

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:

As per the "UNIVERSITY-WIDE EVALUATION GUIDELINES FOR PROMOTIONS AND TENURE," UNCG states that "The evaluation of research and creative activities shall consider contributions to the field or discipline, including interdisciplinary, multidisciplinary, and collaborative work, the quality of the work, and its significance or impact" (p. 7). Further, "Professional, interdisciplinary, and community-related service will be given consideration as part of promotion and tenure review based on their importance to the discipline or profession and the mission of the University." Further, individual departments may provide more specific valuation of interdisciplinarity.

(In addition, the Provost's Office provides a document to guide the administration of, including tenure and promotion of faculty within, interdisciplinary programs; the website URL is in the notes field for this credit.)

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

<http://provost.uncg.edu/documents/personnel/evaluationPT.pdf>

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 UNCG Library has a Green Library Group, and there are at least two dedicated course research pages (publicly available) for sustainability resources:

<http://uncg.libguides.com/ENV110>

and

<http://uncg.libguides.com/env>

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

<http://libshare.uncg.edu/sites/bts/CGTP/Pages/glg.aspx>

Responsible Party

Aaron Allen
Asst. Professor
Music

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.

Submission Note:

The library is not a separate research-producing division but is integrated throughout the campus. Nevertheless, their policy is not binding for all the other units on campus. The UNCG Faculty Senate may take up this issue in the near future but it has not been a priority due to other more pressing matters.

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

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

7

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

1

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

NC DOCKS is a cooperative effort to make the scholarly output of the University of North Carolina System more available to the world. Current institutional participants include Appalachian State University, East Carolina University, North Carolina School of Science and Mathematics, UNC Charlotte, UNC Greensboro, UNC Pembroke, UNC Wilmington, and Western Carolina University. NC DOCKS includes many full text articles, audio recordings, dissertations, and other formats. All materials are indexed by Google and are freely available to scholars and researchers world-wide.

A copy of the open access policy:

[STARS AC-11.rtf](#)

The open access policy:

NC DOCKS is a cooperative effort to make the scholarly output of the University of North Carolina System more available to the world. Current institutional participants include Appalachian State University, East Carolina University, North Carolina School of Science and Mathematics, UNC Charlotte, UNC Greensboro, UNC Pembroke, UNC Wilmington, and Western Carolina University. NC DOCKS includes many full text articles, audio recordings, dissertations, and other formats. All materials are indexed by Google and are freely available to scholars and researchers world-wide.

The website URL where the open access repository is available:

<http://libres.uncg.edu/ir/uncg/>

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

The UNCG Library has adopted a robust policy on open access for all research. See

http://library.uncg.edu/services/scholarly_communication/open_access_policy.aspx

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

<http://libres.uncg.edu/ir/about.aspx>

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

Chad Carwein

Sustainability Education and Outreach Specialist
Sustainability Office

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*.

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

Responsible Party

Chad Carwein

Sustainability Education and Outreach Specialist
Sustainability Office

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.

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

Responsible Party

Chad Carwein

Sustainability Education and Outreach Specialist
Sustainability Office

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.

Submission Note:

"---" 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	No
Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience	Yes
Cultural arts events, installations or performances related to sustainability that have students as the intended audience	Yes
Wilderness or outdoors programs that follow Leave No Trace principles	Yes
Sustainability-related themes chosen for themed semesters, years, or first-year experiences	No
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	No

Other co-curricular sustainability programs and initiatives

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

UNCGreen is a student-governed organization dedicated to advancing sustainability and environmental awareness on campus. Members work with the Office of Sustainability to address a variety of campus sustainability issues. Members also collaborate with other UNCG student groups to promote events and activities on campus.

ACCOMPLISHMENTS:

- * Adopt-A-Stream cleanups
- * Vampire Energy Slayers Events
- * Proposed "Green Fund" Sustainability Fee

The website URL where information about student groups is available:

<http://uncgreen.uncg.edu/>

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 campus garden was started in October 2010. Faculty and staff, working with the Sustainability Office, were allowed use of the site of a demolished home to build the UNCGreensboro Gardens. The empty lot first contained 25 raised beds, constructed with boards salvaged from an old barn; this was expanded to more than 35 in 2012. Pathways are covered with wood chips from tree trimming and removal work that occurred on or near campus.

UNCGreensboro Gardens aims to build healthy, interactive communities through the collective production of locally grown, organic food. The UNCGG draws on the knowledge of various experts at the university and within the local community, including area master gardeners.

The Garden has been used by many classes, including Environmental Studies and a Classics course, "The Archaeology of Roman Daily Life," in which students grew foods used by ancient Romans. "Environment in Anthropology" currently uses two beds, one for medicinal herbs and the other for edibles. Students are interested in ethnobotany and are looking at indigenous plants used in NC for healing.

Several staff groups have plots, and the Garden has also spawned a student gardening club. Dining Services has planted herbs in four beds for use in dishes they cater on campus.

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

http://www.uncg.edu/aas/uncg_gardens/

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

The Spartan Trader (ST) is a student-run retail store for first-hand consignments made by students, faculty, and staff. Built around experiential learning, ST provides students the opportunity to work and learn in this entrepreneurial environment through a variety of UNCG classes. Much like residencies and internships, the ST bridges the gap between classroom learning and real-world application.

The ST places an emphasis on sustainability and locally sourced materials while also making a profit for the seller and store, which is a 50/50 split. The ST encourages all of the consignees, customers, and employees to be leaders in sustainable practices and buying local. The ST wants to serve as a model for other businesses looking to incorporate sustainable practices in a practical way.

The ST seeks to continuously improve on these themes year after year through constant education and support of resources on campus. Through selling items in the retail store, the consignees learn what the consumer is interested in and how to price their products. At the same time, the students learn all aspects of business that directly translate into self-employment skills.

The ST is operated through the Entrepreneurship Cross Disciplinary Programs (ECDP) Office in the Bryan School of Business and Economics at UNCG. The cross-disciplinary structure of UNCG's Entrepreneurship program allows students from a variety of schools across campus to implement ideas at all levels of the store from marketing strategies to 5-year plans. See public notes for more detailed information on the courses involved with ST operations.

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

<http://bae.uncg.edu/spartantrader/>

A brief description of the sustainable investment or finance initiatives:

The UNCG Bryan School of Business got a new Dean and we are working with him to have the student group that has investment oversight of a portion of our endowed funds to research socially and environmentally responsible investments to include in the portfolio.

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

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

UNCG has held several events related to sustainability:

* UNCG has held Earth Day celebration events for several years.

* UNCG has held the Sustainability Film & Discussion Series since 2006.

* UNCG has held the Sustainability Shorts Film Competition since 2010.

* UNCG has held Campus Sustainability Day since 2010 with the exception of 2014.

* In Spring 2014, the Ecologically SANE Think Tank Class hosted the Chautauqua for an environmental awareness and action event focused on undergraduate higher education with contributions from the arts and humanities. The event included music, poetry and science with a focus on the "Role of Undergraduate Education in Meeting the Demands of Planetary Change in the 21st Century." ***

Student-Governed ***

* In Fall 2014, UNCG hosted an event called "What's Green Got to Do with It?" The goal was to bring attention to issues surrounding the low number of minority students enrolled in the Environmental Studies program and their lack of participation in sustainability initiatives
[STARS Reporting Tool](#) | [AASHE](#)

on campus. The event also highlighted the issue of Environmental Justice featuring guest speaker Dr. Bob Davis, a member of the local Solid Waste Commission and Chairperson of the Concerned Citizens of Northeast Greensboro. In addition, the event featured other speakers such as Dr. Markham, Director of Environmental Studies, and Kala Taylor from Career Services who joined together to give a green jobs presentation. Dr. Sevil Somnez, Professor in the new Sustainable Tourism and Hospitality program, moderated the student panel discussion.

* Throughout 2014, UNCG hosted the 8th Annual Sustainability Film & Discussion Series. This monthly event features the latest documentaries about environmental education, climate change, and sustainable living. The post-screening discussions are led by local experts, which gives the participants a chance to ask questions and learn more about relevant sustainability issues in our community. All films are free, open to the public, and screened in the Weatherspoon Art Museum Auditorium.

* In Spring 2014, UNCG hosted the 5th Annual Sustainability Shorts Film Competition. Judging was based on relation to sustainability as well as concept, cinematography, acting, production quality, costuming, writing, etc. All entries were screened as part of the UNCG Sustainability Film Series. After the film screening, three winners were announced and celebrated at the event.

* In Fall 2013, UNCG expanded Campus Sustainability Day by partnering with students, staff and faculty that were from both on and off campus. The Office of Sustainability invited faculty engaged in sustainability research to a scholarship fair so that students could learn about their current work in the field. HealthyUNCG showed an original video on pedestrian safety to demonstrate how the environment can effect a person's stress level. Students from both UNCG and The Middle College program attended a presentation about "green careers" given by Dr. Markham, Director of the UNCG Environmental Studies Program, in collaboration with staff from the UNCG Career Services Center. Students who submitted grant proposals for the Creative Sustainability Initiative (CSI) were given space to display project posters and discuss their proposals with guests. Before the event closed with an announcement of the 2013 CSI winners, Dr. Allen, Academic Sustainability Coordinator, gave a preview of the "Clover Project" proposal that would create a unique platform for integration of sustainability in the arts here at UNCG.

* In Spring 2012, author David Owen gave the keynote for the Harriett Elliott lecture and participated in a panel discussion with local politicians and academics titled: "Greening Greensboro: How the Sustainable Cities Movement Can Make Our City and Region More Liveable."

* In Spring 2011, UNCG hosted speakers that focused on sustainability practices and policies. David Orr, professor at Oberlin and leading voice for sustainability, and Stephen Leeds, Chief Sustainability Office for the US General Services Administration, both spoke to large audiences that included members of both the campus community and the greater Greensboro community.

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

<http://facsustainability.uncg.edu/calendar-of-events/>

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

For the UNCG Earth Day Celebration in 2014, we invited Creative Organizing and Leadership (COAL), which is an upbeat musical fable and grassroots engagement campaign that awakens climate awareness and activism. The story of climate change is often told through a despairing and overwhelming lens that results in the feeling that the way forward is beyond our control. COAL takes people to the heart of today's paradox, benefits and consequences of our fossil fuel based society. As a performance, COAL encourages diverse audiences to become participants in re-imagining our extractive and transactional culture. As a change making vehicle, COAL empowers facilitators of interconnected, solutions-oriented projects. All of COAL, as it expands and activates the commitment to climate action, also energizes a transformative movement for a just and sustainable world.

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

<http://fac sustainability.uncg.edu/coal/>

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

The Outdoor Adventures Program is the outdoor education and recreation component within the Department of Campus Recreation at UNCG. Outdoor Adventures is a program housed in the Student Recreation Center and serves the UNCG community with its three divisions: Adventure Trips, Rental & Trip Center (outdoor equipment rental) and The Edge (indoor climbing wall). Outdoor Adventures strives to blend recreation and education to offer a quality outdoor experience for every participant.

The mission of UNCG Outdoor Adventures is to promote healthy, active lifestyles through outdoor recreation activities for the UNCG community. Staff aspire to enhance participants' environmental awareness and technical outdoor skills while fostering a sense of community and encouraging positive relationships.

Leave No Trace principles are followed on all trips. LNT is taught to all participants - it is a cornerstone of the program philosophy when traveling in wilderness and outdoor locations. Over the past several years Outdoor Adventures members have also conducted stream clean-up service projects on a two-mile stretch of Buffalo Creek just north of campus.

Information for this credit was received from Mike Ackerman, Assistant Director for UNCG Outdoor Adventures.

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

<http://campusrec.uncg.edu/oa/>

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

The website URL where information about the theme is available:

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

The Sustainability Office created a "Virtual Green Dorm Room" for Housing and Residence Life, which they link to from our website. This interactive Prezi slideshow demonstrates techniques for students can live more sustainably in their dorms or apartments, skills that they can carry with them upon graduation.

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

<http://fac sustainability.uncg.edu/green-dorm-room/>

A brief description of sustainability-focused student employment opportunities:

The Office of Sustainability is eligible to hire two (2) Federal Work Study Students to work 10 hours per week throughout each year. In addition, we also offer students internship opportunities for volunteer service hours or course credit.

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

<http://fac sustainability.uncg.edu/get-involved-students/>

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

Chad Carwein

Sustainability Education and Outreach Specialist
Sustainability Office

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	No
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 website for the UNCG Office of Sustainability contains information regarding the physical plant of the university as well as community outreach projects, opportunities for student involvement (announcements and a calendar), and academic projects related to sustainability.

The website URL for the central sustainability website:

<http://fac sustainability.uncg.edu/>

A brief description of the sustainability newsletter:

The Sustainability eNewsletter is a monthly publication distributed to over 400 recipients including UNCG students, staff and faculty as well as members of the larger Greensboro community. Articles cover sustainability topics such as events, tips, statistics and spotlights on selected organizations, initiatives or employees.

The website URL for the sustainability newsletter:

<http://us3.campaign-archive1.com/home/?u=78d7949a2bd4b7b82fb0ebf5b&id=d94aed238a>

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

The UNCG Office of Sustainability has accounts on the following social media platforms: Twitter, Facebook, and Instagram.

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

<https://www.facebook.com/pages/UNCG-Office-of-Sustainability/155168164524428>

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

UNCG publishes a "UNCG Research" magazine and the "Discovery: Research News at UNCG" newsletter. Both publish and disseminate student research, including sustainability-focused projects.

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

<http://www.uncg.edu/rsh/researchmag.htm>

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

An interactive electronic sign is located in the lobby of the School of Education building, UNCG's first LEED Certified structure. Several LEED credits are highlighted, including construction strategies to divert waste from landfills, technologies to reduce energy and water consumption, and use of materials to protect indoor air quality.

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

<http://fac sustainability.uncg.edu/green-buildings/>

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

UNCG Dining Services provides information about their Project Clean Plate program, which encourages students to reduce food waste by only taking the amount of food they will eat. Dining Services also provides information about their commitments to sustainability, including:

- Local Food Commitment
- Community Gardens

Reducing Food Waste
Composting
BioDiesel Recycling
Terra Ve dining station – vegetarian & vegan options
Balanced U local food demos
Monterey Bay Aquarium Seafood Watch
Trayless Dining
Cage Free Eggs
Balanced U reusable cups and mugs

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

<http://www.dineoncampus.com/UNCG/show.cfm?cmd=sustainability>

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

The Grounds Division of Facilities Operations at UNCG is a service organization comprised of skilled professionals dedicated to providing the highest quality in grounds planning, installation, landscape maintenance, and improvements. Grounds Division services aim to enhance the livability, aesthetics, and safety of the campus environment. Though there is no specific signage around sustainable groundskeeping, Grounds has developed a "tree walk" to highlight the diverse species of trees in Foust Park, and has assisted greatly in implementing the Soundscape Walk in Peabody Park.

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

<http://fac sustainability.uncg.edu/uncg-grounds-division-sustainability-accomplishments/>

A brief description of the sustainability walking map or tour:

Interactive online map with descriptions and photos of sustainability points of interest and projects across campus.

The website URL of the sustainability walking map or tour:

<https://uncg.maps.arcgis.com/apps/MapTour/index.html?appid=5907a91b67fe4e02b89b08dfd7294363&webmap=177eb5181f9b43ec82ba3f2fe85cbe45>

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

Parking Operations and Campus Access Management at UNCG has made information about alternative transportation options available online. Options for students and employees are detailed, including public transportation, walking, cycling, carpooling, and car sharing (ZipCar). The site links to a commuter cost calculator, which helps commuters estimate their potential cost savings from various transportation options.

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

<http://parking.uncg.edu/sustainable/>

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

The Parking Operations and Campus Access Management website provides a wide variety of information concerning navigation and educational tools for bicyclists and pedestrians. Some topics include:

- UNCG Pedal Club
- Parking and Storage
- Spartan Cycles Bike Share
- Discounts at Local Bike Shops
- Maintenance and Repair
- Bicycle Registration
- External Links
- Safety Tips

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

<http://parking.uncg.edu/bike/>

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

The Office of Sustainability worked with students to create "Green Living Guides" for two sets of residence halls, the Quad (7 halls recently renovated to LEED Gold) and Spartan Village (4 new buildings constructed to achieve LEED Silver).

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

<http://facsustainability.uncg.edu/wp-content/uploads/2013/11/Spartan-Village-Users-Manual.pdf>

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 student newspaper has not developed a regular column for sustainability; however, it does cover sustainability events such as Landfill on the Lawn, Recyclemania and Earth Day.

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

<http://carolinianuncg.com/>

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

The UNCG Energy Conservation Pledge is posted online and is also made available at public events for members of the UNCG community to sign. The Pledge contains behaviors and practices that signatories commit to following in an effort to reduce their individual energy consumption, and in turn serve as examples to fellow community members.

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

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

Yes

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

The UNCG Office of Sustainability has also created "Go Green Guides" and made these quick reference documents available to students, staff and faculty online. The materials cover the following topics related to sustainability:

- The Four R's
- Green Purchasing
- Event Sign In Sheet
- Pre-Break Checklist
- CFL Use and Disposal
- Carpool Sign Up Sheet
- Double Sided Printing
- Decrease Page Margins
- Green Event Guidelines
- Temperature Guidelines
- Sustainable Transportation
- Computer Power Management

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

<http://fac sustainability.uncg.edu/go-green-guides/>

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

Yes

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

The UNCG Office of Sustainability also partnered with Staples and Office Depot to create two "Green Products Lists" and make them available (online) to staff with purchasing authority on campus.

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

<http://fac sustainability.uncg.edu/green-purchasing/>

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

Yes

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

STARS Reporting Tool | AASHE

The student group called UNCGreen coordinates monthly outings for volunteers to join a group of "Vampire Energy Slayers" on campus. Slayers are given a map and checklist, which indicates buildings that can be hunted for energy vampires. "VES Tickets" are left in classrooms or offices to remind faculty and staff to turn off lights, shutdown computers, and unplug other small electronic devices.

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

<http://fac sustainability.uncg.edu/vampire-energy-slayers/>

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

Yes

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

The Office of Sustainability has also developed a "Sustainability Pocket Guide" that is now distributed through New Employee Orientation.

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

<http://fac sustainability.uncg.edu/wp-content/uploads/2015/02/Sustainability-Pocket-Guide-2.0.pdf>

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

Chad Carwein

Sustainability Education and Outreach Specialist
Sustainability Office

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
-

Submission Note:

Information about RecycleMania was obtained from records maintained by Ben Kunka, Recycling Operations Manager at UNCG

"---" 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):

UNCG competed with more than 520 other schools in the United States and Canada during the 2014 RecycleMania Tournament, which took place between February 3rd and March 30th. This was the third year in a row UNCG has participated in the eight-week competition that ranks schools according to how much recycling, trash and food waste they collect. During the competition, a student intern worked with the Office of Waste Reduction and Recycling (OWRR) as well as several other students and groups to create marketing materials, conduct outreach activities and hold events on campus. This student also gave brief 5-10 minute presentations in several classes to promote recycling and increase participation. As a result, UNCG recycled over 26% of its waste and recovered 91,295 pounds of organic and recyclable materials during the course of the 2014 competition.

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

MEASUREMENT NOTES:

Results in GRAND CHAMPION category are calculated using the following equation:

$$\text{weight of recyclables} + \text{food organics} / (\text{weight of recyclables} + \text{food organics} + \text{trash}) \times 100 = \text{recycling rate (\%)}$$

Results in PER CAPITA CLASSIC category are calculated using the following equation:

$$\text{weight of recyclables} / \text{campus population (FTE students and staff)} = \text{lbs. / person}$$

Results in WASTE MINIMIZATION category are calculated using the following equation:

$$\text{weight of recyclables} + \text{food organics} + \text{trash} / \text{campus population (FTE students+staff)} = \text{lbs. / person}$$

POSITIVE IMPACTS MEASURED:

BASELINE PERFORMANCE (prior to 8-week campaign):

Trash = 25,800

Recyclables = 9,700

Food Organics = 6,400

Campus FTE Population = 16241 students + 2,258 employees = 18,499

$$(9700 + 6400) / (16100 + 25800) = 38.4\%$$

Grand Champion = 38.4% recycling rate

Per Capita Classic = 0.52 lbs. / person

Waste Minimization = 2.27 lbs. / person

COMPARATIVE PERFORMANCE (end of 8-week campaign):

Trash = 27,750

Recyclables = 14000

Food Organics = 7500

Campus FTE Population = 16241 students + 2,258 employees = 18,499

$(14000 + 7500) / (21500 + 27750) = 43.7\%$

Grand Champion = 43.7% recycling rate

Per Capita Classic = 0.76 lbs. / person

Waste Minimization = 2.66 lbs. / person

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

http://www.recyclemaniacs.org/scoreboard/participating-schools/list?node_id=9979

The name of the campaign (2nd campaign):

Green Office Certification Program

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

Version 2.0 of the Green Office Certification Program offers resources to academic and administrative offices across campus that seek to lessen the impacts of their practices. A website provides all the criteria for achieving certification, and also offers several how-to guides, graphics, and other materials. The program is also fully supported by Sustainability Office staff, who meet with each participating group at least twice during the process and are available to answer questions at any time.

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

Commitments by 6 certified offices:

ENERGY CONSERVATION:

- Participating staff turn off monitors and shutdown computers at the end of each day
- Participating staff use natural lighting instead of artificial lighting as much as possible
- During cold weather, participating staff close blinds on the windows at end of each day
- All office equipment (e.g. printers, copiers, fax machines) is turned off at end of day
- All lights are turned off in common areas when not in use during AND at the end of day
- Participating staff replace incandescent bulbs with high-efficiency lighting
- Participating staff have applied Auto Power Management (APM) settings

WASTE MINIMIZATION:

- Participating staff recycle inkjet and/or laser jet cartridges
- The office has setup a collection bin for e-waste and battery recycling
- The office has reserved an area for sharing and reusing workplace supplies
- Reusable bags are available for participating staff to use if they go out of the office
- Participating staff applied settings to Decrease Page Margins as the default option
- Participating staff applied settings for Double Sided Printing to be the default option

MATERIALS MANAGEMENT:

- The office does not supply disposable kitchenware
- The office buys green products as much as possible
- Participating staff check with Campus Surplus prior to buying new items for the office
- The office specifies paper products with 50% Recycled Content when placing orders
- The office orders paper products certified by the Forest Stewardship Council (FSC)

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

<http://fac sustainability.uncg.edu/green-office-certification-program/>

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

Environmentally Preferred Procurement:

- Buy Green Expo
- Green Purchasing Factsheet
- Common Green Products Lists

Employee Educators Program

Responsible Party

Chad Carwein

Sustainability Education and Outreach Specialist
Sustainability Office

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*.

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

Employee Orientation

Responsible Party

Chad Carwein

Sustainability Education and Outreach Specialist
Sustainability Office

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).

Submission Note:

The Office of Sustainability has also developed a "Sustainability Pocket Guide" that is now distributed through New Employee Orientation.

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

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

100

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

New Employee Orientation consists of a mandatory information/benefits enrollment sessions conducted for all new employees. These sessions are held semi-monthly at UNCG. During these sessions, Office of Sustainability staff present an overview of sustainability initiatives at UNCG. Areas covered in the presentation include the university's sustainability definition, sustainability facts and figures, sustainability progress and recognition, contact information and social media links for the Office of Sustainability, as well as a section about "what you can do" that covers energy and water conservation, waste reduction and recycling, sustainable transportation options, and sustainability events on campus. The presentation is also available online.

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

http://web.uncg.edu/hrs/Professional_Development/NEO/

Staff Professional Development

Responsible Party

Chad Carwein

Sustainability Education and Outreach Specialist
Sustainability Office

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
-

Submission Note:

BUY GREEN EXPO = 150

GREEN OFFICE PROGRAM = 125

TOTAL PARTICIPATION = 275 / 1746

Green Office staff participation breakdown:

Office of the Chancellor – 4

Office of Career Services – 20

Office of Enterprise Risk Management – 3

Office of Housing & Residence Life – 40

Facilities Design & Construction – 14

Division of Business Affairs – 8

Jackson Library ERIT Department – 13

Jackson Library Access Services – 20

Jackson Library Digital Media Commons – 3

"---" 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 :

In collaboration with the Purchasing Department, the Office of Sustainability hosted the first annual UNCG Buy Green Expo from 10 a.m. to 2 p.m. on Tuesday, March 11th. Over 150 UNCG staff came by to see vendor exhibits, product demos, green purchasing services and to learn how campus dollars can be spent to meet sustainability goals. The event presented an opportunity for buyers on campus to speak with reps from the following vendors: Staples, Office Depot, Forms & Supply, Fastenal, Grainger, Campus Surplus, and Correction Enterprises.

The UNCG Office of Sustainability has updated its UNCG Green Office Certification Program. Version 2.0 provides education to staff about how to reduce the resources used in their work environments, with specific attention on those who work in offices.

Areas that the program focuses on now include:

- * Energy and Water Conservation
- * Waste Minimization
- * Materials Management (e.g. green purchasing and recycling)
- * Meetings and Events
- * Participation (e.g. transportation, engagement)

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

15.75

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

<http://fac sustainability.uncg.edu/get-involved-staff/>

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

Chad Carwein

Sustainability Education and Outreach Specialist
Sustainability Office

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*.

Submission Note:

Information for this credit was obtained by Chad Carwein, Sustainability Education and Outreach Specialist at UNCG.

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

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

Yes

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

The UNCG Sustainability Office continues to work with local groups through supportive sustainability partnerships with the following organizations in Greensboro:

Environmental Stewardship Greensboro

<http://www.greenschemesnc.com/esg.html>

The Office of Sustainability has supported this organization by attending their meetings and events. Environmental Stewardship Greensboro represents approximately 14 different faith groups in the local community.

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):

In 2013, the Office of Sustainability formed a collaborative sustainability partnership with multiple groups in the local community to revitalize Greensboro Green Drinks. (

<http://www.greendrinks.org/NC/Greensboro>

). After the kickoff event was hosted on the UNCG campus, the following organizations have each sponsored one of these monthly gatherings:

IRC Edible Community Garden

<http://gsodaycenter.org/>

Piedmont Plateau Group of the Sierra Club

<http://www.ppgsierraclub.org/>

Occupy Greensboro Energy Working Group

<http://occupygreensboro.org/>

In 2011, the UNCG Sustainability Office formed a collaborative partnership with Sustainable Greensboro, a local non-profit group, to promote and manage Earth Day. Sustainable Greensboro is dedicated to providing proactive leadership, innovation, and creativity to meet challenges related to greening local businesses, restoring urban ecology, and providing community education.

This partnership helped strengthen both groups. Sustainable Greensboro was undergoing a major restructuring of its leadership at the time and this gave members an event to galvanize around. In turn it provided a pool of volunteers and community leaders to assist the nascent Office of Sustainability at UNCG in holding the largest Earth Day celebration in the history of the campus.

<http://newsandfeatures.uncg.edu/uncg-sustainable-greensboro-team-up-for-earth-day-2011/#sthash>.

Tz9vSulF.dpbs

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:

In 2014, a UNCG Office of Sustainability staff member was appointed to serve as a voting member of the City of Greensboro's Community Sustainability Council (CSC). Participation with this group has resulted in a transformative sustainability partnership between the institution and the local community, which meets the requirements in terms of scope (sub-committees include urban forestry, transportation, economic), duration (2 years), commitment (staff and community service leave hours), and governance (meetings are open to the public and the CSC invites at least one community group representative to each meeting for presentations and to discuss opportunities for collaboration). In addition, members of the CSC conducted a GHG Audit for the City of Greensboro and the Greensboro City Council has accepted the Sustainability Action Plan created by the CSC. Refer to the CSC website for detailed meeting minutes and specific information about projects and partnerships developed:

<http://www.greensboro-nc.gov/index.aspx?page=4669>

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

The website URL where information about sustainability partnerships is available:

<http://fac sustainability.uncg.edu/get-involved-community/>

Inter-Campus Collaboration

Responsible Party

Chad Carwein

Sustainability Education and Outreach Specialist
Sustainability Office

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.

Submission Note:

Some information for this credit was obtained from:

The UNC Sustainability Committee Report:

http://www.northcarolina.edu/facultyassembly/meetings/Sustainability_Report_%282008-09-19%29.pdf

UNC Focus Forward:

<http://sustain.uncg.edu/portal.html>

Campus Sustainability Facebook List:

<https://www.facebook.com/lists/10102112528333210>

Campus Sustainability Twitter List:

<https://twitter.com/SustainableUNCG/campus-sustainability/members>

"---" 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:

In Spring 2014, UNCG Office of Sustainability created an interest list of Facebook Pages that includes over 160 other campus sustainability offices from around the country. A link to the list was distributed via AASHE Forums and GRNSCH-L and the list now has 50 followers.

In Fall 2013, UNCG Office of Sustainability created a list of Twitter handles that includes over 200 other campus sustainability offices from around the country. A link to the list was distributed via AASHE Forums and GRNSCH-L and the list now has over 75 subscribers.

During 2012, the UNCG Office of Sustainability shared many of its outreach materials with other schools in the UNC system, both one-on-one and via a senior adviser to the UNC President. Materials UNCG has shared include the Vampire Energy Slayer program, Spartan Sparks (behavior-based energy conservation program) fliers, and Triad Student Energy Alliance information.

In April 2010, UNCG hosted "Focus Forward," a virtual conference for sustainability offices in the UNC system to explore best sustainable practices in Master Planning, Transportation, Purchasing, Operations & Maintenance, and the Integration of Sustainability into Academics.

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 Southeastern Sustainability Network
- * The Green Schools listserv
- * The UNC Energy Leadership Challenge and UNC Sustainability Alliance

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

In 2013, each university in the UNC system appointed a Chief Sustainability Officer (CSO). In February 2014, the CSOs and other sustainability representatives from each school met at NC A&T University in Greensboro for the first UNC system-wide Sustainability Alliance meeting. This has been followed by 2 virtual meetings (May and November 2014) and a second in-person meeting at the July 2014 Appalachian Energy Summit.

In 2013, the Sustainability Education and Outreach Specialist for UNCG started attending quarterly gatherings with counterparts from Wake Forest, Elon University, UNC Chapel Hill, Duke, and NC State. The purpose of these meetings is to share ideas, present opportunities for collaboration, and discuss ongoing activities, current projects, upcoming events.

Since 2012, UNCG faculty, students and staff have also attended the Appalachian Energy Summit, a conference of all NC System schools to focus on energy conservation and efficiency. The Sustainability Coordinator helped organize and establish the agenda for the first gathering of sustainability officers from each system school, was on the planning team for the second summit, and co-facilitated an Academic Integration Working Group in 2013 and 2014.

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

<http://sustain.appstate.edu/energy-summit>

Continuing Education

Responsible Party

Chad Carwein

Sustainability Education and Outreach Specialist
Sustainability Office

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.

Submission Note:

Information for this was received in part from Julee Johnson, Advisor for Graduate Liberal Studies at UNCG. Other information was taken from the GLS web.

"---" 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:

14

Total number of continuing education courses offered:

97

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

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

The courses and descriptions below represent a portion of the full list, which was not available at the time of reporting. See the following link for more information:

<http://mals.uncg.edu/program/courses.php>

Religion and Ecology (MLS 610—Online)

Religions are commonly viewed as ways to transcend nature, not abide in it. Religious people often describe themselves as pilgrims "just a-passin' through" rather than at home on the earth. Yet the current environmental crisis has motivated many people to re-examine their traditions and to align themselves with the earth. Whether Buddhist or Christian, Jew or Hindu, they discover a religiously-based eco-theology, an ethic of earth-care, a means of re-inhabitation, and rituals of sustainability—in short, an eco-spirituality.

A dialogue about the fate of the earth has begun. We will enter a discussion with Christians, Buddhists, Native Americans, Taoists, Jews, Hindus, and Muslims, as well as with new voices of eco-feminism, deep ecology and sustainable design. Emphasis will be placed on what people and communities practice, and on new forms of Christian theology, and on the design of a sustainable future. This class is discussion oriented with readings and reflection papers. We will talk to each other through a discussion forum, post our papers for our peers' responses, and take advantage of relevant websites.

Global Human Rights (MLS 620—Online)

The setting of this course is a grassroots, intensely focused, and highly respected human rights organization. MALS students will join the organization as trainees to become human rights monitors (investigators). The highly interactive training program will require new monitors to learn by exploring human rights issues around the world. The research requires virtual travel to sites of current conflict to investigate allegations of genocide in Darfur, sex slavery in Thailand, detainee abuse in Abu Ghraib and Guantanamo Bay, and growing threats to civil liberties.

Students will develop critical familiarity with the Universal Declaration of Human Rights, its historical antecedents in the U.S. Bill of Rights and the French Rights of Man, and explore their cultural and political foundations. Most required readings will be available online, but students will be expected to view documentaries and films as well as read additional materials that inform their human rights research. Students will become proficient in research methodologies that encourage investigative independence and creativity while maintaining academic rigor in order to understand complex issues and recommend achievable solutions in their reports to the agency director.

Livable and Sustainable Cities (MLS 620—Online)

This course asks students to learn a language composed of interlocking patterns that connect the people and buildings of a city with their history and natural ecology. We begin with an overview of the historical and social roots of the problem in James Kunstler's *Geography of Nowhere: The Rise and Decline of America's Man-made Landscapes*. Christopher Alexander's *A Pattern Language*, the main text of the course, provides us with a catalog of 100 urban patterns with which we can analyze any city landscape and design a better one. With this new language, each student conducts a study of what works well in their neighborhood and city. After several weeks a clear picture of the problems and possibilities of each urban space will become evident.

We will add to our pattern recognition by incorporating the latest thinking of the leading theorist of sustainable places, William McDonough, in *Cradle to Cradle: Remaking the Way We Make Things*. He shows how to effectively integrate the economic necessities of life with the surrounding environment. Finally, we conclude with a study of patterns of sustainability in Timothy Beatley's *The Ecology of Place: Planning for Environment, Economy and Community*. Students choose their own patterns that enhance a community's sustainability and apply them to a particular case study in their own community.

Sustainable Life on a Tuscan Farm (MLS 620—Online)

This course begins in North Carolina, actually, online. Before we visit the farm, we will read and discuss online four books about Italian

culture and agriculture. After our week together, each student presents online a paper about one of the facets of the farm or rural life and culture that they found most fascinating. Ten weeks in all, September 10- November 20.

During our week in Italy, October 8-15, 2012, we will study diverse food production processes, learn the history of Italian farming and the architecture of rural buildings, study the current issues faced by the Italian farmer, and have opportunity to explore and enjoy the hill towns and cultural life in the Sienese region of Tuscany. Italians will introduce us to their language and customs, guide us through tastings of food—olive oil, cheese, wine, and prosciutto, conduct a cooking class of home-grown food, and show us the farm. Each evening we will enjoy a four-course farm meal in the company of staff and guests.

The Global Economy (MLS 620—Online)

For the past decade or so, "globalization" has been the media buzzword used to describe changes in the U.S. and world economies, perhaps second in recent years only to "the New Economy" in frequency of use. For the most part, this discussion of globalization has focused on changes that seem apparent in contrast to the period following WWII. According to one popular version of this story, in the 1970s the barriers to cross-border trade and financial transactions began to come down. By the late 1990s, as one commentator put it, we lived on the cusp of a "borderless world" where people, information, equipment and ideas would flow freely. In this context, it was imagined; the world would prosper as never before.

During the post-war period, global cross-border trade and financial transactions were a fraction of what they are today. For many developed countries, the increased trade of the past few decades has meant a decline in the importance of manufacturing, as production of everything from cars to shoes has moved to places where labor was relatively cheap. For a few developing countries, this has meant increased investment from rich developed nations. But for many—especially countries in Sub-Saharan Africa and Latin America, to say nothing of the ex-manufacturing sectors of the developed world—so called "globalization" has bought few, if any, of the beneficial effects once imagined. Or so it would seem.

This course begins where the theory of the global economy and its reality meet. In general, the course highlights the theory of free trade, since it is on the back of this theory that the promise of globalization—or we might say, economic liberalization—rests. As we will see, the most recent episode of economic liberalization is but a small part of the whole story, although our recent experiences can tell us a good deal about how free trade might or might not work, and for whose benefit. The course is divided into eight basic units, each exploring an important topic for understanding the global economy.

Global Perspectives in Biology (MLS 630—Online)

Biology affects us on a global scale. It touches our lives every day, and understanding biological principles and concepts is vital for all citizens of the 21st century. In this course, you think and learn about some of the smallest organisms on the planet: bacteria and viruses that cause human diseases. Diseases caused by microbes have had an enormous impact on human health throughout history, and they continue to challenge us today. Although the Germ Theory of Disease was recognized in the 19th century and antibiotics were discovered in the 20th, we have not been able to eliminate the worldwide scourge of infectious diseases, especially in developing countries. In this course, we focus on several diseases caused by bacteria or viruses, including HIV/AIDS, tuberculosis, influenza, and cholera. These diseases become models for understanding basic biological principles. In addition, we'll learn about their global consequences (past and present) and about the approaches used today to try to control infectious diseases.

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

Yes

A brief description of the certificate program:

The goal of the Certificate in Global Studies program is to increase knowledge of world cultures as well as economic, environmental, and social issues. This post-baccalaureate Certificate is earned by taking a minimum of 5 courses through the Graduate Liberal Studies program. Students in the Master of Arts in Liberal Studies program may also enroll in this certificate program.

The certificate program seeks to instill a knowledge of particular cultures, while also providing training in the analysis of global trends. It is designed for college graduates interested in developing an understanding of global issues. Students will learn how to make connections between their particular part of the world and the larger trends and issues that affect all societies.

Coursework for the certificate program consists of 15 hours of interdisciplinary online courses. Students must take 9 hours of required courses and 6 hours of approved electives. The Master of Arts in Liberal Studies program requires that students take at least one course in the three traditional liberal arts areas – the humanities (MLS 610), the social sciences (MLS 620), and the sciences (MLS 630). Likewise, the certificate includes the same requirement. The aim is to approach a culture, geographical area, or global issue by reaching across disciplinary boundaries rather than focusing exclusively in one area or discipline. Students have three years to complete the certificate.

Year the certificate program was created:

2,008

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

<http://mals.uncg.edu/program/options.php>

Responsible Party

Chad Carwein

Sustainability Education and Outreach Specialist
Sustainability Office

Criteria

Part 1

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

Part 2

Institution engages students in community service, as measured by the average hours contributed per full-time student per year.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

Submission Note:

Additional information about the institution's community partnerships can be found at this website URL:

<http://communityengagement.uncg.edu/>

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

http://www.oshr.nc.gov/Guide/Policies/5_Leave/Community%20Service.pdf

General Community Service; Student Service Estimates:

- number of students who engaged in academic service-learning = 7,485

- number of students who engaged in forms of community service not including the students counted in determining (a) = 4,064

- total number of students who engaged in community service of any kind = 11,549

- number of students who engaged in at least 20 hours of any kind of community service per academic term = 6,150

- number of students whose service was supported by one or more CNCS programs = 109

- total number of all community service hours engaged in by the institution's students = 812,581.

These data are for the 2013-14 academic year and the total enrollment figure includes extension courses. Information for this credit was received from Dr. Cathy Hamilton, Director of the Office of Leadership and Service Learning at UNCG.

Number of students engaged in community service:

11,549

Total number of students :

17,659

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:

812,581

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:

Community service appears on UNCG students' academic transcripts if the community service is done through a credit bearing course, such as academic service-learning (which is a formal designation process at UNCG), a student practicum, pre-service teaching, internship or independent study. Co-curricular volunteer service does not appear on the official academic transcript; however, UNCG is preparing to initiate a co-curricular transcript in recognition of leadership and service.

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:

In recognition of the State's interests in supporting its employees who wish to volunteer in schools, communities, institutions of higher education, State agencies, and not-for-profit organizations, and recognizing the commitment of State employees to engage in volunteer service, Community Service Leave, ... may be granted to any employee for volunteer activity provided that the service is outside of the employee's normal scope of duties and responsibilities and that the employee is not receiving any form of compensation for the services rendered. The twenty-four hours (24) of paid leave shall be credited to each employee on January 1 of each year, unless the employee chooses one of the special provision options for volunteering in a literacy program or tutoring/mentoring.

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

<http://olsl.uncg.edu/>

Community Stakeholder Engagement

Responsible Party

Chad Carwein

Sustainability Education and Outreach Specialist
Sustainability Office

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*.

Submission Note:

Information for this credit was obtained from Kristin Medlin, Communications & Partnerships Manager for the UNCG Institute for Community & Economic Development

Other resources included:

Strategic Plan -

http://uncgtomorrow.uncg.edu/archive/plan/UNCG_Strategic_Plan_2009-2014.pdf

Campus Master Plan -

http://facdc.uncg.edu/wp-content/uploads/2014/11/UNCG_2014_Report_FINAL.pdf

University Roundtable Report -

http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0CCAQFjAA&url=http%3A%2F%2Fcampuserprises.uncg.edu%2Fcommunitydevelopment%2Fdocs%2FGreensboroUniversityRoundtableReport.pdf&ei=tr3rVO20IpPpgwS3ooLICA&usg=AFQjCNFBbnNWuj_cNteVwJhyQ2avixXXtw&bvm=bv.86475890,d.eXY

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

Yes

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

The UNCG Campus Master Plan supports the UNCG mission to be a “learner-centered, accessible, and inclusive community” that is “a source of innovation and leadership meeting social, economic, and environmental challenges in the Piedmont Triad, North Carolina, and beyond. In addition, the UNCG Strategic Plan emphasizes Community Engagement in the following ways: promoting economic transformation, cultural expression, and community development.

As UNCG continues to expand its campus, future residential and student life facilities will require new approaches to integrate them into the campus culture and community.

While there is no overarching university-wide policy that ensures community stakeholder engagement, many groups across campus do have such advisory boards.

See below for examples:

Center for New North Carolinians

Center for Community Engaged Design

OLSL's Service-Learning Advisory Board

OIC's Innovation Commercialization Advisory Network

ICEE's Excellence in Community Engagement Visioning and Planning Advisory Committee

Many departments have Alumni boards or community members who serve on accreditation boards, although we don't have this data offhand.

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

It accomplishes this by building on the extensive community outreach that resulted in a Memorandum of Understanding (MOU) with the Glenwood neighborhood as well as various UNCG planning studies that guide transportation improvements and new campus building projects.

List of identified community stakeholders:

K-12 Schools

Board of Visitors

Local Businesses: Central Gateway Corridor merchants

Utility Providers: Duke, Piedmont Natural Gas, City of Greensboro Water Resources

Downtown Greensboro, The Triad Partnership

Greensboro Chamber of Commerce

Local Housing Developers

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

Neighborhood Associations: Glenwood
Community Organizations (NGOs, NPOs, etc.)
Guilford County Officials and Agencies
City of Greensboro Officials and Agencies
Guilford College, Greensboro College, NC State A&T University

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

Strengthening the campus community and its relationship with its neighbors is key to the success of this master plan update. An important driver of this plan is the opportunity to establish new campus residences within the Lee Street Corridor and the need to act as responsible stewards of development that will impact both the campus and the Glenwood neighborhood. Through an inclusive, transparent planning process, UNCG engaged with its campus community and built on the existing groundwork of neighborhood outreach it had established through its Memorandum of Understanding with the Glenwood neighborhood.

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

<http://communityengagement.uncg.edu/>

Participation in Public Policy

Responsible Party

Chad Carwein

Sustainability Education and Outreach Specialist
Sustainability 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.

Submission Note:

Information for this credit was received from Mike Tarrant, Director of Strategic Initiatives at UNCG.

"---" 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 UNC Office of Federal Government Relations supports legislation that "authorizes energy research opportunities." UNC also supports "preserving current funding levels for the Department of Energy (DOE) research grants and contracts with Universities"

<http://www.northcarolina.edu/sites/all/modules/pubdrcnt/pubdrcnt.php?file=/sites/default/files/>

[bog_statement_federal_policy_agenda.pdf&nid=1770](#)

As part of the state budget consideration process in both the 2013 Long Session and 2014 Short Session of the North Carolina General Assembly, UNC campuses advocated to increase the amount of funds permitted by law to be carried forward from one fiscal year to the next to support strategic investments including the implementation of energy savings projects and other efficiency initiatives.

In February 2013, UNC schools presented a policy proposal to the legislature regarding energy service contracts. Previously, only one campus in the system was permitted to implement energy conservation measures without an ESCO under the provisions of G.S. 143-64.17L. In August 2013 an additional campus in the system was permitted by the General Assembly to self-perform energy conservation and efficiency efforts (SL 2013-396). UNCG has asked the UNC System to support legislative efforts to expand this provision to include other universities (UNCG and others) so that all universities have the option to either use an ESCO or implement energy conservation projects on their own. It is generally accepted that ESCO contracts have profit margins in the 30% range. Allowing the universities to implement these projects without the involvement of an ESCO will result in investing the ESCO profit (say 30%) into actual energy conservation measures (primarily equipment) that will result in increasing the energy savings of the state. UNCG has not received authority to self-perform energy efficiency projects. UNCG will continue to support efforts to expand access to additional campuses.

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

No additional political positions taken

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

N/A

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

<http://governmentrelations.uncg.edu/>

Responsible Party

Chad Carwein

Sustainability Education and Outreach Specialist
Sustainability Office

Criteria

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

Submission Note:

See also:

www.clc.com

Information received from Tim George, Associate Athletics Director for External Operations.

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

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

No

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

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.fairlabor.org/affiliate/university-north-carolina-greensboro>

Responsible Party

Chad Carwein

Sustainability Education and Outreach Specialist
Sustainability Office

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

Trey McDonald
Sustainability Coordinator
Sustainability Office

Criteria

Part 1

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

Part 2

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

Part 3

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

Performance for Part 3 of this credit is assessed using EUJ-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.

Submission Note:

2008-09 for baseline year, 2013-14 for performance year. Demographic data from IRE website and from Mark Davenport, Office of Institutional Research. GHG data from Trey McDonald, Sustainability Coordinator. Baseline GHG measurement has changed slightly

"---" 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	No
Fuel- and energy-related activities not included in Scope 1 or Scope 2	Yes
Waste generated in operations	Yes

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

No

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

The Clean Air Cool Planet calculator was used to determine GHG emissions for UNCG. In FY2008-09, version 6.4 was used, while version 6.6 was used for FY2009-10 - 11-12. In 2012-13, version 6.85 was employed and has been used since; all earlier inventories were recalculated with this tool to ensure consistency and accuracy in reporting.

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

Yes

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

The audit is reviewed for completeness and accuracy by the AVC for Facilities, who is not directly involved in acquiring data for or reporting the inventory. However, in the spirit of full disclosure: the AVC for Facilities does directly supervise the Sustainability

Coordinator, who leads the annual GHG inventory effort.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	19,657.07 <i>Metric Tons of CO2 Equivalent</i>	17,771.70 <i>Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	1,614.99 <i>Metric Tons of CO2 Equivalent</i>	883.80 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	36,152.27 <i>Metric Tons of CO2 Equivalent</i>	36,644.60 <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:

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

A brief description of the composting and carbon storage program:

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

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	4,616	4,261
Number of residential employees	14	12
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	16,351.70	15,206
Full-time equivalent of employees	2,557.10	2,595.60
Full-time equivalent of distance education students	1,401	704

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, 2008	June 30, 2009

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

The first complete (Scopes 1-3) inventory of UNCG GHG emissions was conducted for the 2008-09 fiscal year and is therefore the earliest year for a baseline measurement that is available.

Gross floor area of building space, performance year:

6,053,737 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	<i>78,956 Square Feet</i>
Healthcare space	<i>47,184 Square Feet</i>
Other energy intensive space	<i>192,077 Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	<i>3,308.70 Metric Tons of CO2 Equivalent</i>
Commuting	<i>13,109 Metric Tons of CO2 Equivalent</i>
Purchased goods and services	<i>210.40 Metric Tons of CO2 Equivalent</i>
Capital goods	<i>0 Metric Tons of CO2 Equivalent</i>
Fuel- and energy-related activities not included in Scope 1 or Scope 2	<i>3,575.50 Metric Tons of CO2 Equivalent</i>
Waste generated in operations	<i>1,089.90 Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	<i>0 Metric Tons of CO2 Equivalent</i>

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

None.

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

<http://fac sustainability.uncg.edu/58-2/>

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

previous three years:

Outdoor Air Quality

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

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:

Petroleum displacement plan: A FY 04-05 NC special budget provision required a 20% reduction in petroleum use (adjusted to 17.5 based on provision criteria) by the state vehicle fleet. Implementation of the Petroleum Displacement Plan (PDP) requirement in FY 11-12 resulted in a 19.9% reduction in petroleum use by state fleet vehicles (compared to the FY 04-05 baseline) through a combination of more efficient vehicles, alternative fuel vehicles, and driver behavior change programs. (

<http://facoperations.uncg.edu/fueldisplace.html>

)

Vehicle idling policy: A UNCG Facilities Operations policy regarding university vehicle operations was adopted in October 2010. The primary goal of this policy is to encourage fuel savings through minimizing idling, planning trips, and driving conservatively. It has not

been adopted by all campus units, however. Please see

<http://facoperations.uncg.edu/vehicle.pdf>

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:

Every 6 months, the university's Mechanical Engineers prepares and submits an air emissions report to the North Carolina Department of Environment and Natural Resources Division of Air Quality. The report includes the fuel consumption and resultant calculated air emissions from the UNCG Steam Plant and a variety of emergency power generators across campus.

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

	Weight of Emissions
Nitrogen oxides (NOx)	19.42 Tons
Sulfur oxides (SOx)	0.77 Tons
Carbon monoxide (CO)	15.95 Tons
Particulate matter (PM)	---
Ozone (O3)	---
Lead (Pb)	---
Hazardous air pollutants (HAPs)	---
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	---

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

Beyond our energy conservation measures detailed in other credits, the university has also utilized low and ultra-low sulfur content fuel oil to fuel emergency generators and to serve as a back-up fuel for the steam plant.

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

Buildings

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

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

Building Operations and Maintenance

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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

Does the institution have any building space certified under the following green building rating systems for existing buildings?:

	Yes or No
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)	No

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

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

0 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	0 Square Feet
4th Highest Level	0 Square Feet
Mid-Level	0 Square Feet
2nd Highest Level	0 Square Feet
Highest Achievable Level	0 Square Feet

Floor area of building space that is certified at any level under other green building rating systems for existing buildings:

0 Square Feet

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

0 Square Feet

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

The date the guidelines or policies were formally adopted:

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

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

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

Building Design and Construction

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

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.

Submission Note:

Information for this credit was received from Matt Takacs, Assistant Director of Project Management, Facilities Design and Construction at UNCG.

See also: Sustainable Energy Efficient Buildings report from the North Carolina State Construction Office:

<http://www.nc-sco.com/documents/guidelines/EEREPORT.pdf>

"---" 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:

The primary green building rating system that the university utilizes is LEED® for New Construction and Major Renovations. The 2009 strategic plan mandates all new major projects meet LEED Silver standards.

List of CERTIFIED Buildings:

1. Academic Classroom and Office Bldg. – Certified LEED Gold 2011
2. Jefferson Suites Residence Hall – Certified LEED Silver in 2013
3. Quad Housing Project – Certified LEED Gold 2013

List of REGISTERED Buildings:

4. Spartan Village Student Housing – PH. I (Construction COMPLETE – LEED Certification PENDING).
5. Campus Police Building (Construction COMPLETE – LEED Certification PENDING).
6. Moran Commons/Dining Hall Renovation (UNDER Construction – LEED Certification PENDING).
7. Student Recreation Center (UNDER Construction – LEED Certification PENDING).

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

1,417,770 *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)	<i>171,004 Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	<i>349,757 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 new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	---
Mid-Level	---
Highest Achievable Level	---

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

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

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

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:

743,708 *Square Feet*

A copy of the guidelines or policies :

[201101_guidelines.pdf](#)

The date the guidelines or policies were adopted:

Dec. 18, 2014

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

UNCG Facilities Design and Construction maintains an updated set of guidelines to assist architects and engineers when working on new construction and major renovation projects on campus. These included university specific systems that are required to maintain operation and functionality on the campus, as well as best practices from projects completed on the campus over the last twenty-plus years. The guidelines have recently been updated (December 2014) to include items related to sustainability such as reduced maintenance, material and equipment selections, and reducing both energy and water consumption.

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

The 2009 UNCG strategic plan, UNCG Tomorrow, mandates that all new major projects to meet LEED Silver standards at a minimum. All new buildings and major renovations must comply with standards established by NC Senate Bills 668 and 1946. These established a new Sustainable, Energy Efficient Buildings Program, with specific energy and water efficiency requirements for major new and renovated State-funded facilities that enter their schematic design phase on or after August 8, 2008. These requirements have been incorporated into State construction requirements (

<http://www.nc-sco.com/documents/guidelines/EEREPORT.pdf>

).

The State Sustainability Policy also includes a section on new construction: "Design and Construction: Capital project planning and construction processes shall meet statutory energy and water efficiency requirements and deliver energy, water, and materials efficient buildings and grounds that minimize the impact on and/or enhance the site and provide good indoor environmental quality for occupants."

UNCG's Design and Construction Guidelines, General Design Standards, state: "Designers shall consider long-term durability and maintainability when selecting and specifying materials and equipment. Life cycle cost including installation, maintenance, and disposal will be considered in the selection of building systems and equipment. The designer must develop life cycle cost studies and present the information for review by the University to assist with the selection of materials and equipment on major renovation and new construction projects." These guidelines complement the state mandates (

<http://www.northcarolina.edu/apps/policy/index.php?pg=vs&id=5606>

).

All designers are required to design new and renovated buildings in accordance with these guidelines. The professional design staff at UNCG reviews the design documents and monitors the construction to ensure all guidelines and policies are followed. Either the design consultant or a member of the FDC staff submits the templates to USGBC for certification on those projects seeking LEED certification.

UNCG has 5 LEED APs and 1 LEED Green Associate on staff.

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

<http://facdc.uncg.edu/resources/>

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

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.

Submission Note:

Information for this credit was received from Todd Beck, Industrial Hygiene Manager at UNCG.

"---" 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:

6,067,800 Square Feet

Gross floor area of building space:

6,067,800 Square Feet

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

An indoor air quality program was developed by the UNCG Department of Environmental Health and Safety approximately 10 years ago, and is reviewed and incorporated into the investigation of IAQ concerns on the campus. The objectives of this program include:

- * to prevent illness and adverse health symptoms associated with poor indoor air quality;
- * to respond to indoor air quality complaints effectively and make recommendations for improvement; and
- * to maintain indoor air quality within acceptable levels according to guidelines (i.e., ASHRAE).

Should building occupants suspect an IAQ issue, they may contact the EH&S Dept. to arrange an investigation. The EH&S Dept. works in collaboration with the Facilities Operations Dept. in the investigation. At that time, an initial Phase I investigation is conducted on site where an Occupant Interview Form is completed, and the details of the nature/origin of the concern are evaluated. If possible, all available resources are used to mitigate or eliminate the origins of the concern during this phase. Based on the information gathered during the Phase I evaluation, the EH&S Dept. will determine if a Phase II IAQ investigation is necessary. Common parameters tested

during the Phase II assessments include an extended study of the temperature, Volatile Organic Compounds (VOCs), relative humidity, CO and CO₂ levels in the affected areas. If appropriate, a Phase III assessment may be completed. A Phase III assessment is performed when evidence of potential air quality problems have been identified, but a definitive cause for the symptoms was not determined during the Phase I or II assessments. A Phase III assessment consists of a more in-depth evaluation of the indoor environment and building envelope, which may include sampling for suspected air contaminants. The EH&S Dept. documents these investigation results and works with the Facilities Operations Dept. and outside vendors (where applicable) to implement any needed remedial measures.

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

http://www.uncg.edu/sft/indoor_air_quality/indoor_air.html

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

Trey McDonald
Sustainability Coordinator
Sustainability Office

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).

Submission Note:

"---" 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:

12.40

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:

Information obtained via purchase guides from:

Prestige Farms, Charlotte, NC

Smithfield pork products - Sysco Foods, Charlotte, NC

Inland Seafood, Raleigh, NC

Foster- Caviness, Greensboro, NC

Dean Foods, Milk & Ice Cream, Salisbury, NC

Items purchased include:

NC Fresh chicken

NC pork products

NC seafood

Locally raised produce

Local fresh milk dairy

Local ice cream

UNCG community garden plots

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

No

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

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

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

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

UNCG Dining sources locally grown & produced products. Dining Services particularly looks for NC companies that can supply locally produced foods. UNCG Dining follows Monterey Bay Aquarium Seafood Watch program for sustainable seafood products. Dining serves cage free whole eggs and a large variety of vegan and vegetarian offerings daily. UNCG Dining is also active in planting and growing ten plots at the UNCG Community Garden.

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

UNCG Dining Services staff take weekly inventories of foods used in Dining and Catering. Purchasing volumes are checked daily.

Total annual food and beverage expenditures:

2,400,000 US/Canadian \$

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

	Present?	Included?
Dining operations and catering services operated by the institution	No	No
Dining operations and catering services operated by a contractor	Yes	Yes
Franchises	No	No
Convenience stores	No	No
Vending services	No	No
Concessions	No	No

Has the institution achieved the following?:

	Yes or No
Fair Trade Campus, College or University status	No

Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)	No
Marine Stewardship Council (MSC) certification	No
Signatory of the Real Food Campus Commitment (U.S.)	No

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

Monterey Bay Aquarium Seafood Watch Program
 Cage Free Egg
 Humane Society

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

<http://www.dineoncampus.com/uncg/show.cfm?cmd=sustainability>

Low Impact Dining

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

Criteria

Part 1

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

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

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

Or

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

Part 2

Institution:

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

And

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

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

Submission Note:

Information for this credit was submitted by Kevin Deans, Dining Services Director for UNCG.

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

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

14.20

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

UNCG Dining Services inventories are categorized such that animal products can be separated from other categories. Dining and Catering perform weekly inventories, and purchasing volumes are checked daily. Purchases are tracked and inventoried accordingly.

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”):

UNCG Dining Services ensures that all diners with special dietary considerations are guaranteed a vegan, vegetarian or organic meal. UNCG Dining has a service section of the Dining Center set aside for vegetarian and vegan options. Menus are available on the Dining web site and at the service location.

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

UNCG Dining offers a wide range of vegetarian options beyond the main Terra Ve station. Areas including the Mongolian Grill, and the pasta, pizza, Mexican, deli and salad bars offer complete meal vegetarian options.

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

<http://www.dineoncampus.com/uncg/show.cfm?cmd=sustainability>

Annual dining services expenditures on food:

2,400,000 *US/Canadian \$*

Annual dining services expenditures on conventionally produced animal products:

1,100,000 *US/Canadian \$*

Annual dining services expenditures on sustainably produced animal products:

596,000 *US/Canadian \$*

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

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.

Submission Note:

Some information for this credit was received from Douglas Cato, Campus Mechanical Engineer.

"---" 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	629,536 <i>MMBtu</i>	620,403.40 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	260,344.40 <i>MMBtu</i>	264,911.40 <i>MMBtu</i>
District steam/hot water	368,822.50 <i>MMBtu</i>	351,280.30 <i>MMBtu</i>

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	6,053,737 <i>Gross Square Feet</i>	4,670,562 <i>Gross Square Feet</i>

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	78,956 <i>Square Feet</i>
Healthcare space	47,184 <i>Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	3,851
Cooling degree days	1,480

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, 2005	June 30, 2006

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

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

Many of the buildings on campus follow occupancy schedules programmed through a Building Automation System (BAS). Temperature is controlled during unoccupied hours through upper and lower limit setpoints, depending on the season. Six (6) buildings were added to the BAS in 2013-14.

Temperature controls in the buildings are programmed to adjust space temperature setpoints at specific times of day. The setpoints and hours of occupancy were formalized in buildings controlled by the BAS through a new university policy adopted in October 2011 and phased in during spring and summer 2012. Should changes be necessary, schedules can be remotely adjusted using the BAS. Starting in 2012, thermostats in buildings not controlled via the BAS were retrofit with thermostat locks to allow Facilities to establish temperature settings for these buildings in cooling and heating seasons.

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

As a pilot project, one Holophane Granville outdoor fixture was used to retrofit a post-mounted lighting fixture from HPS to LED near the UNCG Facilities Design and Construction office. In summer 2012, seven more Holophane Granville outdoor fixtures were retrofitted along the same pathway, with the potential to reduce electrical consumption in these fixtures up to 40%. In October 2014 the University completed the retrofit of the remaining sixteen (16) Holophane Granville post-mounted fixtures in Peabody Park.

In May 2012, UNCG replaced 55 34-watt CFLs with 19-watt LED bulbs in the Weatherspoon Art Museum, and replaced 29 150-watt incandescent bulbs with 19-watt LED bulbs in 2013.

The University continues to replace incandescent and metal halide lamps with LED where possible. This includes both outdoor light fixtures at the Elliott University Center and indoor light fixtures in the Music Building.

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

Occupancy sensors have been installed in many offices and bathrooms across campus. These operate on motion and infrared. Further, ambient light sensors are located in classrooms in the School of Education building.

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:

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

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

In May 2013, UNCG retro-commissioned the 1100 West Market Street Building, which houses several University departments. When the Controls Shop is fully staffed with four (4) Controls Technicians, this activity is planned to resume for additional campus buildings.

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

UNCG utilizes the Vykon Energy Suite to track energy consumption and performance in multiple buildings. To communicate with these buildings and to control temperature setpoints, the university's controls team uses a Tridium Building Automation System.

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

UNCG encourages purchase of the most energy efficient appliances and electronics (EPA Energy Star). University Facilities installs high efficiency motors in new construction and when replacing existing motors, and has installed several HVAC motors with variable frequency drives (VFD) in new construction and during equipment replacement. Please see:

<http://facoperations.uncg.edu/tipsgoals.html>

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:

Many vending machines have been de-lamped.

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

In June 2014, UNCG completed the replacement of the economizers on Boilers #2 and #3 in the Steam Plant. These new economizers replaced ones which were 25 years old that had several leaks repaired over the years which reduced their efficiency. The new economizers allow UNCG to use less natural gas in order to produce the same amount of steam for building heating, domestic water heating, etc.

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

<http://facustainability.uncg.edu/energy/>

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

Criteria

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

Option 1:

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

Option 2:

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

Option 3:

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

Option 4:

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

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies, as well as improved efficiencies achieved through using cogeneration technologies, are captured by *OP 1: Greenhouse Gas Emissions* and *OP 8: Building Energy Consumption*.

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

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	14.80 <i>MMBtu</i>
Option 2: Non-electric renewable energy generated on-site	0 <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:

629,536 *MMBtu*

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

UNCG installed its first on-site solar PV modules in July 2013. This is a 3.1 kW system mounted on the university's sports turf maintenance shop.

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

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

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

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

<http://fac sustainability.uncg.edu/turf-shop-solar-module/>

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

Trey McDonald
Sustainability Coordinator
Sustainability Office

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).

Submission Note:

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

	Area
Total campus area	<i>252.60 Acres</i>
Footprint of the institution's buildings	<i>47.60 Acres</i>
Area of undeveloped land, excluding any protected areas	<i>0 Acres</i>

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	<i>170.60 Acres</i>
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	<i>0 Acres</i>
Managed organically, third party certified and/or protected	<i>0 Acres</i>

A copy of the IPM plan:

The IPM plan :

1. The UNCG Grounds Dept. landscapes with plants that are generally known to be disease and insect resistant. Some insect and disease damage can be tolerated if the plants can be kept healthy and vigorous enough so the pests do not seriously harm the plants.
2. UNCG monitors the landscapes to identify any pest problems in order to prevent them from becoming excessive.
3. UNCG begins to take action with less risky pest control options when infestations become large. When the viability of a plant is threatened is targeted spraying of pesticides employed. Should this not work, only then will broadcast spraying be employed. Where pests have become intolerable in the past, systemic insecticides and preventative measures proper cultural practices have been employed.
4. UNCG prefers to rely on natural predators and the above mentioned methods and will take action before damage becomes extensive.

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

The UNCG Grounds Department strives to create a landscape which is both attractive and thrives off the local environment, with minimal inputs from personnel. By using the “right plant in the right place,” the landscape essentially can take care of itself. Native plants fight off diseases and pests without the use of harsh chemicals or other non-sustainable practices; they also require less water than traditional landscapes and survive with natural rainfall rather than supplemental irrigation. When using supplemental irrigation, it is conducted at times of day that minimize water loss due to evaporation. Further, UNCG utilizes drip irrigation technology, which gets water to the plant roots most effectively. UNCG is also currently in the beginning phase of using a smart irrigation system that incorporates evapotranspiration rates to accurately and efficiently irrigate turf areas.

UNCG also utilizes mulching and bio-retention strategies. There are bio-swales and other bio-retention areas on campus, which naturally filter runoff from buildings through plant roots and the soils. The use of natural mulches in the landscape helps with water loss due to evaporation, reduces competition from weeds, and minimizes erosion. The mulch decomposes over time to benefit the plants by providing the nutrients they need to sustain themselves.

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

UNCG has a comprehensive tree maintenance program, focusing on proper pruning techniques and removal of any damaged/diseased areas. Trees are the foundation of our campus landscape, not only for beauty but for soil stabilization, water-uptake, and the release of oxygen. During any construction or renovation our Campus Tree Care Plan is strictly followed by employees and contractors. This ensures trees are protected to the best of our ability; should any have to be removed, the Plan ensures that replacement trees will be planted back in the area.

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

The Grounds Sports Turf Maintenance Team composts all grass clippings. Grass clippings are left after mowing the warm season sports fields. All rotary mowers are equipped with mowing blades which pulverize and leave grass clippings behind during the mowing operation, cycling the nutrients back into the soil. During aerification of the sports fields, the resultant plugs are composted and used as top-dressing over the fields. Clippings from the golf greens are added into the pile of aerification plugs and mixed for a top-dressing as well.

During leaf-drop in the fall the same mowers mulch as much leaf litter as possible on turf areas. If the level of leaf drop is so heavy that it may impact over-seeding, the leaves are vacuumed up. Some of the leaf litter is transported to both Piney Lake (a UNCG-owned recreational site approximately 8 miles from the main campus), and the City of Greensboro Arboretum, where it is composted. In 2013-14, approximately 12 tons of leaves were diverted to these two locations from the landfill.

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

UNCG Grounds utilizes soil stabilization practices in every aspect of its day-to-day operations. One strategy employed to preserve soils is to keep something growing on them in all seasons. The soils are managed in large part by the organisms that thrive on them.

Although UNCG Grounds considers Nature to be the best manager, when intervention is necessary they use procedures such as erosion blankets and sodding to help keep soils intact when an area is disturbed. Plant beds are amended with natural materials such as cow manure and composted soil from other natural products. This provides the soil with additional beneficial organisms, decreasing the need for synthetic fertilizers.

All of our newer facilities use some kind of ‘Best Management Practice (BMP) for storm water run-off. Through bioretention and natural swales, we filter the runoff through plant and/or turf roots before it enters the city wastewater system or our creeks and streams. These

methods help to manage our soils by reducing erosion and providing green space which would otherwise be an impervious surface. Finally, native plants help to increase organic matter in the soil by boosting microbial activity and soil aeration.

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

UNCG Grounds uses biodegradable mulches, including pine bark and hardwood. These mulches break down over time and are naturally incorporated into the soil. Plant beds are amended with natural materials such as cow manure and composted soil from other natural products. This provides the soil with added beneficial organisms, reducing the need for synthetic fertilizers.

Fertilizers that are used on campus contain micronutrients which are vital to plant and soil health. Many fertilizers contain only macronutrients, which plants need in larger quantities; micronutrients are no less important but are needed in smaller amounts. These added beneficial nutrients help plants to naturally fight off environmental stresses such as drought, temperature extremes and insect/disease pressure.

Grounds works extensively to assist the campus community garden. The Garden Club acquired used lumber from an abandoned barn to create its raised beds, and Grounds works with its tree contractors to supply mulch made from downed limbs and trees. This mulch is used to line pathways in the garden.

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

Naturally vegetated buffers are maintained on the banks of campus streams to prevent erosion and filter runoff before it enters the water body; some areas have been enhanced through live staking. UNCG Grounds also utilizes the paths of campus storm water to create dry stream beds consisting of river stones. The stones allow the water to flow to its path of least resistance without soil erosion.

Finally, Grounds is working with Facilities Management and the Sustainability Office to install a rain harvesting system that will reduce campus water consumption for annual plantings. The system will capture and store rainfall for irrigation of annuals. Rainwater is better for the landscape than municipal water because of the natural organisms in rain. This system will also reduce stormwater runoff.

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

The Grounds Department uses an ice melt product that contains magnesium chloride. This product is less environmentally problematic than other chloride-based products such as calcium chloride and sodium chloride. Any runoff from this product contributes less chloride contamination in surface waters because it has one-third less chloride content versus other chloride-based options. Further, since magnesium is a common ingredient in most fertilizers it will not harm vegetation. Finally, this product is less harsh on concrete areas such as sidewalks and driveways; concrete where the product is applied shows less scaling and chipping, thus reducing maintenance costs and the affiliated environmental costs.

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

Peabody Park is a 34 acre area at the north end of the UNCG campus. The Park contains forest, grassy areas, and streams, providing habitat for many flora and fauna that characterize the Carolina Piedmont. The Park's woods provide a glimpse of the native oak-hickory beech-maple forest that once covered this region of the United States. Branches of Buffalo Creek that flow through the Park are part of

the headwaters of North Carolina's Cape Fear river system (

<http://www.uncg.edu/reg/Catalog/0910/UnivComm/peabody.html>

).

The importance of championing the remaining natural habitat on campus, i.e., Peabody Park, is noted in the university's Master Plan Update. This plan channels all future development to the south of the existing campus.

In practice, the university has worked to improve the health of Peabody Park over the last several years. Native trees (loblolly pines, oaks and dogwoods) have been planted to reforest an area of Peabody Park, and periodic workdays to remove English ivy, bamboo and other invasive species occur twice per year. One result of these efforts is that Greensboro Beautiful Inc. awarded its '2010 School Award' to the Peabody Park Preservation Committee for the work to preserve Peabody Park woods.

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

Yes

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

<http://fac sustainability.uncg.edu/grounds/>

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

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.

Submission Note:

Information for this credit was received from Dr. Elizabeth Lacey, Professor of Biology and Chair of the Peabody Park Preservation Committee.

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

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:

No

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

In 1997, UNCG Chancellor Sullivan established the Peabody Park Preservation Committee to oversee and make recommendations about preserving a small mixed hardwood forest (~14.5 acres) on campus. The forest is not legally protected, however, from the University's perspective, the small forest is special because it sits inside a large urban area and yet serves as a refuge for a diversity of plant and animal species found in Piedmont-region forests of the eastern United States. The woods provide a glimpse of native oak-hickory and beech-maple forests that once covered this region of the United States. The branches of Buffalo Creek that flow through the Park are part of the headwaters of North Carolina's Cape Fear River system (

).

Adjacent to the Peabody Park woods is the Peabody Park open area, also not legally protected. This area is used for both recreation and education about ecology and biodiversity. Together, the woods and open area occupy ~34 acres in the northeastern part of campus.

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:

Students, faculty, and tree specialists used keys to identify plant and animal species in Peabody Park. No species were found to be endangered, threatened, or vulnerable.

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

Peabody Park is a 34 acre area at the north end of the UNCG campus. Peabody Park woods is a mature Piedmont forest, made up of White Oak, Southern Red Oak, Tulip Tree, Shagbark Hickory, American Beech, Red Maple, Dogwood, and Redbud trees. To increase the diversity, in 2002 the University planted several American hollies, Carolina silverbells, deciduous Magnolias, and Eastern hemlocks. Native shrub diversity is low, including a few Strawberry Bushes and Piedmont azaleas. The diversity of Piedmont wildflowers and ferns is low and currently includes species such as: Spring Beauty, Trout Lily, Mayapple, Red Trillium, Wild Ginger, Spotted Wintergreen, and Beechdrops, which parasitize the roots of Beech trees. Some species are found only in one restricted area of the Park. Unfortunately, because of many years of neglect, invasive English Ivy and Japanese honeysuckles abound.

When the Peabody Park open area was last surveyed, it was home to native and introduced plants characteristic of central North Carolina, such as Purple Dead-Nettle, Peppervine, Bulbous Buttercup, Star of Bethlehem, Spotted Touch-me-not, Carolina Cranesbill, Daisy Fleabane, Horse-nettle, and White Clover. Since then parts of the area have been altered to create outdoor volleyball and basketball courts.

Branches of Buffalo Creek that flow through the Park are part of the headwaters of North Carolina's Cape Fear River system (

).

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

The importance of championing the remaining natural habitat on campus, i.e., Peabody Park, is noted in the university's 2007 Master Plan Update and is strengthened in the 2014 Master Plan Update. These plans place all future development outside of Peabody Park and the 2014 Update emphasizes expanding forested areas on campus.

In practice, the university has worked to improve the health of Peabody Park over the last several years. With student help, native trees (loblolly pines, oaks and dogwoods) have been planted along a degraded edge of the woods to speed reforestation and to protect the forest interior. Twice a year, student, faculty, and staff volunteers gather in the Woods to remove English ivy, bush honeysuckle, and other invasive species from the understory as part of a restoration effort. This past fall, the group began planting Piedmont native shrubs and herbs to augment the biodiversity. One result of these efforts is that Greensboro Beautiful Inc. awarded its '2010 School Award' to the Peabody Park Preservation Committee for the work to preserve Peabody Park woods.

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

<http://www.uncg.edu/bio/facilities/peabody%20park/index.html>

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

Chad Carwein

Sustainability Education and Outreach Specialist
Sustainability Office

Criteria

Part 1

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

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

Part 2

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

Submission Note:

Note: The data being reported is for FY 2013-2014.

Information obtained from Kevin Latimer, Director of Technology Support Services, and Jack McGuinn, ITS Project Management Office.

All Dell, Lenovo, and Apple Products were reported as EPEAT Gold.

"---" 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:

[ITS Annual Report 10-11 Full Assessment.pdf](#)

The electronics purchasing policy, directive, or guidelines :

ITS also continued several existing sustainable practices in 10-11 including:

- operation of Pharos "Pay for Print" system in ITS and participating departmental labs to reduce paper waste
- facilitation of electronic assignment submission (e.g., through Blackboard) and use of other online collaboration tools (e.g., Google Docs, Sites, Talk)
- making select academic software remotely available through the Virtual Computing Lab (VCL) to reduce the need for travel to campus
- promotion of the purchase of EPEAT Gold and Energy Star compliant client technology devices through the campus-wide hardware procurement program
- participating in a vendor program to sell or recycle outdated cell phones
- reducing travel by supporting telelearning classes and teleconferences in the ITS Telelearning Center
- promoting a telework initiative for ITS staff members
- participates in a Shred-a-Thon with the Office of Waste Reduction and Recycling to promote disposition of materials that are no longer needed for reference or required by law for archival storage

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

Information Technology Services (ITS) promotes the purchase of EPEAT Gold and Energy Star compliant client technology devices through the campus-wide hardware Procurement Program (CHP).

All standard computers and monitors provided to staff by UNCG meet EPEAT Gold standards with the exception of one, a laptop that is rated EPEAT Silver. The campus must purchase from the inventory of UNC-approved standard hardware configurations and options. Employees may purchase non-standard computers ONLY if approved by ITS.

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	0 US/Canadian \$
EPEAT Silver	0 US/Canadian \$
EPEAT Gold	1,091,745.94 US/Canadian \$

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

1,091,745.94 US/Canadian \$

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

http://its.uncg.edu/About/ITS_Annual_Report_10-11_Full_Assessment.pdf

Cleaning Products Purchasing

Responsible Party

Chad Carwein

Sustainability Education and Outreach Specialist
Sustainability Office

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

Submission Note:

Information from Thomas Everett, UNCG Facilities Services Assistant Manager and Ed Keller, UNCG Housing and Residence Life Facilities Director.

<http://ure.uncg.edu/prod/cweekly/2010/04/20/notes042110/>

"---"

"---" 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:

[Facility Services Strategic Plan.docx](#)

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

Larger implementation of green cleaning practices and reduction of harmful chemicals in routine and periodic cleaning.

Investment into microfiber cleaning tools (cloths/mops). Replace multiple cleaning chemicals with safer, less hazardous chemicals. Replace floor stripping/refinishing practices with scrub/recoat cycles where possible to reduce exposure to hazardous chemicals.

Have switched from standard general cleaners to a H2O2 based product which will be used in approximately 80% of all cleaning operations. Have begun changing to less aggressive floor processes, but due to past practices, floor stripper is still occasionally employed for older finish.

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

UNCG was one of the first UNC campuses to fully embrace sustainable cleaning. A Green Cleaning "Campus Care" rollout was completed in 2008 through a partnership with Xpedx, Inc. The Facilities Services Manager and an Xpedx representative met with individuals from the Office of Safety, the Purchasing Office, and the Office of Waste Reduction and Recycling to discuss incorporating Green Seal Products. Specifically, Facilities Services was interested in the Alpha HP product by Johnson Diversey (the first Green Seal Cleaning Product to be placed on NC State Contract), and the introduction of a new dispensing unit.

Once the various departments agreed to adopt these new products, Facilities Services supervisors were educated on the new dispensing units, product use, and MSDS green cleaning processes, and were able to voice any concerns. Training sessions for Facilities Services staff were also held to review the new dispensing units, the proper use of the Green Seal product, any safety issues, and the Healthy High Performance Green Cleaning Program. Follow-up meetings with supervisors were held to review concerns, mark progress and solve any problems.

This program has significantly reduced the amount of chemicals purchased that are not environmentally friendly. Facilities Services strives to purchase and use chemicals that are environmentally friendly, adhering to Green Seal standards whenever possible.

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:

64,970.72 US/Canadian \$

Total expenditures on cleaning and janitorial products:

106,278 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:

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

Chad Carwein

Sustainability Education and Outreach Specialist
Sustainability Office

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

Submission Note:

Information received from Trace Little, Director of Purchasing and John Guffey, Spartan Printing. These are the results of the information captured via UNCG's central purchasing points; purchases made by some individuals/departments cannot be captured through this system. Therefore, these results should be viewed as a large, representative sample of UNCG paper purchases.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:

Yes

A copy of the paper purchasing policy, directive or guidelines:

The paper purchasing policy, directive or guidelines:

In support of and to remain compliant with the Governor's Executive Order No. 8 and General Statute 143-58, it is the policy of the University to promote and, to the maximum extent feasible, purchase and use products with recycled content. The University's goal is to acquire one hundred percent (100%) of its paper and paper products purchases with recycled content, effective June 30, 1997.

Accordingly, Buy-Recycled purchases will occur where it is found economically practicable and cost effective to do so. "Recycled content" products are those which incorporate waste materials and by-products that have been recovered or diverted from the solid waste

[STARS Reporting Tool](#) | [AASHE](#) Snapshot | Page 143

stream, but does not include those materials and by-products generated from, and commonly reused within, an original manufacturing process. The purchase of recycled content products fosters the growth of the availability of this type product and the closure of the cost variance between recycled content and ‘virgin’ products. The following actions will continuously be taken to further foster this program and meet the program objectives:

- All campus departments are to purchase and use products manufactured from or containing recycled materials whenever feasible. In particular, recycled content paper and paper products should be used.
- Requirements’ specifications will be continuously reviewed and revised, as appropriate, to eliminate any discrimination against materials and supplies with recycled content, except where health, safety and welfare would be placed in jeopardy.
- Solicitation documents will be written so as to encourage vendors and contractors to offer products having recycled content and to propose prices for such products. Pricing obtained by the campus will similarly conform. Recycled product proposals will be considered in the evaluation for award, and, where the product is comparable in quality, availability and price,
- Where available, consideration will be given to products which are reusable, refillable, repairable, more durable, less toxic, and use minimal packaging. State term contracts will be used, as well, where recycled content products are listed.
- Public documents published for the University printed on recycled paper will contain a printed statement or symbol indicating that the document was printed on recycled paper.
- Purchases of recycled content paper and paper products are to be reported to the Purchasing Department to support State mandated annual reporting requirements.
- Announcements and correspondence will be made to emphasize the significance of the Buy-Recycled program, where and when appropriate.

The Purchasing Department will serve as the administrator and coordinator of this “Buy-Recycled” program.

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

Promotion and awareness via the Sustainability Office website, the Green Office Program, and other sustainability outreach efforts. Environmentally preferred options, including those for paper, are identified on the university’s online purchasing site as well.

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	5,807.39 US/Canadian \$
30-49 percent	30,144.59 US/Canadian \$

50-69 percent	4,849.15 <i>US/Canadian \$</i>
70-89 percent (or FSC Mix label)	3,993.18 <i>US/Canadian \$</i>
90-100 percent (or FSC Recycled label)	11,327.52 <i>US/Canadian \$</i>

Total expenditures on office paper :

144,625.34 *US/Canadian \$*

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

<http://purchasing.uncg.edu/purchasingpolicies.html>

Inclusive and Local Purchasing

Responsible Party

Chad Carwein

Sustainability Education and Outreach Specialist
Sustainability Office

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.

Submission Note:

Information for this credit was obtained from Anthony Phillips, UNCG HUB Coordinator.

"---" 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:

[HUB Mission.pdf](#)

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

Purchasing and the Historically Underutilized Business (HUB) Office help ensure that HUB businesses are given equal access to participate fully in all aspects of the University's construction and procurement opportunities. The program goals are to:

- * Inform the HUB Community of the bidding process, procurement, and contracting opportunities at UNCG.
- * Strive to exceed the State's goal of 10% by establishing a UNCG goal of 15% HUB participation.

- * Encourage the participation of the HUB designers and contractors in all aspects of the UNCG construction process.
- * Partner with surrounding Universities and State agencies, community, and trade organizations in outreach initiatives directed at increasing the participation and success rate of the HUB designers, contractors, and vendors.

HUB vendor candidates are actively identified and recorded for use in all appropriate purchases. The Purchasing Department participates in vendor fairs and minority programs to identify potential new HUB sources of supplies and services.

Solicitations issued by the Purchasing Department consider the use of these vendors. As well, all requests for pricing accomplished by departments consider the use of HUB vendors.

Announcements and correspondence are made to emphasize the significance of the HUB program, where and when appropriate.

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:

32.70

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

<http://www.uncg.edu/fac/hub/>

Life Cycle Cost Analysis

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

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.

Submission Note:

Information for this credit was received from Jorge Quintal, AVC for Facilities and Chief Sustainability Officer at UNCG.

"---" 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)?:

No

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

The State of North Carolina requires that all facilities constructed or renovated for the State, 20,000 GSF in area or larger, shall be designed on the basis of life-cycle cost. The goal of the legislation was to ensure that designers maximize the long-term benefits to the State, within the confines of a specific capital appropriation, since it is obvious that the cost imposed on the State over the life of a building far exceeds the initial construction investment. Further, under SB668, All construction projects with approved budgets of \$2M must select building systems (from building envelope, to mechanical and electrical systems) based on life cycle cost analysis.

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

<http://www.ncleg.net/sessions/2007/bills/senate/html/s668v6.html>

Guidelines for Business Partners

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

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?:

None

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):

All North Carolina state agencies, including universities, are mandated to purchase environmentally preferable products and services through both Executive Order 156 and General Statute 143.

UNCG has reached out to its business partners to support the sustainability efforts of the State of North Carolina through the following guidelines:

It is desirable that all responses meet the following requirements:

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

1.RECYCLING AND SOURCE REDUCTION: It is the policy of this State to encourage and promote the purchase of products with recycled content to the extent economically practicable, and to purchase items which are reusable, refillable, repairable, more durable, and less toxic to the extent that the purchase or use is practicable and cost-effective.

We also encourage and promote using minimal packaging and the use of recycled/recyclable products in the packaging of commodities purchased. However, no sacrifice in quality of packaging will be acceptable. The company remains responsible for providing packaging that will protect the commodity and contain it for its intended use.

Companies are strongly urged to bring to the attention of purchasers those products or packaging they offer which have recycled content and that are recyclable.

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

Trey McDonald
Sustainability Coordinator
Sustainability Office

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.

Submission Note:

Information received from Tammy Downs, Office of Enterprise Risk Management, and Suzanne Williams, POCAM.

*Note that UNCG has several vehicles that are capable of operating on E85, but UNCG only provides E10 on campus. Also, though not counted as part of the campus fleet, UNCG has 2 CNG powered lawn mowers.

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

Total number of vehicles in the institution's fleet :

278

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	63
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	23
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

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

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

<http://fac sustainability.uncg.edu/transportation/>

Student Commute Modal Split

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

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.

Submission Note:

Information received from Suzanne Williams, Associate Director of Campus Access and Travel Demand Management and from the UNCG GHG Audit. Data are for FY 2013-14.

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

Total percentage of students that use more sustainable commuting options:

85

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)	14
Walk, bicycle, or use other non-motorized means	49
Vanpool or carpool	7
Take a campus shuttle or public transportation	29
Use a motorcycle, scooter or moped	1

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

STARS Reporting Tool | AASHE

Review of permit sales data, Greensboro Transit Authority ridership data, and surveys conducted by POCAM (Parking Operations and Campus Access Management).

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

<http://parking.uncg.edu/sustainable/>

Employee Commute Modal Split

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

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.

Submission Note:

Information received from Suzanne Williams, Associate Director of Campus Access and Travel Demand Management, and the UNCG GHG Audit. Data are for FY 2013-14.

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

Total percentage of the institution's employees that use more sustainable commuting options:

36

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)	64
Walk, bicycle, or use other non-motorized means	7
Vanpool or carpool	11
Take a campus shuttle or public transportation	17

Use a motorcycle, scooter or moped	1
Telecommute for 50 percent or more of their regular work hours	---

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

Review of employee permit sales data, Greensboro Transit Authority ridership data, and surveys conducted by POCAM (Parking Operations and Campus Access Management).

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

<http://parking.uncg.edu/sustainable/>

Support for Sustainable Transportation

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

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

Submission Note:

Information for this credit was received from Suzanne Williams, Associate Director of Campus Access and Travel Demand Management at UNCG.

"---" 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 School of Education building has indoor bike storage, lockers, and nearby shower facilities. Further, the university has arranged for bicycling commuters to have free access to the shower/locker rooms at the Rec Center.

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:

Bicycle racks are located within 50 feet of most campus buildings, residential as well as non-residential. Facilities include outdoor uncovered racks, outdoor covered racks, and indoor bike rooms.

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:

UNCG's Campus Bicycle Master Plan is online at

<http://parking.uncg.edu/docs/UNCGBicycleMasterPlanFullFINAL.pdf>

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

Yes

A brief description of the bicycle sharing program:

The Spartan Cycles program maintains approximately 60 refurbished bicycles, helmets, locks and keys available for use by UNCG students, staff and students. Many of the bikes were donated by local non-profit Bicycling in Greensboro (BIG), some of which were previously abandoned by students and impounded by UNCG Police prior to being repurposed. The day to day operation is coordinated through the Spartan Trader, a retail shop operated by students in the Sustainable Entrepreneurship Living Learning Community.

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

Yes

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

Bronze Level certification, 2011.

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):

All UNCG students, staff, and faculty may ride GTA (Greensboro Transit Authority) and HEAT (Higher Education Area Transit) local transit buses fare-free. Also, employees may purchase PART (Piedmont Authority for Regional Transportation) regional transit passes pre-tax. Student regional transit fares are discounted 50%. UNCG also provides a complimentary Spartan Chariot campus loop shuttle service to reduce driving on campus.

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:

The Emergency Ride Home (ERH) program, available through UNCG's partnership with the Piedmont Authority for Regional Transportation, provides participants (commuters who regularly ride the bus, vanpool, carpool, bike or walk) with a reliable, emergency ride home on the day the person has used an alternative mode of transportation to get to work.

An alternative mode of transportation must be used on the day the ride is needed, but there is no minimum requirement for regular alternative mode use. Approved alternative modes include: transit, ridesharing, bicycling and walking.

WHAT IS CONSIDERED AN EMERGENCY?

A participant may use this program if:

- He/she or an immediate family member suffers from an illness or severe crisis
- Their ridesharing driver has to stay late or leave early (their ride is not available)
- Side trips are allowed on the way home (i.e., picking up a sick child at daycare/school)

WHAT ACTIVITIES ARE NOT COVERED?

The program cannot be used for personal errands, pre-planned medical appointments, business-related travel, in place of an ambulance, non-emergency side trips on the way home, or inclement weather or unexpected acts of nature. For details please go to:

<http://www.partnc.org/emergency-ride-home/>

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:

UNCG has partnered with Zimride to create a ride-share matching program for the UNCG community. UNCG also has a Carpool Club where faculty, staff, and students may sign up to share the cost of parking permits by driving to campus together. Other benefits include:

- Win prizes through the Zimride commute calendar
- One free day permit per eligible carpool member per month, for days when a member of the carpool may need to drive separately.
- Eligible to purchase up to four additional day permits per eligible carpool member per month.
- Discounted Car Share membership.
- Free guaranteed emergency ride home.
- Premium reserved carpool parking spaces.
- Complimentary reserved vanpool parking for PART vanpool groups.

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:

UNCG partnered with ZipCar to begin a car sharing program in August 2010. Faculty, staff, and students 18 years of age or older who are licensed drivers may enroll in the program for business or personal trips. There is an annual \$25 membership fee, along with hourly or daily use rates per vehicle.

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

No

A brief description of the electric vehicle recharging stations:

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 UNCG telecommuting policy permits eligible employees to work at alternate work locations for all or part of the work week. Teleworking may be offered as an option to ensure competitive advantages with other employers and to meet environmental and budgetary challenges. However, recognizing that some positions have job responsibilities or functions that do not lend themselves to teleworking, this option is not available for all employees. Teleworking is primarily at the discretion of the employee's supervisor (please see:

<http://policy.uncg.edu/university-policies/teleworking/>

)

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:

UNCG Human Resources offers a work schedule policy that includes flexible work hours, flexible work schedule, and flexible work location (telecommute) options. The policy is located at:

<http://policy.uncg.edu/university-policies/teleworking/>

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

No

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

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

Yes

A brief description of other sustainable transportation initiatives and programs:

An annual Campus Transportation Challenge is coordinated each spring and summer to encourage employees and students to consider a variety of sustainable transportation options including walking, biking, buses, trains, carpooling, and car sharing. The campus campaign coincides with PART's regional commuter challenge includes a variety of incentives including gift certificates, prize packs, and grand prize drawings.

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

<http://parking.uncg.edu/sustainable/>

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

Trey McDonald
Sustainability Coordinator
Sustainability Office

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

Submission Note:

Population numbers are available via the Office of Institutional Research. The Fact Book and the Common Data Set reports contain most of the information used here. Information was also received from Mark Davenport of the Office of Institutional Research. Recycling information was submitted by Ben Kunka, OWRR. Baseline year = 2005-06; performance year = 2013-14. Note that demographic data for baseline year were adjusted based on updated data from the Office of Institutional Research.

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	610.91 Tons	641.18 Tons
Materials composted	195.30 Tons	66.95 Tons

Materials reused, donated or re-sold	136.21 <i>Tons</i>	143.66 <i>Tons</i>
Materials disposed in a solid waste landfill or incinerator	1,242.27 <i>Tons</i>	1,568.11 <i>Tons</i>

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	4,616	3,923
Number of residential employees	14	12
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	16,351.70	13,798
Full-time equivalent of employees	2,557.10	2,229.30
Full-time equivalent of distance education students	1,401	754

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, 2005	June 30, 2006

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

To maintain consistency with our prior STARS submissions, we are continuing to use the 2005-06 fiscal year as our baseline.

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

Landfill on the Lawn is an event held every March (to coincide with Recyclemania). During Landfill on the Lawn dumpster contents are emptied in a public space during peak pedestrian traffic times for educational purposes. The waste is sorted into two categories: recyclables are sorted into clear bags and non-recyclable items are sorted into black bags. At the conclusion of the event it is evident on how many recyclables were in the dumpster. Dumpsters that are audited can be Recycling Dumpsters, to determine how much

contamination is present, or Trash Dumpsters, to focus on how many recyclables were lost.

Further, smaller scale audits at the office level are part of the baseline measurements for the Green Office Program.

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

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

UNCG has two programs to address surplus goods. The first, SpartanSwap, allows individuals to post items a department no longer needs to a university website for claim prior to being moved to the surplus warehouse or the landfill. SpartanSwap is entirely user-maintained, giving employees the ability to add or delete campus-wide listings for items as they are procured by or delivered to other departments.

In the second program, surplus items are offered by UNCG Warehouse Services. Surplus property that is not claimed within the SpartanSwap program, as well as other surplus goods, are stored at the warehouse and made available free of charge via transfer to campus departments. The property is also offered to other state agencies and not-for-profit organizations. Finally, the general public may purchase these items during monthly Public Surplus Sales.

The "Got Surplus?" program streamlines this process. Warehouse Services has created this online inventory that is updated as new items are submitted. This inventory can be viewed online by any UNCG employee. When a new item is submitted, an automated email is sent to the warehouse with dynamically generated barcodes for the item. Users receive an email copy of their submission so no paper form is needed. This allows the warehouse staff to accurately track items that move through the warehouse and to the public sale.

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

The Registrar's office does not print undergraduate course catalogs or course schedules, and the campus phone directory has not been printed since 2007. Further, the Graduate School stopped printing its bulletin in 2012-2013.

Several publications, including the University Campus Weekly, are now distributed electronically, and efforts continue to make online reading easier.

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

Printing in UNCG libraries costs 6 cents per double-sided page - all printers in the Libraries are set to duplex printing to reduce waste. This fee applies to all patrons, including faculty, staff, and guests. However, students are allocated 75 free pages per semester (40 pages for summer) in Information Technology Services-sponsored labs, including the Superlab located in Jackson Library.

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

UNCG's Office of Waste Reduction and Recycling (OWRR) oversees a program called "Cram and Scram" to reduce waste generated during move-out. At the end of each Spring semester, roll-carts are placed in the lobbies of each residence hall where students may place ("Cram") unwanted items that are in good condition before they leave ("Scram") for the summer.

All items donated through the Cram & Scram drive are later sold in a rummage sale — proceeds from the sale fund student scholarships to environmental conferences and other environmental learning opportunities, including Earth Day.

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

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

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:

Project Clean Plate encourages students to reduce food waste by only taking the amount of food they will eat. Graphs are posted in the campus dining center which represent the amount of food waste produced at UNCG. To supplement this, Dining Services displays plates of uneaten and wasted food on a tables near the waste conveyors so patrons get an idea of how much food is wasted. Dining Services believes that through setting goals, educating diners, giving rewards and making charitable contributions, Project Clean Plate helps raise social awareness on campus. It is implemented in the Spartan Restaurant at the beginning of each semester.

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

A program to remove trays from campus dining facilities began in 2008. During 2013-14, approximately 95% of meals served on campus were "trayless."

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):

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):

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

The "Project Green Thumb" refillable mug program gives customers a discount on coffee and soda refills while protecting the environment by reducing the amount of disposables utilized on campus. Mugs are sold in retail dining locations.

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

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

<http://www.uncg.edu/rcy/>

Waste Diversion

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

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:

Information compiled and provided by Ben Kunka, OWRR Manager.
Waste and recycling data are for 2013-14..

Please see the Office of Waste Reduction and Recycling website:

<http://facrecycling.uncg.edu/>

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

Materials diverted from the solid waste landfill or incinerator:

939.05 Tons

Materials disposed in a solid waste landfill or incinerator :

1,251.78 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:

1. UNCG has participated in Recyclemania since 2012 to further encourage recycling on campus.
2. Special programs are presented to Housekeeping staff annually to educate housekeepers about recycling protocols.
3. Special presentations are also made throughout the year to a variety of classes ranging from Biology to Education to Economics. Students are educated on how to recycle properly and about recycling efforts at UNCG.
4. Move-in recyclable collection around the residence halls helps resident students become familiar with recycling infrastructure on campus.
5. Residence hall rooms are equipped with a reusable recycling bag/bin that lists UNCG's commingled recycling program guidelines and

contact information for OWRR.

6. "Landfill on the Lawn" is an educational event that occurs once every semester. This hands-on event puts the campus community face to face with its waste and measures how well trash and recycling dumpsters are utilized at representative residence halls.

7. A campus-wide "Shred-a-Thon" is held every June to assist office staff in recycling sensitive paper documents securely.

8. "Cram and Scram" is the UNCG waste reduction move-out program. This event focuses on end-of-academic year wastes and how to reuse them - students place unwanted items in bins for collection; these items are then sorted and sold at a public event to raise money for environmental education.

9. Two "Big Belly" solar recycling bin and trash compactor stations were added on campus in 2010.

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

Excess food is donated to the Urban Ministry of Greensboro, NC, an ecumenical outreach agency that provides crisis intervention and emergency services in part by providing the basics of food and shelter. The Ministry also helps individuals and families break the cycles of poverty, hunger, addiction, and homelessness. Its work is supported by more than 200 congregations.

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

For the last three years, UNCG Dining Services has contracted with Brooks Contractor Composting Service (

<http://www.brookscontractor.com/>

) to haul food waste and other compostables from the Dining Hall and Catering Operations on campus to their facility in Goldston, NC. The Dining Services staff collects pre-consumer food waste from kitchen preparation areas; this and post-consumer waste are placed in a specially marked compost dumpster located behind the Dining Hall. Brooks services the dumpster three days a week. Total material composted averaged 16 tons per month in 2013-14.

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

In February of 2011, UNCG Dining Services hired Brooks Contractor Composting Service (

<http://www.brookscontractor.com/>

) to haul post-consumer food waste from its Dining Hall and Catering Operations. All compostable materials are collected at the "back of the house" by UNCG Dining Services staff. UNCG's Catering Services group provides additional food and material waste pickups at events utilizing compostable service ware and takes these wastes to the specially marked compost dumpster at the Dining Hall. All disposable service products used for catering functions are 100% compostable. These include paper fiber plates, starch cold cups, paper hot cups, starch knife, fork, spoon, wood stirrers, paper napkins & starch straws.

The food waste and compostable serveware are placed into the industrial-scale windrow compost operation that Brooks has established. Their operation allows disposable compostable wastes (PLA plastic utensils, paper plates, paper cups) to be fully utilized. Food scraps and disposables from catering are added to the main dining compost stream which is picked up by the commercial compost hauler.

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	---
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 Waste Diversion

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

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:

For 2013-14 fiscal year.

Data from Ben Kunka, Manager of Office of Waste Reduction and Recycling at UNCG.

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

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

355.87 Tons

Construction and demolition materials landfilled or incinerated :

48.32 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:

Per the UNCG Facilities Design & Construction Department web site: "FDC incorporates sustainable strategies in new construction and renovation projects at UNCG. Some of these strategies include ... recycling and construction waste management plans." It is FDC policy to salvage and recycle demolition and construction waste as defined by LEED credit MR2 for all LEED-certified projects. FDC also emphasizes reuse of building materials when possible and development of comprehensive plans to divert construction and demolition waste from landfills.

Hazardous Waste Management

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

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.

Submission Note:

Information received from Ben Kunka, Office of Waste Reduction and Recycling Manager, and Daniel Todd, UNCG Environmental Affairs Manager.

<http://www.uncg.edu/sft/EnvironmentalAffairs/Env-home.html>

<http://facrecycling.uncg.edu/>

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

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

Yes

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

The Environmental Health and Safety Office (EHS) is required to submit an annual Waste Minimization Effort report to the NC Dept. of Environment and Natural Resources. UNCG has multiple programs to reduce the amount of hazardous waste generated on campus. The

Orphan Chemical Program serves as a method to redistribute new or like-new chemicals on campus while being a completely free service to faculty. If the EHS office receives chemicals for disposal that are usable, they are offered to researchers on campus. EHS saves money by not having to dispose of the chemical, and the researcher saves money by avoiding the purchase of that chemical. This program was created in 1998.

EHS has also worked with the Art Department to install parts washers in their teaching studios to reduce the amount of waste generated through their activities. These are similar to machine parts washers where the students use the solvent to clean brushes and other equipment. The parts washers pump "clean" solvent off the top of the solvent drum while the art residues sink to the bottom. The service is provided by SafetyKleen, which provides a closed-loop solvent recycling service for their parts washer service. The solvent is picked up from our site, then recycled and reused in their washers. This service has reduced art waste volume by 60%.

EHS encourages micro-scale experimentation and computer modeling for research on campus when feasible. EHS also promotes chemical substitution (using less hazardous or even non-hazardous chemicals) and purchasing chemicals in smallest amounts necessary.

Finally, EHS has now implemented recycling of CFLs from on-campus student residences. EHS purchased several CFL recycling displays and placed them around UNCG to collect CFLs from student use. This service is a further effort to collect 100% of mercury items discarded on campus.

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

The UNCG Hazardous Waste Management Policy requires all personnel to dispose of chemical waste safely and in accordance with all Federal, state, local regulations. The Environmental Health and Safety Office (EHS) ensures that all chemical/ hazardous waste is disposed of or treated at a Federal Part B Permitted disposal facility (TSDF). Our laboratories operate as satellite accumulation areas. Using this EPA approved tactic, laboratories may only accumulate up to 55 gallons of hazardous waste at any one time. If that limit is exceeded, EHS is required to remove the waste within three days. Some of the larger generators on campus are on weekly pickup schedules to ensure waste does not approach the threshold quantity.

All waste on campus is required to be stored in secondary containment. EHS operates a state-of-the-art waste storage facility which offers numerous benefits for the safe storage of waste such as complete tertiary containment, separate room segregation, and emergency equipment including a foam suppression system. All hazardous waste is managed by EHS from the point of generation to shipment off-site in accordance with all Federal, state, and local regulations, as well as any TSDF specifications.

UNCG uses Federal Part B Permitted chemical disposal facilities for EPA hazardous waste, as well as permitted recycling centers for universal waste. EHS offers hazardous waste training to all generators on campus, and periodically audits the facilities we use for disposal and recycling to ensure compliance on their part. Hazardous waste slated for disposal is stored and managed properly while on campus. EHS performs general environmental inspections of hazardous waste storage areas on campus, as well as weekly inspections of our main storage facility. Chemical waste containers are packed and labeled for shipment and disposal in accordance with DOT/EPA regulations. UNCG has also changed its mercury recycling policy to follow the guidelines of the new state mandate to recycle any item containing mercury.

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

None.

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

laboratory chemicals:

The Environmental Health and Safety Office created the Orphan Chemical Program in 1998. This is a reuse program through which faculty can request surplus chemicals from EHS for use at no cost. This program has saved over \$20,000 since its inception, while keeping chemical wastes out of the environment. Typically, chemicals remain in the program for three years before being properly disposed of if unrequested.

The Orphan Chemical Acquisition Form is located at:

<http://www.uncg.edu/sft/EnvironmentalAffairs/ChemWasteRemFormEHS2.pdf>

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):

The Office of Waste Reduction and Recycling (OWRR) has created an Alternative Recycling Program to deal with e-waste. The OWRR lists the e-waste items can be recycled on campus on its website; these include batteries, ink toner cartridges, CDs/Floppy Discs, cell phones, and other electronics. These items are collected from faculty and staff in four ways:

1. One of five drop-off containers located at the Elliot University Center, the Mossman Building, the Student Rec. Facility, Jackson Library, or the Sink Building (Facilities Operations).
2. E-waste may be packaged in small containers and sent via inter-office mail to the OWRR office.
3. Many departments have their own e-waste collection containers which are periodically serviced by OWRR.
4. OWRR can make special pickup arrangements when larger amounts are generated.

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

E-waste recycling is collected on campus at a variety of locations. This material is taken to the UNCG Surplus warehouse. At Surplus the items that need data wiping are cleaned and either sold for reuse or recycled with our contractor, PowerHouse Recycling. PowerHouse's recycling processes are compliant with R2, ISO 14001:2004 and OHSAS 18001 standards and regulations, and their downstream smelters, refineries, and vendors have been vetted and certified to assure all of their processes follow R2 and ISO 14001:2004 standards and regulations. Powerhouse recycles all computers, printers, laptops, peripherals, TVs, alkaline batteries, and "anything else with a cord." Further, rechargeable batteries and cell phones are recycled through the Federally funded Call2Recycle program.

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

[STARS Reporting Tool | AASHE](#)

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

Trey McDonald
Sustainability Coordinator
Sustainability Office

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

Submission Note:

Population numbers are available via the Office of Institutional Research. The Fact Book and the Common Data Set reports contain most of the information used here. Also received information from Mark Davenport of the Office of Institutional Research. Water consumption data are from Facilities Operations. Baseline year = 2005-06; performance year = 2013-14. Note that demographic data have been revised using updated figures from the Office of Institutional Research.

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

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

Medium to High

Total water use::

	Performance Year	Baseline Year
Total water use	123,906,620 Gallons	175,592,520 Gallons

Potable water use::

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

Potable water use	123,906,620 <i>Gallons</i>	175,592,520 <i>Gallons</i>
--------------------------	----------------------------	----------------------------

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	4,616	3,923
Number of residential employees	14	12
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	16,351.70	13,798
Full-time equivalent of employees	2,557.10	2,229.30
Full-time equivalent of distance education students	1,401	754

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	6,053,737 <i>Square Feet</i>	4,670,562 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	170.60 <i>Acres</i>	162.60 <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, 2005	June 30, 2006

A brief description of when and why the water use baseline was adopted:

Water recycled/reused on campus, performance year:

0 Gallons

Recycled/reused water withdrawn from off-campus sources, performance year:

0 Gallons

A brief description of any water recovery and reuse systems employed by the institution:

Non-potable water wells are used for irrigating campus athletic fields (baseball and soccer) as well as the golf course. Facilities also operates a non-potable water well for washing university vehicles. Consumption figures from these wells are not available.

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

Most buildings have been equipped with water-consumption sub-meters that are manually read and entered into an electronic database. As budget allows, these meters are being converted to be read via the university's building automation system.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

Low flow showerheads and toilets have been installed across the campus. Pilot projects for waterless and pint-flush urinals have been conducted, with considerable promise for expanding the pint-flush options.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

Energy Star / high efficiency washers have been installed in the residence halls. Plumbing upgrades and water efficient appliances have been included throughout Dining Hall renovation. The UNCG Facilities Operations Dept. maintains a robust leak detection and repair program, and has installed water and energy efficient equipment for the steam system that feeds most of the campus.

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

Over the past several years the UNCG Grounds Dept. has installed various ornamental grasses which are drought tolerant and require very little maintenance. Ornamental shrub species that have been planted in the past and survived the extreme heat and drought are chosen as the preferred plants to use on new projects. Many lawn areas have been converted to warm season grasses such as low maintenance zoysia, and this practice will be expanded. Zoysia is a drought tolerant turfgrass that requires less maintenance during the growing season and needs minimal irrigation and fertilizing. This reduces labor, water consumption, fuel use, and emissions.

A brief description of any weather-informed irrigation technologies employed by the institution:

The Grounds Department has installed rain gauges on all irrigation systems to shut off sprinklers during rain. Grounds staff monitor the use of the irrigation systems and base the use of the system on the moisture content of the soil. Irrigation is not conducted during daytime hours to reduce evaporation.

A brief description of other water conservation and efficiency strategies employed by the institution:

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

<http://facsustainability.uncg.edu/water-conservation/>

Rainwater Management

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

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.

Submission Note:

Information for this credit was provided in part by Hal Shelton Asst. Director for Grounds and Jim Munro, Grounds Irrigation Specialist. Other information was taken from the FDC website and the Campus Master Plan updates.

"---" 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:

Facilities Design and Construction (FDC) follows all NC State Construction Office guidelines concerning stormwater and erosion control when constructing new buildings on campus. FDC prepares erosion and sediment control plans for each new project in accordance with NCDENR regulations. Construction projects on campus are surrounded by erosion-control fences.

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:

Though no formal policy exists to address ongoing campus operations, UNCG has employed several strategies. The Grounds Dept. leaves a 20 foot "no-mow" buffer along all stream banks. Tree preservation and landscaping are used to control erosion for both new and existing development. Other practices include re-grading problem areas, installing and improving swales, maintaining green space, and installing retention ponds.

A brief description of any rainwater harvesting employed by the institution:

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:

The bioretention area is located on the south side of the new School of Education building. It is in a low-lying area between the building and Spring Garden St. and covers approximately 3300 sq ft. Planted with many native trees, bushes and herbaceous plants, this holds runoff until it can soak into the soil.

Downstream of the bioretention area is a sand filter system. Located at the northwest corner of the new School of Education building, it filters captured stormwater prior to its release.

Finally, there are three bioswales installed along the parking lots of the new Spartan Village Residence Halls. These are vegetated with trees and shrubs, covered with bark mulch, and total approximately 19,400 square feet.

A brief description of any living or vegetated roofs on campus:

A brief description of any porous (i.e. permeable) paving employed by the institution:

On the east side of EUC building between EUC and the statue of Minerva there are three panels of grass. In each panel there is approx. 4 inches of soil with a plastic egg carton like structure embedded in the soil. Below the soil there is approx. 6 inches of rock wrapped inside filter fabric. While there are no pavers per say this is an attempt at making the area permeable but still able to handle foot traffic as well as larger vehicles (fire trucks). The first panel measures 1800 sq ft and has a tree, bushes and cool season grasses planted within. The second panel measures 1350 sq ft and is planted with warm season grasses. The third panel measures 1314 sq ft and is planted with warm season grasses.

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:

UNCG has a detention basin just north of its Soccer Stadium. Three culverts flow into a basin that empties into one primary culvert. This is lined with native plants and slows excess runoff.

UNCG also has an infiltration basin, better known as the "Rain Garden," at the School of Education Building. It is planted with moisture-loving plants and holds runoff until it can soak into the soil.

A brief description of any bioswales on campus (vegetated, compost or stone):

There are three bioswales installed along the parking lots of the new Spartan Village Residence Halls. These are vegetated with trees and shrubs, covered with bark mulch, and total approximately 19,400 square feet.

A brief description of any other rainwater management technologies or strategies employed by the institution:

The School of Education building has a sand-filter system for storm drainage to complement the "rain garden" stormwater pond.

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

<http://facdc.uncg.edu/resources/>

Wastewater Management

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

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:

84,793,700 Gallons

Wastewater naturally handled:

0 Gallons

A brief description of the natural wastewater systems used to handle the institution's wastewater:

none

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

Trey McDonald
Sustainability Coordinator
Sustainability Office

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.

Submission Note:

UNC Sustainability Policy:
<http://www.northcarolina.edu/apps/policy/index.php?pg=vs&id=5606>

"---" 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:

Committee: Revised by-laws to better engage members and campus, provide improved opportunities for leadership, and add the new Chief Sustainability Officer position. Supported creation of the Academic Sustainability Coordinator position. Submitted proposals as part of the development of the new strategic plan.

Office: Coordinated the first Green Purchasing Expo (March 2014) and the first campus conversation (November 2014) on UNCG minority student attitudes regarding environmental issues ("What's Green Got to Do With It?"). Revised and reintroduced the campus Green Office program (2013-14). With the Academic Sustainability Coordinator, began developing programs to utilize the campus as a living laboratory in early 2013, with implementation beginning in September 2013.

Does the institution have at least one sustainability committee?:

Yes

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

The mission of the UNCG Sustainability Council, per the 2014 Operating Papers, is to support and promote efforts by the university community to address sustainability in operations and academics at UNCG.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Stephen Holland - Economics Professor (Faculty Co-Chair)
Scott Milman - Dir. of Auxiliary Services (Staff Co-Chair)
Tim Tsujii - Early Voting Director, Guilford County Board of Elections (Community Rep)
Dr. William Markham - Director, Environmental Studies Program
Sarah Manning - Student Representative, Environmental Studies Program
Michael Crouse - Graduate Student Representative, MBA Program
Brittan Wood, MPH - Alumna (Alumni Rep)
Megan Delph - Assistant Director, Residence Life
Olav Rueppell - Biology Professor
Sevil Sonmez - Marketing, Entrepreneurship, Hospitality and Tourism Professor
Cathryne Schmitz - Conflict and Peace Studies Professor
Karen Kilcup - English Professor
Sarah Dorsey - Music Librarian
Aaron Allen - Music Professor / Academic Sustainability Coordinator
Trey McDonald - Sustainability Coordinator
Chad Carwein - Sustainability Specialist

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

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

The University of North Carolina at Greensboro established sustainability as one of its five Core Values through the 2009 Strategic Plan. The University views sustainability as: "Academics, operations, and outreach... conducted with careful attention to the enduring interconnectedness of social equity, the environment, the economy, and aesthetics." In 2010, UNCG created an Office of Sustainability to improve operations and to provide projects and services that enhance the environmental, human, and financial capital of the University and our community. The Office works with faculty, staff and students from across the campus, promoting behavioral and technological changes that lead to better stewardship of our resources.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

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

<http://fac sustainability.uncg.edu/>

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Richard K. McDonald, III (Trey) - Sustainability Coordinator for Operations; Dr. Aaron Allen, Academic Sustainability Coordinator; Jorge Quintal, AVC for Facilities and Chief Sustainability Officer

A brief description of each sustainability officer position:

The primary role of the Sustainability Coordinator for Operations is to lead the Office of Sustainability as a “resource area” for the university. In this role, the Office supports the creation, implementation and monitoring of sustainability goals in each operational department. The Coordinator is a member of the Sustainability Council, which provides strategic direction recommendations to the Chancellor.

The mission of the Academic Sustainability Coordinator is to lead the development of sustainability in the academic trust by increasing the quantity and improving the quality of sustainability outreach, education, and research activities at UNCG. The Academic Sustainability Coordinator (ASC) accomplishes this mission through campus leadership and through the development of educational programs and research opportunities for campus and community partners. Work includes administrative and service activities, community outreach and collaboration, cooperative initiatives with staff and administration, faculty development, scholarly and creative activity, student-centered programming, and teaching and curricular activity.

The Chief Sustainability Officer: Each constituent institution and affiliated entity of the UNC system is required to designate an appropriate individual to serve as "Chief Sustainability Officer," responsible for implementation of the UNC Sustainability Policy. The CSO leads systematic incorporation of sustainability throughout the institution by integrating the policy goals into the institution's processes, administration, teaching, research, and engagement.

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

<http://fac sustainability.uncg.edu/staff-2/>

Sustainability Planning

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

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.

Submission Note:

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

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	No
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	Yes	Yes
Energy	Yes	Yes
Grounds	Yes	Yes
Purchasing	Yes	Yes
Transportation	Yes	Yes
Waste	Yes	Yes
Water	Yes	Yes
Diversity and Affordability	Yes	Yes
Health, Wellbeing and Work	Yes	Yes

Investment	Yes	Yes
Other	No	No

A brief description of the plan(s) to advance sustainability in Curriculum:

Climate Action Plan contains a robust section on Academics and Outreach that was created with faculty student and staff input. The UNCG Sustainability Matrix also has academic goals and metrics.

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

By 2015, achieve the following:

1. Recruit and hire an Academic Coordinator for Sustainability.
2. Institute a culture of sustainability through education, outreach, and marketing and inculcate the principles and values of sustainability throughout the curriculum both inside and outside of the classroom.

By 2018:

- Training, ongoing consultation and mentorship to guide faculty in their efforts to introduce sustainability into their courses
- Create and implement a mandatory on-line course on sustainable practices at UNCG. Students would be required to watch the course and pass a follow-up exam before beginning classes.
- Incorporate at least one lecture on sustainability and its relationship to the subject matter into each General Education core course.
- Offer a guest lecture or similar separate teaching module to provide teaching materials on sustainability (e.g. a Powerpoint file, blackboard exercises) that start with the mission and definition, explain the need for sustainability in general, and then describe case studies and solutions.

Accountable parties, offices or departments for the Curriculum plan(s):

The UNCG Sustainability Coordinator and Office of Sustainability, the Head of Environmental and Sustainability Studies, the Academic Sustainability Coordinator, and the Chief Sustainability Officer.

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

Development of the Clover Project for Sustainability in the Arts, with a focus on creating a campus Sustainability Research Network to support research in this area. Concept developed in a "green paper" by the UNCG Academic Sustainability Coordinator.

The measurable objectives, strategies and timeframes included in the Research plan(s):

Beginning in 2014, the UNCG Clover Project seeks to create a public profile for UNCG around the “fourth leaf”— sustainability in the arts, culture, and creativity — through the following efforts:

- professional development activities in sustainability for faculty and staff;
- a faculty research network in sustainability with an emphasis on the “fourth leaf”;
- curricular and extra-curricular activities with an emphasis on the “fourth leaf”;

- external and internal sustainability dialogues (i.e. public conferences and other efforts, such as Green Drinks, etc.) with an emphasis on the “fourth leaf”; and
- active marketing and publicity revolving around UNCG’s special contributions.

The resulting increases and improvements in research and education at UNCG will contribute to achieving a more just, healthy, and beautiful society together with a broadening of the global discussion around sustainability.

Accountable parties, offices or departments for the Research plan(s):

Academic Sustainability Coordinator; Office of Sustainability and the Sustainability Coordinator; Provost; the Head of Environmental and Sustainability Studies; and the Chief Sustainability Officer.

A brief description of the plan(s) to advance Campus Engagement around sustainability:

The UNCG Climate Action Plan addresses Campus Engagement in the Academics and Outreach section. Social and conventional media strategies, engaging students as volunteers and employees, and peer-to-peer outreach are major points of the approach UNCG laid out in the CAP and is following in implementation.

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Below are some of the objectives that are to be completed by 2018:

- Create a “green tour” of the campus that highlights LEED buildings and other sustainable infrastructure.
- Develop a series of videos on sustainability topics and programs to be made available on the Office of Sustainability website.
- Establish regular features in Campus Weekly, WUAG, and The Carolinian for campus sustainability spotlights and energy data.
- Develop a comprehensive sustainability pledge to be posted on the website that tracks feedback and automatically triggers follow-up e-mails and reminders on a regular basis. In the process, the current energy conservation pledge will be woven into a larger commitment.
- Support awards for leadership and excellence in sustainability for faculty, staff, and students to be awarded by the Sustainability Council.
- Work with University Relations to develop a campus wide awareness effort including high profile activities such as green flags for College Ave and Spring Garden Street.
- Establish and EcoReps program to encompass all 28 residence halls.
- Work with the Sustainability Council and Chancellor to establish sustainability as a primary theme for an academic year.
- Work with admissions to include sustainability into recruiting materials.
- Strengthen and expand the Creative Sustainability Initiative. Increase the number of participants, and seek funds to implement winning projects when possible.
- Encourage and fund attendance of UNCG student sustainability leaders at conferences for campus sustainability, including AASHE and the Smart and Sustainable Campuses.
- Create Green Teams in the Facilities shops.

Accountable parties, offices or departments for the Campus Engagement plan(s):

Sustainability Education and Outreach Specialist, Sustainability Coordinator, Academic Sustainability Coordinator, and the Chief Sustainability Officer.

A brief description of the plan(s) to advance Public Engagement around sustainability:

The UNCG Climate Action Plan addresses Public Engagement in the Academics and Outreach section: "Building on the successes OLSL and ICEE have made in helping students work on the social aspects of sustainability in the Piedmont community, the University should look to create opportunities for students in all areas of sustainability. Collaboration... could lead to beneficial co-curricular and experiential educational programs, including urban ecology or the intersections between public health and the environment. Fostering collaboration with other universities in these efforts would allow students greater breadth of opportunities and create a more cohesive academic community working on sustainability in Greensboro."

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

Accountable parties, offices or departments for the Public Engagement plan(s):

Academic Sustainability Coordinator, Office of Sustainability, Chief Sustainability Officer, Sustainability Coordinator, Office of Leadership and Service Learning.

A brief description of the plan(s) to advance sustainability in Air and Climate:

The primary purpose of creating the UNCG Climate Action Plan was to establish a comprehensive strategy to reduce and eventually eliminate the carbon emissions that cause climate damage.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

UNCG projects that based on the actions it has set forth in the CAP that its GHG emissions will decrease 37.5% between 2013 and 2025. Climate neutrality is the goal for 2050.

Accountable parties, offices or departments for the Air and Climate plan(s):

Sustainability Coordinator, Academic Sustainability Coordinator, the Chief Sustainability Officer, and the Facilities Department.

A brief description of the plan(s) to advance sustainability in Buildings:

The University has pledged to complete all new buildings and major renovations to LEED-NC Silver Standards. In the Climate Action Plan, UNCG lays out new Energy Use Intensities for new building projects to meet that represent a 30% reduction from ASHRAE 90.1-2010 standards. Further, the CAP addresses energy conservation measures in existing buildings and has used the CAP as a launching pad for the first steps towards its second ESCO project. Finally, the UNCG Sustainability Matrix established LEED-related objectives for new construction.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

UNCG plans to Incorporate these new Energy Use Intensities into construction by 2018. They have already been added to the UNCG Construction Guidelines. Further, the University could save as much as 10% of energy use in existing buildings by implementing relatively low-cost ECMs such as the following:

- Retro-commissioning to retune buildings
- Motion switches and other lighting controls
- Energy management system expansion and optimization
- Lighting upgrades

The Sustainability Council set forth goals to investigate the feasibility of adopting LEED-NC Gold certification for all new construction and major renovations and Review and to update construction guidelines to reflect LEED criteria, including minor renovation projects. The latter was accomplished in 2014.

Accountable parties, offices or departments for the Buildings plan(s):

Facilities Design and Construction Director, Sustainability Coordinator, Chief Sustainability Officer, Facilities Department.

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

Most of the discussion in the CAP regarding Dining Services focuses on waste reduction. However, the UNCG Sustainability Matrix also address local purchasing and constructing the Dining Hall renovation to LEED standards.

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

UNCG has established a goal of 50% diversion of all campus waste from landfills by 2017, and another for zero-waste by 2050. Short term (by 2018) tactics include:

- Establish a reusable food container program (e.g., Eco-clamshell) that Food services customers could use in place of disposable versions. Dining is also moving toward purchasing more foods in dry form rather than wet form to reduce packaging.
- Dining Services will work with Pepsi to incorporate reusable soft drink (Pepsi) syrup boxes for fountain drink supply.
- Build on the participation in the NC 10% program to purchase more local and regional foods (UPDATE: over 12% in FY13-14).
- Provide educational programs about waste reduction to students.

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Executive Director of Dining Services, Marketing Director of Dining Services, Director of Auxiliary Services, Sustainability Coordinator.

A brief description of the plan(s) to advance sustainability in Energy:

Beyond the strategies for new construction noted above, the CAP and Sustainability Matrix establish objectives for alternative energy installations, incorporation of energy efficiency technology, and energy conservation behavior campaigns.

The measurable objectives, strategies and timeframes included in the Energy plan(s):

The CAP establishes several objectives to be achieved by 2018:

- Steam distribution system improvements
- Steam plant upgrades, including:
 - Reduce number of boilers in hot standby during summer and shoulder seasons

- Replace two damaged economizers
 - Add Variable Frequency Drives (VFDs) to boiler forced-draft fans
 - Add VFDs to boiler feedwater and transfer pumps
 - Replace or repair water treatment system components
 - Add insulating blankets to major valves
 - Chiller Plant Improvements:
 - Incorporate variable flow control on condenser water pumps
 - Convert to variable primary pumping and control primary pump flow to match secondary pump flow (NOTE: Although variable flow control was recently installed, it is only being used to control pressure across the chillers. Additional savings could be realized by controlling flow)
 - Improve condenser water temperature and tower fan optimization, lowering condenser water supply temp when possible
- Renewables were investigated, but did not prove to be financially feasible at the time.

The Matrix established by the Sustainability Council called for research into the feasibility of on-campus alternative energy production, then produce 2% of campus energy needs through on-site renewable energy by 2015. Based on the CAP research and economic conditions in NC, this goal must be postponed.

For behavior change, the Matrix called for implementation of a pilot behavioral-based energy conservation campaign, with a goal of a 5% reduction in energy use per building, with 6 buildings in the pilot program. This was to be conducted by Spring of 2011. A program was piloted in Spring 2012, resulting in a 7.5% reduction in participating buildings. The CAP built on this program and set forth ideas for behavior change including:

- o Housing could establish residence hall sustainability “champions,” students who educate their peers about energy conservation and other sustainability issues. Residence hall staff would also receive training on energy efficiency.
- o The Student Government Association should also be engaged in sustainability initiatives.
- o Create departmental sustainability champions to serve much as the proposed student sustainability champions.
- o Expand, update and promote the existing Green Office certification program.
- o Provide marketing and education through the Faculty and Staff Senates.

Accountable parties, offices or departments for the Energy plan(s):

Facilities Operations Director, Facilities Design and Construction Director, AVC for Facilities/ Chief Sustainability Officer, Sustainability Coordinator, Sustainability Education and Outreach Specialist.

A brief description of the plan(s) to advance sustainability in Grounds:

Eliminate the use of yard waste landfills by sending this waste to a composting facility. Composting landscape waste would result in a reduction of almost 5% of the UNCG waste designated for landfills. Grounds also plans to improve its irrigation practices and install more native and drought tolerant plant species.

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

By 2018:

- Divert all landscape waste to composting site.
- Install a more comprehensive weather-informed and centrally-controlled irrigation system.
- Landscape more areas with native and drought tolerant species to remove permanent irrigation systems from more of the campus.

Accountable parties, offices or departments for the Grounds plan(s):

Assistant Director for Grounds, Facilities Operations Director, Facilities Design and Construction Director, AVC for Facilities/ Chief Sustainability Officer, and Sustainability Coordinator.

A brief description of the plan(s) to advance sustainability in Purchasing:

The creation and implementation of institutional purchasing practices guided by social justice and environmental stewardship is one of the overarching goals of the Sustainability Matrix. Purchasing practices are also addressed in the Materials Management section of the CAP.

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

The Matrix established that by 2015 UNCG will:

- Educate the campus on the benefits of buying "green."
- Continue to promote Spartan Swap as one of the most sustainable purchasing options for university departments. UNCG Surplus collects unwanted and aged furniture, equipment, computers, and supplies from the campus. This surplus is sorted and any items that are deemed to have remaining life are placed in Spartan Swap where departments can have it transferred to their department for free. Other surplus items are then sold to the public through a retail sale.
- Work to source products that utilize recycled content, minimize the use of hazardous materials and enable more efficient operations. Products will be featured in eMarketplace and noted with an appropriate icon that makes it easy for purchasers to spot.
- Continue to work with the UNCG HUB office to identify and promote the use of HUB suppliers.
- Track purchasing spent in eMarketplace on HUB suppliers and 'green' products.

The CAP 2018 goals include:

- A partnership between Purchasing and the Sustainability Office to promote Environmentally Preferred Purchasing once that policy is finalized.
- Campaigns to educate students and employees about the impacts their choices have financially, environmentally and socially. Convenient alternatives to disposables will be presented.
- Establish green procurement standards.

Accountable parties, offices or departments for the Purchasing plan(s):

Senior Director Campus Enterprises, Materials Management Director, Sustainability Education and Outreach Specialist, Sustainability Coordinator, Chief Sustainability Officer.

A brief description of the plan(s) to advance sustainability in Transportation:

An entire section of the CAP is dedicated to transportation strategies to reduce carbon emissions. Further, UNCG has developed a Transportation Master Plan (2012) and a Bicycle Master Plan (2008). The Sustainability Matrix also establishes several transportation goals.

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

Some of the short term (by 2018) goals for transportation from the CAP and Matrix include:

- Establish a vehicle maintenance policy.
- Establish a vehicle purchasing policy to emphasize higher efficiency vehicles.
- Diesel vehicle anti-idling retrofits.
- Expand the existing Facilities Operations Idling Policy to become a campus-wide Vehicle Operations Policy.
- Develop electric vehicle charging station campus policy.
- Increase carpooling to 10% of commuters
- Telecommute/flex work
- Expanded education & marketing of TDM programs

Longer Term Planning Considerations:

- Outsource campus transportation services if doing so would reduce impacts.
- Encourage development of affordable housing for employees and students with families within walking distance of campus.
- Require all new construction to be high density.
- Work with the City to create bike lanes on Glenwood Avenue between the existing bike lane on Florida Street and the Spartan village along Lee Street.
- Develop a rail stop on campus near the Spartan Village underpass.
- Close the Greenway gap at Chandler Concrete to improve bike connectivity to/from campus.
- Construct no more new parking spaces.
- As parking decks are paid off, replace with academic buildings or other non-parking facilities.
- Develop guidelines and safety protocols for skateboards and other alternative vehicles.

Accountable parties, offices or departments for the Transportation plan(s):

AVC Facilities, Associate Director of POCAM, Director Facilities Design and Construction, and the Sustainability Coordinator

A brief description of the plan(s) to advance sustainability in Waste:

The UNCG CAP addresses waste management in many areas, focusing first on waste reduction and then on to disposal. The Sustainability Matrix addresses the recycling of materials almost exclusively, with the exception of some areas within the Purchasing section.

The measurable objectives, strategies and timeframes included in the Waste plan(s):

UNCG has established a goal of 50% diversion of all campus waste from landfills by 2017, and another for zero-waste by 2050. Short term tactics to help achieve the first goal include:

- Continued participation in and improved marketing of Recyclemania.
- Engagement with athletics, SGA, and others to promote waste minimization and recycling initiatives and events.
- A partnership between Purchasing and the Sustainability Office to promote Environmentally Preferred Purchasing once that policy is finalized.
- Campaigns to educate students and employees about the impacts their choices have financially, environmentally and socially. Convenient alternatives to disposables will be presented.
- The default settings for all University printers will be set to print double-sided and to use a font that uses less ink. Examples include Ecofont, Century Gothic, or "draft" settings.
- Discourage plastic bag use on campus by working with vendors to institute a UNCG campus fee for disposable plastic bags and beverage cups.

- Improved recycling bin labeling and placement.

Accountable parties, offices or departments for the Waste plan(s):

The Manager and staff of the Office of Waste Reduction and Recycling; the Sustainability Coordinator and the Office of Sustainability; the Director of Facilities Operations; the Chief Sustainability Officer / AVC for Facilities.

A brief description of the plan(s) to advance sustainability in Water:

The CAP has an entire section devoted to water conservation, and the Sustainability Matrix a section on sustainable water use.

The measurable objectives, strategies and timeframes included in the Water plan(s):

UNCG plans to reduce its water consumption by 10% by 2025. To achieve this, the university will:

- Complete the retrofits and replacements of toilets and faucets with higher efficiency models. Approximately 10-15% of the campus fixtures remain to be updated.
- Include these high efficiency models in all new construction.
- Install a more comprehensive weather-informed and centrally-controlled irrigation system.
- Education campaigns.
- Expand the use of native and drought tolerant species in the landscape.
- Develop water-capture technologies such as rain water collection and gray water reuse to replace some of the non-potable water needs of the campus.

Accountable parties, offices or departments for the Water plan(s):

AVC Facilities/Chief Sustainability Officer, Facilities Design and Construction Director, Facilities Operations Director, and Sustainability Coordinator for Operations.

A brief description of the plan(s) to advance Diversity and Affordability:

From the 2013-14 final report of the Chancellor's Advisory Committee for Equity, Diversity and Inclusion:

Beginning with the 2013-14 academic year, the Chancellor's Advisory Committee for Equity, Diversity and Inclusive Excellence established their own goals and objectives for the year. The 2013-14 committee was also divided into three sub-committees charged to conduct a final review and provide recommendations on the following areas:

- 1) Employee Recruitment and Hiring Process;
- 2) Faculty Recruitment, Retention, and Promotion and Tenure; and
- 3) Undergraduate and Graduate Student Recruitment, Retention and Graduation.

Based upon the findings of the sub-committees (See Attached Sub-Committee Reports), the committee unanimously voiced their desire for administration and the university community to engage and take action to move their recommendations regarding diversity and inclusive excellence initiatives forward. The committee felt strongly that engaging the campus community in the diversity/inclusive excellence objectives was critical for the success and continued evolution of the university in the local, state and global marketplace.

Reflecting upon past recommendations as well as those included in the current 2014 sub-committee reports, attached is a listing of all committee recommendations to the university outlining whether the suggested recommendations were acted upon or tabled for future implementation. It is also recommended that the university place all recommendations which it intends to act upon into the master plan (or institutional strategic plan) to ensure resource allocation and appropriate start dates for each initiative are established.

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

Recommendations from Student Recruitment, Retention, and Graduation Sub-Committee:

Future research needs to be conducted to discover why the White student population enrolment rates at UNCG are decreasing, and what efforts need to be undertaken to recruit, retain, and support a White student population.

Employment - Recruitment and Hiring Process Subcommittee Recommendations:

It should be a requirement that ALL Executive AVC, Department Deans and assigned Hiring Managers attend training classes to enhance the awareness of diversity hiring and their guidelines to diversified workplace.

We recommend working with the Staff Senate to develop and offer open dialogue meetings with staff about communication across campus, including the possibility of special speakers. We recommend the review of and discussion about the current process of communicating and marketing available programs and services UNCG. We recommend the inclusion of a strong diversity message in the strategic plan the Chancellor is currently developing.

If there is underrepresentation of one or more of the federally protected groups (women, minorities, disabled persons, veterans), in the applicant pool, AND, there is an underutilization in that particular, job group, recruitment efforts should be expanded to include additional advertising in additional diverse recruiting sources. All postings should be posted externally to in at least two diversity recruitment resources at the onset. Create a Human Resources dashboard to measure the health of UNCG. Establish HR metrics, national, regional, and peers benchmarks to be identified. Recommend the hiring of Chief Diversity Officer like sister universities.

Administrative & Supervisory Hiring Practices Sub Committee:

All administrative searches would integrally involve consultation with an HR Liaison, including open positions that involve internal or external candidates. At least one HR Liaison, someone with expertise in diversity enhancement and promotion, would provide consultation as a full member of each search committee for positions at the Dean level and above; this individual(s) would be consulted and participate at all stages that involved decision points in the process.

Training would be provided to three groups, each for unique purposes: (a) HR Liaisons obtain training in how to best advise search committees on preparing position announcements, enhancing inclusiveness in the applicant pool, and consideration of inclusiveness in the interview process; (b) Existing administrators obtain diversity training; (c) Leadership workshops targeted for UNCG faculty and staff of underrepresented groups to encourage leadership skill development within our existing UNCG community.

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

Members of the Chancellor's Advisory Committee on Equity, Diversity, & Inclusion

Faculty Senate

Staff Senate

Chancellor Linda P. Brady

Vice Chancellor & Chief of Staff Bonita Brown

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

Provost David Perrin
Vice Provost J. Alan Boyette
Office of the Chancellor
Office of the Provost
Dean's Council
Division of Student Affairs
Human Resources
School of Education
School of Nursing
School of Health and Human Sciences
College of Arts and Sciences
University Library
Office of Sustainability

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

HealthyUNCG is the campus wellness program. A member of the UNCG Sustainability Office has been a part of the HealthyUNCG Advisory Board since 2011, developing partnerships in programming and marketing to educate the campus on the relationships between human health and sustainability. This partnership between the offices is briefly addressed in the CAP and has grown stronger since the CAP was written, though no further formal plan has been constructed.

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

In the transportation section of the CAP, a goal to create a partnership among POCAM, HealthyUNCG, and the Office of Sustainability to promote the health, financial and environmental benefits of walking and cycling by 2018 to reach the entire campus is established. The campaigns would incorporate a variety of media, including print, video, electronic, and social.

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

HealthyUNCG Director, Sustainability Office, Human Resources Department.

A brief description of the plan(s) to advance sustainability in Investment:

The creation and implementation of institutional investment practices guided by social justice and environmental stewardship is a goal of the Sustainability Matrix.

The measurable objectives, strategies and timeframes included in the Investment plan(s):

To improve transparency and prioritize investments in more sustainably-focused funds, UNCG called for the following actions by 2015:

- Make endowment holdings available to anyone who asks.
- Explore the ability to make proxy votes by fiscal agents more accessible.
- Explore ability to make proxy votes held by Weaver Fund more accessible.
- Clearly define "sustainable" investment
- Work with the Weaver Fund faculty adviser to explore investments in renewable energy, community development funds.

- Document "sustainable" investments held by the UNCG affiliated entities.
- Explore demand, costs, and other administrative challenges of allowing donors to direct their endowment gifts to be invested in sustainable and socially responsible investment options.
- Assemble a diverse group of students, faculty, and staff to develop general guidelines that would be used to guide proxy votes for shares held by investment managers. These guidelines should be written such that shares held by the Excellence Foundation on behalf of the Weaver Fund (in the Bryan School) are included. The guidelines will require approval of the UNCG I.F. Board and the Excellence Foundation Finance Committee.
- Notify the Bryan School faculty representative of upcoming votes regarding the Weaver Fund and request students develop general guidelines for the votes of the shares owned by this fund as well as vote them.

Accountable parties, offices or departments for the Investment plan(s):

VC for Business Affairs, Assistant VC Foundation Finance, Sustainability Coordinator, and Chief Sustainability Officer.

A brief description of the plan(s) to advance sustainability in other areas:

The measurable objectives, strategies and timeframes included in the other plan(s):

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

UNCG defines sustainability as "academics, operations, and outreach... conducted with careful attention to the enduring interconnectedness of social equity, the environment, the economy, and aesthetics."

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:

UNCG Tomorrow, the Strategic Plan for the University, lists five (5) core values of UNCG. Sustainability is named as one of these core values. The Plan defines sustainability as "academics, operations, and outreach... conducted with careful attention to the enduring interconnectedness of social equity, the environment, the economy, and aesthetics." This value is echoed throughout the document. UNCG Tomorrow also notes that the University is a "source of innovation and leadership meeting social, economic, and environmental challenges in the Piedmont Triad, North Carolina, and beyond."

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

http://uncgtomorrow.uncg.edu/archive/plan/UNCG_Strategic_Plan_2009-2014.pdf

Governance

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

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.

Submission Note:

Information for this credit was received from:

Alexandra Marchesano, Director of Campus Activities and Programs (Students)

Sean Farrell, Co-chair of the UNCG Staff Senate (Staff)

Dr. Spoma Jovanovic, Chair of the UNCG Faculty Senate (Faculty)

"---" 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:

All students have opportunities to participate in elections for student government. Their peers would elect them. Students can also choose to be on governance committees or volunteer to be involved with these committees or with student government.

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 President of the Student Government Association is a member of the University 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	No
Strategic and long-term planning	Yes
Existing or prospective physical resources	No
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	No
Prioritization of programs and projects	No

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

Students get many opportunities to provide input. The campus has held forums workshops, and surveys related to tuition and fee changes and the construction of the new Campus Recreation Center. The President of Student Government, who serves as a member of the Board of Trustees, casts votes on many issues that affect students, serving as the voice of the student body. Some examples include: voting on tuition and fees; approving fees for the new Campus Recreation Center; and overview and selection of designers and design elements of the new Campus Rec Center.

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 have the opportunity to be elected to serve on the UNCG Staff Senate for a 2-year term. Staff are eligible to be nominated to serve by any UNCG employee. Elections are held within divisions (Business Affairs, Academic Affairs, etc.).

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	No
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	No
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	No

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

Establishing new policies, programs, or initiatives:

Staff Senate leadership acts in an advisory capacity in a number of key areas; while it is not always directly involved in the creation of new policies, programs, or initiatives, it is responsible for assisting in those processes. Some initiatives include:

- Campus Culture Forums
- Staff recognition programs
- Morale programming
- Employee development initiatives (workshops, seminars)
- Membership on ad-hoc policy advisory committees (Aycok Auditorium Naming Committee, Electronic Cigarette Policy Committee)

Strategic and long-term planning:

Staff Senate is involved with coordinating strategic planning forums and is a seated member on the UNCG Strategic Planning Leadership Committee.

- Facilitated 2 strategic planning open forums for staff.
- Ongoing service on leadership committee
- Service on the Chancellor Search Committee
- Facilitating Staff Open Forums on the Chancellor Search

Budgeting, staffing and financial planning:

Staff Senate representatives serve on the Chancellor's Budget Sounding Board and participate in some planning and discussion. Other members include campus senior leadership, stakeholder departments, and Faculty Senate leadership.

Communications processes and transparency practices:

One of the Staff Senate's primary purpose is to ensure that staff voices are heard by senior leadership. To that end the Senate meets regularly with the Chancellor. In addition, the Chancellor's Chief of Staff and the AVC for Human Resources are both ex-officio members of the Senate. The Senate also presents to the Board of Trustees on an annual basis.

- Facilitated multiple open forums surrounding employee relations issues.
- Working Group to investigate implementation of campus Ombudsman's office.
- Creation of a staff relations committee to facilitate better communications between HR and staff.

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:

Tenured, tenure-track, and non tenure track (full time) employees can participate in and be elected to the UNCG Faculty Senate. Adjunct faculty, teaching less than full time, cannot be elected representatives, but can certainly contribute ideas/concerns/comments to their department Faculty Senate representative or through General Faculty meetings.

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	No
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	No

Budgeting, staffing and financial planning	No
Communications processes and transparency practices	No
Prioritization of programs and projects	Yes

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

Faculty contribute ideas and generally are represented on smaller committees to make final “recommendations” on the organizational mission and goals, but not final decisions.

Faculty are well represented on the current strategic planning committee and faculty met to provide input.

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

Chad Carwein

Sustainability Education and Outreach Specialist
Sustainability Office

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
-

Submission Note:

Information for this credit was obtained from James "Rod" Wyatt, Director of Human Relations & Chair of the Chancellor's Advisory Committee for Equity, Diversity and Inclusion

"---" 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

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The Chancellor's Advisory Committee for Equity, Diversity, and Inclusion was formed in 2009, transitioning from acting as The Inclusive Community Task Force begun in 2008 to investigate diversity issues at UNCG. In 2009, the committee was asked to identify two to three initiatives based on the data collected from two years of panels and open forums. The Chancellor requested that this group submit recommendations in the form of a proposal with a budget for her review and approval. In addition, the Chancellor requested this group to consider carefully the title for a senior position that would provide leadership for the Office of Equity, Diversity, & Inclusion. Finally, this group was requested to determine what current programs on campus might be ideally placed under the administration of this office.

The 2012-13 committee was charged to work on completing a more comprehensive Inclusive Excellence/Diversity statement that could be supported by the university. It was agreed upon that the statement would include the following: request that diversity/inclusive excellence be infused into class syllabi through diverse scholarly materials, diversity workshops, scholarly projects engaging inclusive excellence linked to the university mission and QEP initiative, and learning communities. Chancellor Brady reaffirmed her full support and commitment to the inclusive excellence /diversity initiative for the entire campus. She proposed three additional items to the committee for consideration in the 2012-13 academic year:

1. Consider town hall conversations clustered around disciplines about why diversity and inclusion is important in recruiting, the nature of climate, etc. One approach would be to conduct four (4) town hall sessions (one area each session) social sciences, sciences, arts and humanities and the professional schools – talk through challenges and opportunities with faculty. The critical topic is infusing diversity and inclusion in to the classroom and across disciplines to ultimately weave inclusiveness into the fabric of the university;
2. Invite someone well known in the area of diversity and inclusion to do workshops with faculty, particularly, someone with experience and success in this area; and
3. Climate/Customer Service – figure out a way to present a more welcoming approach when engaging with students and visitors to our campus. Implement the “rule of two”, students and visitors should not engage with more than two people to get an answer. Customer service should not vary based upon color, age, etc.

The Chancellor closed with two important statements: “We must address the curriculum piece...imbedding diversity/inclusive excellence in the academic structure, in order to see change. Anything short of this and we will continue to chip away at the edges and never advance the initiative.” Her closing comment sums up her commitment to this initiative “...inclusive excellence is not an add-on, it is important for the future (of the university). We have to work with faculty and help everyone understand why this is important, and bring them to the table for serious discussion related to this topic.”

Beginning with the 2013-14 academic year, the Chancellor’s Advisory Committee for Equity, Diversity and Inclusive Excellence established their own goals and objectives for the year. This was a shift from the standard process in which the Chancellor charged the committee to review and report on different matters with recommendations for implementation. A major initiative developed and implemented in 2013-14 by the committee was the “Campus Community Dialogues” the first of which was focused on “Hate Speech”. This dialogue was the result of an incident that occurred in the library and the subsequent campus community concerns and desire to come together to openly address this issue and create two annual forums one per semester to engage the campus in dialogue. The goal of the committee was to provide a safe venue where faculty, staff, students and the surrounding community could gather to voice their opinions and reactions in a positive manner in hopes of creating change on our campus. This forum proved to be very successful as it not only garnered support from the campus community, we also had community leaders and other institution’s staff and students in attendance.

Sub-committees Research Objectives 2013-2014

The 2013-14 committee was also divided into three sub-committees charged to conduct a final review and provide recommendations on the following areas:

- 1) Employee Recruitment and Hiring Process;
- 2) Faculty Recruitment, Retention, and Promotion and Tenure; and
- 3) Undergraduate and Graduate Student Recruitment, Retention and Graduation.

Each of these objectives were completed by a committed group of faculty, staff & students making up sub-committees to research each area and make final recommendations back to the Chancellor and her senior leadership team.

The full-time equivalent of people employed in the diversity and equity office:

0.50

The website URL where information about the diversity and equity committee, office and/or officer is available:

<http://oedi.uncg.edu/wp-content/uploads/2013/03/Final-Report-of-CACEDI-073014.pdf>

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	No

A brief description of the cultural competence trainings and activities:

UNCG Campus Training Opportunities for Diversity Issues:

Shades of Color Conference: An annual event that aims to create a safe, empowering, inclusive space for all community members of the University of North Carolina at Greensboro to discuss, reflect on and mobilize around issues of multiculturalism. A sense of awareness about intersecting social identities and the relationship between campus and other communities are both central to the goals of the event. We strive to proactively create change through motivating, informing, and challenging individuals to address social justice issues, both personally and within their communities.

Contemporary Issues Forums: These provide an avenue to participate in discussions around "hot topics" in a multicultural society. Discussions are led by faculty and staff from across the university and serve to introduce people to a particular topic as well as engage in in-depth analysis of its most important issues. Past topics include: "Is This a Post-Racial America?", "Post-Feminist America?", "American Indian Mascots: Why All the Hype?", and "Conservative Blacks and Black Conservatives: There are Differences."

Human Rights Week: This event is an opportunity for the UNCG community to focus on human rights issues domestically and abroad. The week is organized by the Office of Multicultural Affairs in partnership with various student organizations, academic departments and community organizations. The most recent week of events addressed issues of immigrant health outcomes, tribal sovereignty, human trafficking, and LGBT equality.

Martin Luther King Jr. Celebration: The legacy of Dr. Martin Luther King Jr. is celebrated every year with a week of events offered to inspire and challenge the university community to continue to strive towards the ideals of peace and justice. The highlight of the week is the annual MLK Celebration in which an invited speaker delivers a keynote address in the spirit of Dr. King's legacy. Past speakers include Rev. Al Sharpton, Angela Davis, and Dr. Mae Jemison, the first woman of color to travel in space. During the same event the MLK service award is presented to a member of the UNCG community who has gone above and beyond their role at UNCG and has truly lived Dr. King's vision.

UNCG's Human Resources Department also offers workshops and training opportunities (please see:

<http://workshops.uncg.edu/>

). Examples of cultural competence topics include "Intercultural Sensitivity: Looking Through Other Eyes" and "Ouch! That Stereotype Hurt."

CASE Conference sponsored by African American, African Diaspora Studies Department, Coalition of Diverse Language Communities programs, Native American History Month; Asian History Month; Hispanic/Latino History Month (Alianza and SALSA); Black History Month and MLK Celebration now a joint venture between NC A&T State University (HBCU) and University of North Carolina at Greensboro; Human Rights Week; various projects, seminars, and community outreach of our Greek organizations. Also need to add URLs for Multicultural Affairs, Coalition of Diverse Language Communities and others if available.

The website URL where information about the cultural competence trainings is available:

<http://oedi.uncg.edu/campus-trainings/>

Assessing Diversity and Equity

Responsible Party

Chad Carwein

Sustainability Education and Outreach Specialist
Sustainability Office

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
-

Submission Note:

Information for this credit was obtained in part from the following UNCG employees:

Rod Wyatt, Chair of Chancellor's Advisory Committee on Equity, Diversity and Inclusion

Benita Peace, Human Resources Talent Acquisition Director and Affirmative Action Officer

Emily Janke, Director of the Institute for Community and Economic Engagement (ICEE)

"---" 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) :

Beginning with the 2013-14 academic year, the Chancellor's Advisory Committee for Equity, Diversity and Inclusive Excellence established their own goals and objectives for the year. The 2013-14 committee was also divided into three sub-committees charged to conduct a final review and provide recommendations on the following areas:

- 1) Employee Recruitment and Hiring Process;
- 2) Faculty Recruitment, Retention, and Promotion and Tenure; and
- 3) Undergraduate and Graduate Student Recruitment, Retention and Graduation.

Based upon the findings of the sub-committees (See Attached Sub-Committee Reports), the committee unanimously voiced their desire for administration and the university community to engage and take action to move their recommendations regarding diversity and inclusive excellence initiatives forward. The committee felt strongly that engaging the campus community in the diversity/inclusive excellence objectives was critical for the success and continued evolution of the university in the local, state and global marketplace. Reflecting upon past recommendations as well as those included in the current 2014 sub-committee reports, attached is a listing of all committee recommendations to the university outlining whether the suggested recommendations were acted upon or tabled for future

<http://oedi.uncg.edu/wp-content/uploads/2013/03/Final-Report-of-CACEDI-073014.pdf>

2008 CAMPUS CLIMATE ASSESSMENT (OUTDATED)

Rankin and Associates, a consulting firm specializing in higher education issues, conducted an assessment of diversity and inclusion at UNCG. The firm conducted fact-finding interviews on campus with groups of minority and majority faculty, and surveyed minority faculty who had left UNCG in the past 10 years. Recommended actions were then developed for the final report. These data have been used in planning the forthcoming Office of Equity, Diversity and Inclusion.

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

2013 Subcommittee Annual Report: Executive Summary
(full report available on pages 17-26 in file linked below)

The Student Recruitment, Retention and Graduation Subcommittee of the Chancellor's Advisory Committee on Equity, Diversity and Inclusion was charged to review policies and practices associated with the recruitment, retention and graduation success of UNCG undergraduate and graduate student populations. To that end the committee has met, and committee members have interviewed campus areas that have direct impact on these issues. The interview process has led to the identification of many dedicated efforts across campus, both by specific supportive areas and on a collaborative system wide level as well. The process also identified possible efforts that could be considered if additional support and resources became available.

The subcommittee also met with members of the Provost's Task Force for Student Retention and Advising, and the FTLC Learning Community for Faculty and Staff on Advising and Retention to share information and ideas. The subcommittee was impressed by the variety and level of commitment across campus to insuring that the diverse student population was appreciated and supported in their academic success. However, there was recognition that further measures were necessary to assess the effectiveness of these various campus areas. In the Recommendations section, the subcommittee proposed a campus climate survey, an online diversity resource guide, and an institutional effectiveness paradigm.

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

Establishment of Goals

[41 CFR 60-2.11 through 2.16]

In establishing the affirmative action goals for the current Program year, the following steps were performed:

I. Job Group Analysis

Job categories for the University's full-time permanent employees were determined.

II. Availability Analysis

Availability data concerning personnel pools for positions in the University's job categories were analyzed.

III. Comparison of Incumbency to Availability and Goal Setting

Ratios of minorities and women in the University's present work force were compared with ratios of minorities and women in the available pools. Those ratios were analyzed for statistical significance to determine whether females and/or minorities are represented less than would reasonably be expected. Placement goals were set where females or minorities were not represented as would be reasonably expected.

Job Group Analysis

In compliance with regulations [CFR 60-2.12 (b)] of the Office of Federal Contract Compliance Programs (OFCCP), the oversight agency for Executive Order 11246, all the University's job titles (EPA and SPA) were reviewed and grouped on the basis of the following: (1) similar work content, (2) similar rates of pay and (3) similar opportunities. Data on the work force on December 31 of the most recent year were used. Each of the identified job groups has been assigned a three-digit code. The job categories relate to subdivisions of the Occupational Activity (OA) Code Classification, which is the system used in the University's routine reports to the Office of Federal Contract Compliance.

Has the institution assessed diversity and equity in terms of governance and public engagement?:

Yes

A brief description of the governance and public engagement assessment(s):

The University of North Carolina at Greensboro Application for the Carnegie Foundation for the Advancement of Teaching Elective Community Engagement Re-Classification is available here:

http://communityengagement.uncg.edu/wp-content/uploads/2014/07/Carnegie-Application_Public-Updated.pdf

EXCERPT FROM PAGES 39-41:

In January 2013, UNCG hosted Dr. Timothy K. Eatman, Co-Director of Imagining America: Artists & Scholars in Public Life and Assistant Professor of Higher Education at Syracuse University. The focus of the two-day visit was The Intersection of Diversity, Community Engagement, and Student Success. Dr. Eatman spoke to over 127 faculty, staff, students, and community members on a variety of subjects.

Dialogues facilitated by Eatman included strategies for equity, diversity, and inclusion to improve college access and success of traditionally underserved students the next generation of community-engaged scholars; collaborative technologies; the role of the arts, humanities, and design to re-imagine and reinvigorate scholarship and communities.

Evaluation data collected at each of the workshops suggest that faculty found these workshops useful, and that they are excited to continue leveraging a shared agenda around community engagement, diversity, equity, and inclusion, and student success. Eatman's visit was part of the larger UNCG Community Engagement Series (

<http://communityengagement.uncg.edu/speaker-series.aspx>

), a collaborative university-wide initiative that brings nationally and locally renowned community engagement scholar-practitioners to campus to engage with faculty, staff, students, and community colleagues.

The 2013 series was sponsored by the Office of the Provost, Institute for Community & Economic Engagement, Office of Leadership and Service-Learning, Faculty Teaching & Learning Commons, School of Health and Human Sciences Office of Community Engagement, Chancellor's Advisory Committee for Equity, Diversity, & Inclusion, Office of Learning Communities, Coalition for Diverse Language Communities, and the UNCG Public Scholarship Graduate Network.

As a direct result of the planning and successful outcomes of the Series, the director of the Institute for Community and Economic Engagement was asked to serve on the Chancellor's Advisory Committee for Equity, Diversity and Inclusive Excellence (CACEDIE). The Committee has been charged to review practices and efforts by the academic areas to recruit, retain and engage faculty; the recruitment, retention and graduation success of our undergraduate and graduate student populations, and recruitment and hiring processes on campus. The conversation sparked by Eatman about full participation has persisted into these dialogues and plans.

Diversity efforts are also specifically connected to community engagement within the Center for New North Carolinians through partnerships, programs, grants, professional development, and fellowships. ORED shares best practice in cultural competence with CACEDIE and Human Resources. The Coalition for Diverse Language Communities (

<http://cdlc.uncg.edu/>

) was founded by faculty and supported by the School of Education dean and the ORED vice chancellor to promote innovative, relevant, and collaborative work in the areas of community-engaged research, outreach and advocacy, policy work, and professional development. This impressive network includes fellowships for community-engaged scholarship, professional development, grants, publications, and conference and community presentations.

Diversity and inclusion are connected via the QEP topic of Global Engagement as the topic relates to intercultural competence and uses community engagement strategies to teach these abilities and skills. Additionally, the School of Health and Human Sciences Office of Diversity hosted a Faculty Forum on Community Engagement and Diversity. Panelists presented data collected from its faculty and other studies on the interconnections between the two priorities.

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

<http://oedi.uncg.edu/>

Support for Underrepresented Groups

Responsible Party

Chad Carwein

Sustainability Education and Outreach Specialist
Sustainability Office

Criteria

Part 1

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

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

Submission Note:

Information for this credit was obtained from James "Rod" Wyatt, Director of Human Relations & Chair of the Chancellor's Advisory Committee for Equity, Diversity and Inclusion.

Information about groups within the student body is available here:

<http://oedi.uncg.edu/campus-resources/>

Information about groups within the faculty/staff is available here:

<http://oedi.uncg.edu/campus-initiatives/>

The inventory of gender neutral bathrooms on campus is available here:

<http://oedi.uncg.edu/wp-content/uploads/2013/10/UNCG-UNISEX.pdf>

"---" 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:

UNCG sponsors several programs and organizations which support under-represented groups of students and/or provide avenues for students to work with under-represented groups in the Greensboro community. Students are represented by and participate with the following (those not self-explanatory are described):

- Asian Students Association
- Associated Campus Ministries Center
- Better Days Coalition - To raise awareness, take action and foster debate on issues of social justice both in the Greensboro area and the world, while building ties between the UNCG student body and the greater Greensboro community.
- Black Business Student Association
- The Black Graduate Student Association
- Black Nursing Students Association
- Caribbean Students Association
- Center for New North Carolinians - Aims to build bridges among immigrant populations and existing communities throughout the state of North Carolina by providing:
 - * Outreach and Educational Programming
 - * Research and Evaluation
 - * Information Services
 - * Technical Support
 - * Immigrant and Refugee Leadership Development
- Chinese Student Association
- International Programs Center - Helps students negotiate Study Abroad and Exchanges, as well as to help international students discover UNCG. Also serves Visiting Scholars and Faculty to enhance the academic experiences of students and faculty alike.
- International Student Association - Promotes international diversity on campus. Seeks to promote fellowship among the representative nations on the campus of UNCG.
- The Muslim Student Association
- NAACP College Chapter
- Native American Student Association
- Neo Black Society - Strives to make the University community aware and appreciative of African-American culture and achievements. With African-American pride as the dominant theme, the Society serves to develop awareness among people of all races.
- Office of Multicultural Affairs - Promotes cultural awareness and appreciation of cultural diversity and fosters intercultural and cross-cultural understanding. Provides programs and services that support the academic mission of the University by enhancing the educational, personal, cultural, and social development of students. Builds positive advocacy and collaborative relationships with students of color who represent the African American, Hispanic/ Latino, Asian and Asian American, Native American, LGBT and multiracial communities. The Office also strives to build relationships with the general student body. The Office continues to build partnerships with UNCG departments and Greensboro groups and organizations.
- PRIDE! - A gay, lesbian, transgendered, questioning and allied student association which is designed to be an educational, political awareness and social organization. Its mission is to educate members about sexual identification and its place within society. Weekly meetings, social functions and community outreach events are held regarding the concerns of the gay, lesbian, bisexual, transgendered and questioning community.
- Race and Gender Institute - Fosters greater inclusion of minority perspectives in the curriculum. Encourages a critical dialogue about race, gender, and sexual orientation in teaching, research and scholarship, and intellectual discourse at UNCG. Serves as a catalyst for healing old wounds connected to the southern past and a progressive force with respect to social justice, civility, and academic freedom.
- SAFEZONE - A campus group of gay, lesbian, bisexual, transgendered, and questioning individuals supported by student, faculty, and staff allies. Provides resources for students, faculty and staff who want to offer a safe, comfortable environment for anyone who seeks it. Encourages an atmosphere free of homophobia and heterosexism. Provides a setting of appreciation, affirmation, and information for and

about the GLBT community.

-Spanish American/Latino Student Association (SALSA)

-Students of Action - Serves the UNCG Community through community and campus activities in conjunction with various organizations.

The website URL where more information about the support programs for underrepresented groups is available:

<http://oedi.uncg.edu/>

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 has a discrimination policy, but there is no formally constituted team to respond to violations. However, the university provides responders dependent upon the individual's classification (e.g. Faculty/Staff incidents are managed by the Provost Office and Human Resources; Student incidents are managed by the Office of Student Affairs and/or Dean of Students Office).

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

<http://web.uncg.edu/hrs/PolicyManuals/>

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

Chad Carwein

Sustainability Education and Outreach Specialist
Sustainability Office

Criteria

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

Such programs could take any of the following forms:

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

Submission Note:

Information for this credit was obtained from James "Rod" Wyatt, Director of Human Relations & Chair of the Chancellor's Advisory Committee for Equity, Diversity and Inclusion.

Other websites with information:

School of Ed:

<http://soe.uncg.edu/>

Scholarships:

<http://fia.uncg.edu/scholarships/education.htm>

UNCG Teach Learning Community:

<http://learningcommunities.uncg.edu/lc/teach.php>

ETAP:

<http://grogan.uncg.edu/groups/teaching.php>

Faculty Teaching and Learning Commons:

<http://utlc.uncg.edu/>

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 University of North Carolina at Greensboro has been dedicated to the education of future teachers since it opened as the State Normal and Industrial School on October 5, 1892. Teacher education is a university-wide priority led by the School of Education.

The School of Education (SOE) values diversity and works to be a welcoming, supportive, and pluralistic environment in which all students, staff, and faculty thrive. For both faculty and the student body, 16% of individuals are from nonwhite backgrounds. The SOE commitment to and appreciation of diversity is reflected in its coursework, community outreach efforts, work with local school systems, and research. This commitment is also reflected in the establishment of the Access and Equity Committee (AEC), which serves as a vehicle for faculty, staff, and students to advocate for diversity in the life of the School of Education. AEC specifically strives to do the following:

- * Foster an inclusive climate that affirms the diversity of students, staff and faculty members by offering equal educational access and opportunity to all SOE community members.
- * Educate the SOE community about critical issues pertaining to access, equity and diversity, and encourage the use of inclusive practices.
- * Advocate for diversity in the life of the SOE community through educational programming, faculty and student recruitment and retention, and research development.
- * Recognize outstanding work related to access, equity and diversity in research, teaching and/or service to the School of Education and/or the larger community.

Another program for potential future teachers is the "UNCG Teach" Learning Community, which provides students within the Pre-Education major a unique opportunity to explore the field of Education. Students enroll in specially designed courses focused on fostering strong educators for a global tomorrow. This learning community allows students to make friends, create study groups, experience collaborative learning, and network with faculty and professionals in the field. Exploring Teaching As a Profession (ETAP) is an academic interest group part of the Grogan Residential College.

Within the SOE is the Department of Educational Leadership and Cultural Foundations (ELC). ELC is concerned with issues of educational theory, cultural analysis, educational leadership and school organization, educational policy, and curriculum studies. The department seeks to prepare thoughtful and effective leaders in education through programs of study that are interdisciplinary in focus and that emphasize questions of moral concern, the cultural context of education, and a reconstructive vision for excellent and equitable schooling.

Scholarships are available for typically underrepresented groups as well as those who are studying to teach special education.

The UNCG Teaching and Learning Commons has a mentoring component and research based agenda to assist new faculty members with transitioning to our campus, but to also help them understand and navigate the tenure track process needed to successfully attain tenure.

Additionally, each of the academic units may be working on various projects to enhance diversity within their specific areas.

The website URL where more information about the faculty diversity program(s) is available :

<http://mypathtohighereducation.weebly.com/uncg-access-and-equity-committee.html>

Affordability and Access

Responsible Party

Chad Carwein

Sustainability Education and Outreach Specialist
Sustainability Office

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
 - B. The graduation/success rate for low-income students
 - C. The percentage of student financial need met, on average
 - D. The percentage of students graduating with no interest-bearing student loan debt
-

Submission Note:

Information for this credit was obtained from the following UNCG Department websites:

Financial Aid -
<http://fia.uncg.edu/>

Admissions -
<http://admissions.uncg.edu/index.php>

In 2011, UNCG was cited as one of only five U.S. colleges serving low-income students well by the Education Trust, a research and advocacy group (please see <http://www.edtrust.org/dc/press-room/press-release/unprecedented-study-on-the-real-cost-of-college-shows-low-income-student>).

"---" 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 mission of the Financial Aid Office at UNCG is to assist students in reaching their academic goals by serving as a primary advocate for students and families and to help remove barriers to receiving financial assistance. The Financial Aid Office works to meet these goals by embracing technology, reviewing and improving procedures, and ensuring compliance with state and federal regulations. The Office also offers or provides information about many scholarship and grant opportunities.

Please see:

<http://fia.uncg.edu/>

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

Team Up with US is an initiative by Dean Roberson and Undergraduate Studies that provides an opportunity for emeriti faculty, retired professional staff, UNCG alumni, community friends, and/or currently employed professional staff to Teach, Educate, Advise, and Mentor undergraduate students at UNCG.

Please see:

<http://excellence.uncg.edu/teamup/default.php>

A brief description of any programs to prepare students from low-income backgrounds for higher education:

The UNCG Guarantee Mentor Program connects UNCG Guarantee Scholars with alumni, community members, faculty and staff to support and enhance academic achievement, leadership skills development, and personal success.

Please see:

<http://guarantee.uncg.edu/default.shtml>

A brief description of the institution's scholarships for low-income students:

The UNCG Guarantee program helps low-income, in-state students graduate from UNCG in four years with little or no debt, while also providing a support program to encourage academic and personal success. Students at or below the federal poverty level who show academic promise are provided four years of full-tuition assistance. In turn, these students must participate in academic support services, including development of a customized academic plan.

Please see:

<http://guarantee.uncg.edu/>

The university also provides many more need-based scholarships within academic units, and works with several off-campus groups that provide need-based scholarships as well.

A brief description of any programs to guide parents of low-income students through the higher education experience:

The Office of New Student & Spartan Family Programs provides comprehensive and meaningful programs to facilitate a successful transition to UNCG and support students through the first year. Spartan Family Programs offer services and resources in a caring and respectful environment for new students as well as their families.

Please see:

<http://spartanfamily.uncg.edu/>

A brief description of any targeted outreach to recruit students from low-income backgrounds:

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

A brief description of other financial aid policies or programs to make the institution accessible and affordable to

low-income students:

Federal Work Study Program, Pell Grants, UNCG Grants, and State-funded Grants from NC Education lottery.

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Does the institution have policies and programs in place to support non-traditional students?:

Yes

A brief description of any scholarships provided specifically for part-time students:

Don & Mary Olson Scholarship In Reading Education is awarded to part-time MA degree candidates in Reading Education. Recipients must be within 12 credit hours of graduation to be eligible.

Please see:

<http://fia.uncg.edu/scholarships/education.htm>

)

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

The Child Care Education Program (CCEP) is a part of the Department of Human Development and Family Studies that offers child care at three locations on campus. Enrollment is open to children from families across the greater Greensboro area, including those of UNCG employees. The program offers sliding scale fees based on income.

A brief description of other policies and programs to support non-traditional students:

ADULT STUDENTS:

<http://fia.uncg.edu/scholarships/adult.htm>

Class of '48 Scholarship - any adult student

Kendrick G. Bell Scholarship - any adult student with financial need*

Betty Everhart Education Fund - any adult female student

Nontraditional Adult Scholarship - any adult female student who has experienced a 5-year break in her education

Osborne Scholarship - any adult student

Moses E. Rice Scholarship - an adult commuter student with financial need*

Martin W. Parcel Scholarship - any adult student

Linda Hiatt Scholarship - any adult student from one of the NC community colleges, preference for students from Surry Community College.

SINGLE PARENT STUDENTS:

<http://fia.uncg.edu/scholarships/studentaffairs.htm>

Joanne B. Craft Adult Student Scholarship Fund in the Community Foundation of Greater Greensboro is awarded to a UNCG student who is a single parent pursuing a degree in Nursing or Education.

FULL-TIME WORKING STUDENT:

The UNCG Staff Senate Scholarship awarded to a permanent full-time staff member with at least 5 years of service in NC State System or an eligible staff member dependent, spouse, or domestic partner. (

<http://fia.uncg.edu/scholarships/staffsenate.htm>

)

William F. & Joann F. Black Rn To Bsn Scholarship is awarded to undergraduate students who are registered nurses with an associate degree or a diploma in nursing who are currently enrolled in the RN to BSN Program. Recipients must be employed full-time by the Moses H. Cone Memorial Hospital, and must enroll for a minimum of 6-9 credit hours per semester at UNCG. (

<http://fia.uncg.edu/scholarships/nursing.htm>

)

Esther Cobb Pinnix Alpha Delta Kappa Teachers Scholarship is awarded to a public school teacher, teaching in Rockingham County, who is enrolled at UNCG to pursue additional education or an advanced degree to further his/her teaching career. (

<http://fia.uncg.edu/scholarships/education.htm>

)

NON-TRADITIONAL EDUCATION STUDENT:

<http://fia.uncg.edu/scholarships/education.htm>

Joann F. And William F. Black Adult Student Scholarship is awarded to non-traditional, adult undergraduate students in the School of Education.

Patsy Brinson & John W. Burwell Adult Student Scholarship is awarded to non-traditional, adult students enrolled in undergraduate programs in the School of Education who wish to teach in K-12 schools.

Jo Ann And Mollie Mcallister Scholarship is awarded to degree-seeking adult students who are interested in teaching.

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	24.70
The graduation/success rate for low-income students	51.29
The percentage of student financial need met, on average	52.40
The percentage of students graduating with no interest-bearing student loan debt	---

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:

The website URL where information about the institution's affordability and access programs is available:

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

Trey McDonald
Sustainability Coordinator
Sustainability Office

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

Submission Note:

In July 2012, Human Resources produced the SPA Compensation Analysis, a comprehensive study of all SPA classifications that are most significantly below market. This analysis was designed to equip Executive Staff members with current salary information so as to review and prioritize salary proposals for their respective units.

Since July 2014 HR has been working with the Vice Chancellor for Business Affairs in conducting market and pay assessments for the following staffing groups:

- Grounds and Housekeeping staff. The Associate Vice Chancellor for Facilities Operations is looking to create career ladders and operational efficiencies among our lowest paid employees.
- Public Safety and Police staff. A local/regional salary study was conducted in December to compare salaries among ranking police officers as well as telecommunicators in local municipal police departments, universities and colleges.

Information for this credit was received from Dr. Edna Chun, Associate Vice Chancellor for Human Resource Services at UNCG and from the NC Office of State Human Resources (OSHR). The number of employees of contractors is an estimate from the HR Department, as this number varies throughout the year.

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

Number of employees:

2,734

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

2,734

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:

230

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

230

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Per the UNCG Human Resources Dept:

The University of North Carolina at Greensboro's compensation philosophy is committed to the creation of an inclusive, collaborative,

and responsive university by attracting, retaining, and developing a diverse community of talented individuals in support of the university's mission. As a public research university, UNCG must govern its resources in an efficient and effective way. Within the boundaries of financial feasibility, employee compensation will be administered in a manner that is externally competitive and internally equitable, recognizes performance, and includes, but is not limited to consideration of job independence and discretion, job complexity, scope, supervisory or lead roles, relevant experience and credentials, and additional position responsibilities.

COMPENSATION OBJECTIVES

Administering compensation to reflect this philosophy means that:

- Salaries will be reviewed on an on-going basis by the University. These analyses will support the institution's efforts to obtain appropriate salary funding from the state legislature. As funding permits, salary increases shall focus on maintaining market alignment, supporting internal equity, retaining key personnel, and recognizing performance.
- Within the parameters of discipline, function, job-related experience, and performance, and individual effectiveness, employees shall be paid similarly for similar work.
- Salaries for new employees should be established at levels that recognize the individual's skills, competencies, and experience while considering the salary levels of current employees with similar job duties.

Further, UNCG ensures that contracts are closely monitored to ensure that proper compensation guidelines and policies are included.

See also the 2014 State of NC Compensation and Benefits Report:

<http://www.oshr.nc.gov/Guide/CompWebSite/2014%20compensation%20&%20benefits%20report.pdf>

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

2,734

Number of employees of contractors that receive sustainable compensation:

230

A brief description of the standard(s) against which compensation was assessed:

- SPA employees are compensated within the guidelines of Career Banding established by the Office of State Human Resources, and pay is based on the following factors:
 - i. Financial Resources -The amount of funding that a manager has available when making pay decisions. Agency business need (budget)
 - ii. Appropriate Market Rate - The market rate applicable to the functional competencies demonstrated by the employee.
 - iii. Internal Pay Alignment (equity) - The consistent alignment of salaries among employees who demonstrate similar required competencies in the same banded class within a work unit or organization
 - iv. Required Competencies - The functional competencies and associated levels that are required based on organizational business need and subsequently demonstrated on the job by the employee.
- Salaries paid to faculty members are set by the Office of the Provost and is based on peer data in accordance with University policy.
- Salary ranges for deans are set by the Office of the Provost and is based on discipline, national peer data, and CUPA-HR data for the [STARS Reporting Tool](#) | [AASHE](#)

BOG approved peer institutions. Requests for salary exceptions are forwarded with recommendations from the Chancellor and the President to the BOG Committee on Personnel and Tenure.

• Senior Academic and Administrative Officers (SAAO) with a Tier I status - salaries must be set within ranges authorized by the Board of Governors . For both SAAO Tier I and II administrators, and EPA Non-faculty Professionals, employee compensation will be administered in a manner that is externally competitive and internally equitable, recognizing performance, and includes, but is not limited to consideration of job independence and discretion, job complexity, scope, supervisory or lead roles, relevant experience and credentials, and additional position responsibilities.

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid regular, full-time employees:

Full-time employees paid at the lowest end of the salary ranges (\$11.22/hr) are Subject to the Personnel Act (SPA) of the State of North Carolina and are afforded the same benefits offerings as other SPA employees with higher salaries. These benefits include

- State PPO Health Plan (NC Smart Choice)
- NC Flex (Dental, FSAs, AD&D, Vision, and more)
- Retirement (TSERS, ORP)
- Supplemental Retirement/Annuities
- Disability
- MetLife - Life Insurance
- MetLife - Auto/Home Insurance
- CFNC 529 College Savings Plan
- Employee Assistance Program
- FMLA
- Leave (Sick, Vacation)

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid regular, part-time employees:

Part-time employees paid at the lowest end of the salary ranges (\$11.72/hr) are Subject to the Personnel Act (SPA) of the State of North Carolina and are afforded the same benefits offerings as other SPA employees with higher salaries, with some benefits prorated or deemed ineligible based on the part-time hours appointment.

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid temporary (non-regular) staff:

The lowest paid temporary staff are normally paid at the new minimum of \$11.22, with the exception of Childcare workers, who are paid at \$9/hr. Temporary staff are not considered State Employees and are therefore not afforded the same benefits offerings as permanent SPA employees described earlier. Temporary staff, who work on average 30 hours a week or more are offered Medcost, an alternative health coverage benefit that meets the standards of the Affordable Care Act.

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid temporary (non-regular, adjunct or contingent) faculty:

In general, the lowest standard rate is \$3,500 for one (3) credit-hour course. A temporary faculty member at this rate would not qualify for benefits. [Provided by Office of Faculty Personnel Services]

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

Students are paid no lower than \$7.25 and are not afforded the same benefits offerings as permanent SPA employees. UNLESS they are in the Federal Work-Study Program, students who work on average 30 hours a week or more are offered Medcost, an alternative health coverage benefit that meets the standards of the Affordable Care Act. Undergraduate students can work an average of 28 hours per week to include summer and jobs in multiple departments. Graduate students can work 20 hours per week to include summer and multiple departments.

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://web.uncg.edu/hrs/Class_Comp/UNCGCompensationPhilosophy.pdf

Assessing Employee Satisfaction

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

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.

Submission Note:

1. HR 2014 Survey: 2,414 employees (faculty and staff) campus-wide received an opportunity to participate in an online survey via email. An estimated 600 employees (or 25%) participated.
2. Division of Business Affairs 2015 Employee Engagement Survey: 413 Business Affairs employees received an email request to participate in an online survey. 280 employees (or 68%) participated.

Information for this credit was received from Dr. Edna Chun, Associate Vice Chancellor for Human Resource Services at UNCG.

"---" 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:

In the spirit of continuous improvement, and in keeping with the University's strategic goals, Human Resources conducted an extensive, campus-wide assessment in the Fall of 2014 of its performance in its core functional areas. The 2014 HR survey contained a number of brief questions on each of the core HR functions, as well as a section asking respondents to assess HR services overall. The survey was designed to take about 15 minutes to complete and was emailed to 2,414 employees across the UNCG campus in October of the Fall 2014

semester.

In January 2015 HR participated in a Business Affairs division-wide employee engagement survey. This survey was developed by a group of colleagues representing Finance, Facilities, Campus Enterprises, Human Resources, Foundation Finance and Safety and Risk Management. The Employee Engagement survey will be used to determine what factors are most important to staff and their success as members of the Division of Business Affairs at UNCG.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

These surveys have just recently been conducted. However, already in response for more supervisory training, HR has developed a new intensive training program The Supervisory Essentials Program. It is specifically designed to meet the needs of individuals in a supervisory or managerial role within the university. Participants in this program learn how to transform their team into a strong, productive unit that pulls together to exceed goals and go the extra mile. Training sessions take place twice each semester on two consecutive Fridays, lasting all day with frequent breaks and a lunch break built into the schedule. The first day of training centers around developing a strong knowledge of university policies and procedures while day two focuses on the areas of recruitment and development.

A link to more information about the program can be found at

http://web.uncg.edu/hrs/Professional_Development/Supervisor_Essentials_Program/

The year the employee satisfaction and engagement evaluation was last administered:

2,014

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

Wellness Program

Responsible Party

Chad Carwein

Sustainability Education and Outreach Specialist
Sustainability Office

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
 - Staff
 - Faculty
-

Submission Note:

Info about Employee Assistance Programs (EAP) is available here:

<http://web.uncg.edu/hrs/Benefits/EAP/>

Info about Student Health Services (SHS) is available here:

<http://shs.uncg.edu/>

"---" 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):

Enhancing employees' health and wellness - by enhancing and extending health, wellness, and quality of life for children, adults, families, and communities, through scientific inquiry and application, workforce development, reduction of disparities, sustainability efforts, and recreational opportunities - is of primary importance to UNCG.

To meet these goals, UNCG offers many wellness programs to its employees. These include weight-loss assistance and healthy-eating initiatives, Employee Assistance Programs (mental health assistance), smoking cessation, and a variety of exercise groups.

The mission of Student Health Services is to provide collaborative health care designed to empower students to develop lifelong skills that enhance their physical, psychological and wellness status in an inclusive and affirming environment.

Student Health Services...

- Provides student-centered, medical, counseling and health promotion services which are affordable and accessible
- Utilizes a multidisciplinary and collaborative approach to wellness and health care
- Provides an environment of inclusion, respect and appreciation of diversity
- Promotes professional excellence, responsiveness and ethical practice
- Is committed to the support of educational, research and service missions of U NCG

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

<http://web.uncg.edu/hrs/Benefits/Wellness/>

Workplace Health and Safety

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

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.

Submission Note:

Information on this credit was received from Tim Slone, Director of Environmental Health and Safety at UNCG. Note that the employee FTE numbers are different here than in other credits - the EHS Dept. considers different data for its employee figures, incorporating student workers into their assessments.

"---" 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	48	71
Full-time equivalent of employees	4,675	3,971

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

	Start Date	End Date
Performance Year	Jan. 1, 2014	Dec. 31, 2014
Baseline Year	Jan. 1, 2003	Dec. 31, 2003

A brief description of when and why the workplace health and safety baseline was adopted:

2003 is the first year of complete workplace injury data in UNCG records.

A brief description of the institution's workplace health and safety initiatives:

UNCG has an Environmental Health and Safety professional staff of 7 full-time safety professionals who oversee all health and safety programs and initiatives on campus. This includes, but is not limited to, OSHA compliance, Injury Reduction and Investigation, Safety Training, Laboratory Safety, Radiation Safety, Biological Safety, OSHA 300 Log, Hazardous Materials Management, Hazardous Waste Consolidation/Reduction and Disposal, Spill Prevention Control and Countermeasures, Industrial Hygiene, Ergonomics, and Indoor Air Quality. Workers Compensation at UNCG is administered by the Human Resource Services Staff; Environmental Health and Safety staff oversee the OSHA 300 Log and all injury prevention/investigations.

The website URL where information about the institution's workplace health and safety initiatives is available:

<http://www.uncg.edu/sft/>

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

Trey McDonald
Sustainability Coordinator
Sustainability Office

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?:

No

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

Examples of CIR actions during the previous three years:

The website URL where information about the CIR is available:

[STARS Reporting Tool | AASHE](#)

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

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:

242,000,000 US/Canadian \$

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	0 US/Canadian \$
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	0 US/Canadian \$
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	0 US/Canadian \$
Community development financial institutions (CDFIs) or the equivalent	0 US/Canadian \$
Socially responsible mutual funds with positive screens (or the equivalent)	0 US/Canadian \$
Green revolving loan funds that are funded from the endowment	0 US/Canadian \$

A brief description of the companies, funds, and/or institutions referenced above:

Does the institution have a publicly available sustainable investment policy?:

No

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?:

No

A brief description of how the policy is applied, including recent examples:

Does the institution's sustainable investment policy include negative screens?:

No

A brief description of the negative screens and how they have been implemented:

Approximate percentage of the endowment that the negative screens apply to:

0

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

No

A copy of the proxy voting guidelines or proxy record:

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?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

The UNCG Bryan School of Business Dean and the Dept. of Business Affairs have proposed to have students that oversee investment of a portion of our endowed funds work on planning and researching policies for investing in socially and environmentally responsible ways.

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

No

A brief description of the investor networks and/or collaborations:

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

Investment Disclosure

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability 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.

Submission Note:

Information received from Jill Hillyer, Assoc. Vice Chancellor for Foundation Finance.

"---" 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://www.uncg.edu/baf/foundationFinance/foundations.html>

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

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:

Peabody Park Soundscape Project

A brief description of the innovative policy, practice, program, or outcome :

The Peabody Park Soundscape Project centers around the concept of soundscapes. The term “soundscape” refers to the acoustic component of a landscape, unique to each and every place on Earth. Soundscape ecology is a new and developing area of research, especially with regards to campus soundscapes. In a way, the soundscape can be thought of as binding us to our environment. Engaging with soundscapes is therefore an important part of engaging with nature.

In February 2015, UNCG installed three interpretive signs in a natural area of its campus to raise awareness of soundscapes and call attention to issues of soundscape ecology. The signs were conceptualized and designed by UNCG student William Hueholt, and funded in part by a competitive grant from UNCG’s Office of Sustainability. The signs are made of high-quality aluminum and are a semi-permanent installation, serving to draw attention to a unique part of campus in an innovative context.

The purpose of these signs is threefold: first, to simply help inform students of the existence of Peabody Park and the Park’s prairie; second, to elucidate various details of the distinctive soundscape of the Park; and third, to encourage students to listen deeply within the Park and other environments they experience.

Peabody Park is an ideal location for experiencing soundscapes not only because it contains a wide variety of plant and animal life but also because this life is easily observed by university students and visitors alike. The Park is home to a carefully-maintained Piedmont prairie, a fragile and rare native habitat that was recreated on campus through a partnership among Biology students and faculty, Grounds staff, and the Peabody Park Preservation Committee. Beyond the prairie habitat, dense barriers of plants block significant amounts of traffic rumble, and the small size of the prairie keeps animal activity close to the path. Even the fragmented nature of the habitat within the Park lends itself well to sonic exploration, because very different soundscapes can be encountered within mere feet of each other. This underscores the importance of small habitat as well as provoking the question, “How would this sound if it were bigger?”

The primary outcome of this project is the installation of three 24”x30” informational signs throughout the western section of Peabody Park. The first sign, installed at the at the head of a path leading past a golf course, introduces and defines the term “soundscape,” gives an example of soundscape (via a visual graph), and touches on the ecological importance of soundscapes. The second sign, placed just before the prairie, near a stream culvert, includes a colorful map of Peabody Park Prairie’s soundscape and information relating to the prairie’s sounds. The third sign, placed just before the crest of a hill on the golf course, covers sustainability-related topics, including the developing concepts of sound equity and acoustic niches. Each sign also includes a trail map, giving the Peabody Park recreational area some badly-needed visibility.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

[Soundscape letter.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	Yes
Research	Yes
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	Yes
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 :

Responsible Party

Chad Carwein

Sustainability Education and Outreach Specialist
Sustainability Office

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Submission Note:

More information on this innovation credit is available (via the URLs below) in the following two issues of the UNCG Office of Sustainability eNewsletter:

Issue #5 - Pre-Event Article:

<http://eepurl.com/53Gzv>

(October, 2014)

Issue #6 - Post-Event Article:

<http://eepurl.com/9gA25>

(November, 2014)

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

Title or keywords related to the innovative policy, practice, program, or outcome:

What's Green Got To Do With It?

A brief description of the innovative policy, practice, program, or outcome:

T'shari White, a recent UNCG graduate, conducted research on the environmental attitudes of minority students for senior capstone course. She decided to focus her research on reasons why Environmental Studies was a predominately white field of study because she was the only black student in her class and one of only two African Americans enrolled in the program. During her study, she found common trends of belief from students, faculty and staff in the reasoning behind this lack of participation from minority students. In her interviews, minority participants offered the following reasons:

- the environment is not a priority for minority students
- the environment is not an interesting subject to minority students
- unless they are directly affected by it, minority students won't take action
- minority students did not know that Environmental Studies was offered as a major
- minority students lack knowledge about the field and what job opportunities are available

After completing the research, T'shari got an internship with the Office of Sustainability to work on addressing the issues found in her study. She set two goals for this a project: (1) spread awareness about how these environmental issues apply to people of every race, ethnicity, gender, age, religion, and socioeconomic status; (2) bring attention to issues surrounding the low number of minority students enrolled in UNCG's Environmental Studies program and their lack of participation in campus sustainability initiatives. T'shari came up with an innovative solution to host an event titled, "What's Green Got to Do with It?" gave all students (not just minorities) an interactive opportunity to learn about the UNCG Environmental Studies program and the Office of Sustainability as well as career opportunities and minority environmental leaders in the field.

The event also highlighted the issue of Environmental Justice by featuring a guest speaker with years of both personal and professional experience working with concerned citizens to shut down the local landfill. To tie it all together at the end of the event, a UNCG professor from the new Sustainable Tourism and Hospitality program moderated a lively panel discussion that presented the environmental perspectives of students representing African American and Latino minorities.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The event was a huge success with approximately 100 people in attendance throughout the event. Based on casual observations, most attendees were students and the crowd was fairly diverse overall with representing by more than two different minority groups .

A letter of affirmation from an individual with relevant expertise:

Innovation 2 Credit - T'shari Affirmation.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes
Research	Yes
Campus Engagement	Yes
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	Yes
Health, Wellbeing & Work	---

Other topic(s) that the innovation relates to that are not listed above:

Environmental Justice, Environmental Attitudes of Minority Students, Green Jobs

The website URL where information about the innovation is available:

<http://facsustainability.uncg.edu/whats-green-got-to-do-with-it/>

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Submission Note:

See also this article on the program's launch:

<http://newsandfeatures.uncg.edu/sustainability-hospitality-tourism-program/#sthash.ZTjMEwLu.dpb>

s

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

Title or keywords related to the innovative policy, practice, program, or outcome:

Nation's first Sustainable Tourism and Hospitality Program

A brief description of the innovative policy, practice, program, or outcome:

UNCG's Bryan School of Business and Economics launched the first Sustainable Tourism and Hospitality Management program in the nation in Fall 2013. While many of the top universities in the country offer individual courses in ecotourism or certificates or graduate degrees in sustainable tourism, no undergraduate degree in tourism and hospitality offers such a comprehensive integration of sustainability values and a triple-bottom line approach holistically across the entire curriculum.

Work on the revised curriculum began in 2010 and has been guided by champions of sustainable hospitality and responsible tourism, such as Hervé Mr. Houdré, General Manager, InterContinental Barclay Hotel in New York, New York and Dr. Pauline Sheldon, Professor Emerita at the School of Travel Industry Management, University of Hawaii. The new curriculum features a fundamental shift in the program's mission, a dozen new courses, and a holistic integration of sustainability principles.

An indicative list of courses are listed below:

- Introduction to Sustainable Development
- Corporate Social Responsibility
- Sustainable Hotel Operations
- Tourism Impacts and Alternatives
- Sustainable Food and Beverage
- Greening Hotel Facilities
- Sustainable Travel and Transportation, and
- Sustainable Destination Planning and Management

The potential impact of graduates of this program is significant for this important industry. According to the United Nations World Tourism Organization, 1.09 billion people traveled in 2013 and 1.8 billion travelers are forecast for 2030. With US\$1.4 trillion in global exports, the international tourism and hospitality sector is one of the largest contributors to the world economy. The tourism and hospitality sectors employ more than 200 million people worldwide—one in every 11 workers—and account for over 10 percent of all consumer spending.

UNCG is the first American university to merge the business and sustainability principles facing the hospitality and tourism industry into a program of study. It is hoped to serve as a prototype for other similar degree programs.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Currently, there are 76 students majoring in the program. Further, over 200 students have enrolled in the core sustainability course (Introduction to Sustainable Development).

A letter of affirmation from an individual with relevant expertise:

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	---
Public Engagement	Yes
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
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:

<http://www.uncg.edu/bae/sth/>

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Submission Note:

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

Title or keywords related to the innovative policy, practice, program, or outcome:

Sustainable Materials Library

A brief description of the innovative policy, practice, program, or outcome:

The Interior Architecture Department at UNCG has led the university in teaching sustainability to its students and promoting sustainable practices on campus. Over the past few years, IARc has developed a powerful resource to further advance these efforts, leading to UNCG becoming the only school with sustainable building material samples cataloged through the campus library. Paired with physical samples of many of these materials, the Sustainable Materials library provides a valuable resource for students, faculty, staff and the community to investigate sustainable options for interior projects.

This thoroughly organized collection of interior finishes is searchable via electronic catalog. Protocol sheets within the catalog detail each material's sustainability attributes, ranging from production and harvesting practices to toxic chemical content to embodied energy factors such as transportation distance. The library equips students to make better-informed decisions about materials they use for projects and to support UNCG's commitment to sustainability.

The IARc library is also unique because it is catalogued through the university library system. Because the Library of Congress has no procedure for organizing this type of inventory, Mary Jane Conger of the UNCG Jackson Library helped IARc establish a new cataloging scheme. The materials library catalog is searchable through the UNCG Libraries catalog, with entries including the protocol sheets as well as links to material manufacturers' websites.

The library is also a living laboratory. The cataloging scheme integrates a standardized coding system developed by the Construction Specifications Institute (CSI) – an industry standard. All UNCG interior architecture students must learn the CSI system to use the catalog, leaving them better prepared for careers in the field. Further, students in the Materials, Methods, and Technology course must acquire two green materials for the library and complete a protocol sheet that includes the manufacturer information, life cycle analysis, sustainable qualities, and contact information for those wishing to order samples. To accomplish this, students must contact companies to obtain the material samples; the experience of dealing directly with the suppliers helps students learn how to be discerning about business practices and sustainability factors. The library grows as students add about material samples annually, and students get an opportunity to make an original contribution to their field.

While the library itself is intended for student use, the electronic catalog provides valuable information for the community at large. Anyone may access the catalog and protocol sheets.

- See more at:

<http://research.uncg.edu/spotlight/sustainable-materials-creative-minds/#sthash.vvK9fU1O.dpuf>

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

[stars support iarc.docx](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes
Research	Yes
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	---
Buildings	Yes
Dining Services	---
Energy	---
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:

<http://www.uncg.edu/iar/resources/library/>