



University of West Georgia

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

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

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Master

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:

n/a

Reason for excluding medical school:

n/a

Reason for excluding pharmacy school:

n/a

Reason for excluding public health school:

n/a

Reason for excluding veterinary school:

n/a

Reason for excluding satellite campus:

Satellite campus is currently undergoing significant renovations. Identifying various characteristics would be difficult and nebulous.

Reason for excluding hospital:

n/a

Reason for excluding farm:

n/a

Reason for excluding agricultural experiment station:

n/a

Narrative:

Operational Characteristics

Criteria

n/a

Submission Note:

Floor space measurements were compiled by Laura Kowalski within CPF team.

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

Endowment size:

25,882,078 US/Canadian \$

Total campus area:

645 Acres

IECC climate region:

Mixed-Humid

Locale:

Rural

Gross floor area of building space:

2,596,667 Gross Square Feet

Conditioned floor area:

Floor area of laboratory space:

87,508 Square Feet

Floor area of healthcare space:

0 Square Feet

Floor area of other energy intensive space:

90,476 Square Feet

Floor area of residential space:

896,317 Square Feet

Electricity use by source::

	Percentage of total electricity use (0-100)
Biomass	---
Coal	---
Geothermal	---
Hydro	---
Natural gas	---
Nuclear	---
Solar photovoltaic	---
Wind	---
Other (please specify and explain below)	---

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

Energy used for heating buildings, by source::

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

Natural gas	---
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:

This data was gathered from the follow departments: Institutional Effectiveness, Distance Education, Campus Planning & Facilities, Housing and Residence Life.

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

Number of academic divisions:

6

Number of academic departments (or the equivalent):

26

Full-time equivalent enrollment:

10,358

Full-time equivalent of employees:

1,403

Full-time equivalent of distance education students:

5,697

Total number of undergraduate students:

9,959

Total number of graduate students:

1,970

Number of degree-seeking students:

11,929

Number of non-credit students:

0

Number of employees:

1,560

Number of residential students:

3,245

Number of residential employees:

0

Number of in-patient hospital beds:

0

Academics

Curriculum

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

From the institution:

For FY2015 we are answering credits associated with the Princeton Review in addition to a few additional credits . For Academics, this includes AC 1, 2, 3, 8, 9 and 10.

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

Hannes Gerhardt

Sustainability Director
Department of Geosciences

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	923	498
Number of sustainability courses offered	17	6
Number of courses offered that include sustainability	40	6

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

9

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

27

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):

[CoursesII.pdf](#)

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

Attached in file above.

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

<http://www.westga.edu/green/3894.php>

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

UWG research analyst chose unique courses that were offered based on course title (ex. ENGL 1101) unduplicated for the year and not counting individual course sections.

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

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

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

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

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

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Hannes Gerhardt

Sustainability Director
Department of Geosciences

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 numbers provided represent 2 years of graduates, (2012/2013 and 2013/2014).

"---" 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:

464

Total number of graduates from degree programs:

4,541

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

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

Document uploaded.

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

This is a partial list:

RN to Bachelor's Program, corresponding sustainability learning outcome: Students will participate in analysis, critique, and reform of healthcare regulatory, policy, and financial systems that influence nursing and healthcare environments.

Further explanation: Healthcare environments include being in the world and interacting with the world; this includes persons, cultures, the healthcare system and other aspects of the constructed and natural world. A concern for environment is essential due to the social political, and economic influences on health and the healthcare system.

Master of Science of Nursing Program: Apply quality improvement and safety principles within an organization to improve education, and practice outcomes.

Further explanation: The MSN students design evidence based quality improvement projects to address current and future health related needs of our community of interest. Additionally, they evaluate organizational, political, cultural and economic trends that impact cost, safety and quality of healthcare.

Doctor of Education Program, corresponding sustainability learning outcome: Function as a change agent, innovator and leader with the continuous pursuit of quality improvement in the nurse educator role.

Further explanation:

As future nursing educational leaders, the EdD in nursing education students will apply aspects of inquiry, communication, and continuous evaluation to address future challenges to sustainability and responsibility at the local and global level. This critical analysis will include environmental, social, and economic dimensions to sustainability.

As future nursing educational innovators, the EdD in nursing education students will collaborate with other disciplines through interdisciplinary projects and research as a means to promote integrative thinking and practice to promote innovations.

Lastly, the EdD in nursing education students, as future nursing educational change agents, will engage themselves within the higher education community to promote activities and systems that are economically stable, environmentally sound, and socially just. Further, the students will function as change agents not only within the higher educational community but also the global community as ethical civic leaders who can impact sustainable global communities.

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

Undergraduate Program

Responsible Party

Hannes Gerhardt

Sustainability Director
Department of Geosciences

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):

Bachelor of Science with a Major in Geography

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

Geography is often described as the science of space, place, and the human-environment interface. Its fundamental subject matter is people and their environments--it serves, therefore, as a bridge between the physical and social worlds. It is an integrative discipline in which scholars endeavor to understand the role of humans in producing the social and biophysical worlds in which they live. Geographic knowledge can be applied to explain cultural and political conflicts, environmental policies and practices, human landscapes, and economic well-being.

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

http://www.westga.edu/geosci/1063_1371.php

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):

Southwire Sustainable Business Honors Program

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

Participants complete a BBA in Economics, Finance, Management, Marketing, or Real Estate, a Masters of Business Administration, and a certificate of Sustainability in only four years. There will also be numerous opportunities for service learning and hands-on experiences.

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

http://www.westga.edu/business/sustainable_business_degrees_courses.php

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

Environmental Geology Concentration

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

The Environmental Geology concentration prepares students to work in conservation, management and remediation of natural resources. This concentration includes a wider variety of courses than Professional Geology and requires more Biology and Chemistry. Students have the option of pursuing coursework in Sustainability, Geographic Information Systems and Environmental Policy.

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

http://www.westga.edu/geosci/1063_1740.php

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

Environmental Sustainability Concentration

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

Environmental Sustainability focuses on interactions between biophysical systems, social systems, and human practices and the well-being and long-term survivability of each.

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

http://www.westga.edu/geosci/1063_1726.php

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

Graduate Program

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*.

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

Immersive Experience

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.

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

Sustainability Literacy Assessment

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

Incentives for Developing Courses

Criteria

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

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

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

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

Campus as a Living Laboratory

Responsible Party

Hannes Gerhardt

Sustainability Director
Department of Geosciences

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

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:

A Student Research Assistant Program (SRAP) was used for two years to employ students to assist in the calculation and presentation of the campus' carbon footprint. The students helped collect the data as well as display the data in graphs and charts. They also were able to project future carbon usage given business as usual trajectories as well as trajectories that include sustainability investments. Their findings have been made public to the campus community.

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

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

In the course GEOG 2505 Human Impacts on the Environment, the campus garden is incorporated into the course. The students get to view and work on the garden as a way to see what sustainable, small scale agriculture looks like, and learn about land/labor requirements for a small scale farming operation.

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

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

In GEOG 4082, Special Topics, a student project was completed the made a GIS map of the campus tree canopy. This map was a key requirement to acquiring a "Tree Campus USA" designation from the Arbor Day Foundation.

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

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

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:

In the PLAN 5785 class, Topics in Planning, students researched the University's recycling program, performing data collection, analysis, and writing a substantive sustainability recycling plan, which was offered to the Planning and Facilities division.

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 floodplain behind The Coliseum is an outdoor laboratory for Hydrogeology and Soils. Over the years Hydrogeology has installed more than twenty wells which have subsequently been used for teaching and research. We have also taken core samples using the Dept's vibracore setup. Hydrogeology techniques for well installation, flow testing, core sampling and water sampling are demonstrated through activities there. Numerous student presentations have been based on data from the field site covering topics such as groundwater

chemistry, floodplain stratigraphy, and soil heavy-metals distribution. Most of these activities has a sustainability component as the testing of water and groundwater is done to detect human sources contaminants.

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:

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 graduate level course Conservation Biology 5985 used the campus as a living laboratory to assess the amount and health of the animal wildlife on campus by setting up various wildlife cameras around campus and tracking and analyzing the data. Recommendations were offered, based on the results, for what can be done to protect the University's animal wildlife. Results were presented and published.

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

<http://uwgconservationblog.tumblr.com/>

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

Hannes Gerhardt

Sustainability Director
Department of Geosciences

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:

14

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

250

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

10

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:

[Sustainability Research.pdf](#)

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

See attachment.

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

We conducted a faculty-wide survey and assigned sustainability taskforce members to reach out to individual faculty members who were believed to have knowledge about on-campus research.

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

The website URL where information about sustainability research is available:

Support for Research

Responsible Party

Hannes Gerhardt

Sustainability Director
Department of Geosciences

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?:

No

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

At UWG we encourage all student research, but not specifically sustainability at this time.

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

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?:

No

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

According to Charla Campbell, Office of Research & Sponsored Projects

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

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:

Several library databases provide resources that support research efforts in sustainability. Several library guides provide information about resources that support research in sustainability.

GALILEO: All Databases available to UWG

<http://www.galileo.usg.edu/scholar/westga/databases/all/>

Libguide: GeoSciences Resources/Databases

<http://libguides.westga.edu/content.php?pid=295276&sid=2424154>

Libguide: Debate: Domestic Energy Production

<http://libguides.westga.edu/content.php?pid=347163&sid=2840068>

Libguide: Biology/Botany

<http://libguides.westga.edu/content.php?pid=147631&sid=1850135>

Libguide: Biology/Environmental Studies

<http://libguides.westga.edu/content.php?pid=147631&sid=1866460>

Libguide: Business Resources/Websites

<http://libguides.westga.edu/content.php?pid=338816&sid=2770702>

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

Access to Research

Criteria

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

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

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

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.

From the institution:

For FY 2015, we are only answering EN-3 in order to meet the requirements of the Princeton Review for Green Schools.

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

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

Hannes Gerhardt

Sustainability Director
Department of Geosciences

Criteria

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

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

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

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

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

59

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

A video that highlights the importance and the possibilities of recycling on campus is showcased during 1st floor meetings in all the major residence halls.

In addition 3 postcards are placed on all campus residents doors. One is educating students on energy usage through "vampire loads", the second is on separating recyclables from regular waste, the third is on finding useful ways to reuse items. All residents were asked to fill out a pledge card in August.

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

Responsible Party

Hannes Gerhardt

Sustainability Director
Department of Geosciences

Criteria

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

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

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

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

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

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

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

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

1. Green Elite - This organization, known as the Green Elite, is established for the purpose of increasing participation and contribution of students in sustainability efforts on campus and in the community. Yes student governed.
2. GREAN (formerly Love Not Litter) – no description provided to Center for Student Involvement. Yes student governed.
3. Wolves Helping Others: Wolves Helping Others (W.H.O.) is a student organization whose purpose is to provide on and off campus volunteer opportunities for the campus community. Their programs are selected by students and implemented through five committees. Yes student-governed.
4. The ACS (American chemical Society) club is not focused 100% on sustainability, per se, but is an ongoing interest to the group. Student governed.
5. Tri Beta Biological Honors Society. Student governed.

The website URL where information about student groups is available:

https://www.facebook.com/groups/431059663671445/?ref=br_tf

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:

Community Garden established Spring 2014. The garden includes a small garden greenhouse on-site. We have a passive composting site adjacent to the garden where we dump all our removed leaves and herbaceous plants from the campus.

The campus group Green Elite is the driving force behind the garden. They are mainly Geoscience students. Dr. Shea Rose is their faculty sponsor and James Hembree is the facilities sponsor. Garden was established in partnership with Tanner Health Systems, Home Depot, and Keep Carroll Beautiful. Food is consumed by students or donated to local soup kitchen. Yes student-governed.

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

<http://www.westga.edu/ucmassets/news/4250.php>

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

None.

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

A brief description of the sustainable investment or finance initiatives:

None.

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:

1. Earth Week- student governed events included: Tie Dye Shirt, Bamboo Plant event, live Earth Day twitter feed, recycled bottle art. Yes student governed.
2. Carve on the Quad was made "green" (2013, 2014) through Green Elite's student led composting of pumpkin wastes and saving of seeds. The folks carving pumpkins and participating were from the Art Dept. Yes student governed.
3. Environmental Awareness Week: Was not student governed.
4. Global warming talk sponsored by Library. Not student governed.
5. The College of Arts and Humanities organized a symposium on the humanities and the environment at the most recent Interdisciplinary Conference in the Humanities at UWG. Not student governed.

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

<http://www.westga.edu/~earthday/>

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

1. Earth Week – Poem Reading.
2. Environmental Awareness Week – Dirty Car Artist. Not student governed.
3. An artist from Georgia State who makes art pieces from ocean waste and ocean plastic came to speak on campus 2 years ago and students were in attendance. Not student governed.

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

http://www.westga.edu/sota/1348_2134.php

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

1. University Recreation's Adventure Trips – Hiking, Kayaking, Bouldering, and Camping events are done each semester The Outdoor Recreation program is centered around the Leave No Trace principles. The program offers numerous trips a year ranging from backpacking to sea kayaking, climbing to whitewater rafting, and on-campus seminars and clinics that focus on backcountry skills.
2. Outdoor Recreation also offers a rental program to provide equipment and resources to the university community. Not student-governed.

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

http://www.westga.edu/urec/adventure_trips.php

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

There are two.

1) Sustainable Cities: The Sustainable Cities Learning Community is organized for students interested in thinking creatively about cities and towns. All cities and towns are the products of natural and social systems. The city is as much “natural” as it is “social”—it is an assemblage of economic and water flows, political boundaries, air and soil, culture and biological landscapes, etc. How can we evaluate cities and towns (e.g. Atlanta and Carrollton) as socio-natural places? Which ones will last (they’re sustainable”) and which ones will need to change, and how? Can we envision a “better” Atlanta and/or Carrollton? What would it look like? Answers to these questions will require considerations from many perspectives, from the scientific, economic, and political to the ethical, spiritual, and aesthetic.

WEBSITE:

http://www.westga.edu/fyp/index_21952.php

2. The Globalization Learning Community is organized for students interested in the economic, political, social, and cultural transformations brought about by globalization. We will take a hands-on approach to learning about how global supply chains are involved in the production of commonly used consumer products such as blue jeans, cars and gasoline. We will also explore how the forces associated with globalization are challenging the primacy of the nation-state. And, importantly, we will discuss how these changes will affect the professions for which you are currently preparing.

The website URL where information about the theme is available:

http://www.westga.edu/fyp/index_13218.php

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

1. First-year students living in residential halls are introduced to resource conservation principles through a communication & engagement campaign that includes the following:

- A sustainability video centered around the sustainability achievements in the residence halls and aimed to raise awareness of energy consumption/water usage within their rooms. This is posted on social media site by both the Residential Life office and the main UWG accounts.
- During resident orientation meeting students were requested to fill out a pledge card to reduce their environmental impact through specific lifestyle habits. These cards were prominently displayed in the buildings lobbies.
- A series of edu-tainment collateral pieces centered on reducing energy consumption, encouraging the use of reusable resources and discouraging one time disposable items are disbursed in the residence halls throughout the semester.

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

A brief description of sustainability-focused student employment opportunities:

1. Housing employs 10 students to help with recycling collection. These student workers are dedicated to the recycling efforts in all of the residence halls. They pull bags and place new ones in the containers. Count the number of bags, record weight, put in spreadsheet for sustainability documentation. Out of the 10, 4 are a dedicated Recycling team (4) and some of the ones we hired for Greek Village are currently being cross trained into the recycling program as well.

2. There are currently 3 students working within the Risk Management Department who specifically focus sustainability efforts. Their responsibility is to pick-up materials for recycle / reuse and are mainly restricted to the following:

Cardboard

Plastic and aluminum bottles

Wooden pallets

Printer cartridges

3. A group of students work in landscaping and learn to follow sustainable landscaping practices.

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

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

None.

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

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

Housing and Residence Life worked with Good Will this past move out day to collect unwanted student items to be donated to this operation. Plans are to prepare in advance this upcoming move-out period for an ongoing effort to build this program in years to come.

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

Outreach Materials and Publications

Responsible Party

Hannes Gerhardt

Sustainability Director
Department of Geosciences

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	---
Social media platforms that focus specifically on campus sustainability	Yes
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	---
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	---
Other sustainability publications or outreach materials not covered above	---

A brief description of the central sustainability website:

This website informs about sustainability events as well as posts relevant data and sustainability tips.

The website URL for the central sustainability website:

<http://www.westga.edu/green/>

A brief description of the sustainability newsletter:

The website URL for the sustainability newsletter:

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

The #GowestGogreen is used on twitter to inform and create discussions around sustainability events on campus.

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

<https://twitter.com/GoWestGoGreen>

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

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

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

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

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

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

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

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

A brief description of the sustainability walking map or tour:

The website URL of the sustainability walking map or tour:

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

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

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

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

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

This guide is provided as a page linked to the Sustainability Homepage. It covers how to save energy, where to recycle, and what to do when you move out.

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

<http://www.westga.edu/green/3901.php>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Outreach Campaign

Responsible Party

Hannes Gerhardt

Sustainability Director
Department of Geosciences

Criteria

Part 1

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

Part 2

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

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

To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. The following impacts are not sufficient for this credit:

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

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

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

Yes

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

Yes

The name of the campaign (1st campaign):

Recyclemania

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

The official goals of the nation-wide recyclemania campaign is:

- Motivate students and staff to increase recycling efforts and reduce waste generation.
- Generate attention and support for campus recycling programs.
- Encourage colleges to measure and benchmark recycling activity in their effort to improve their programs over time.
- Have a fair and friendly competition.

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

Measured total amount recycled in the 8 week period of Recyclemania is compared to a comparable 8 week period, as well as comparisons to other schools are undertaken.

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

<https://twitter.com/gowestgogreen>

The name of the campaign (2nd campaign):

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

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

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

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

Employee Educators Program

Criteria

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

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

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

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

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

Employee Orientation

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).

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

Staff Professional Development

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

Public Engagement

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

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

Community Partnerships

Responsible Party

Hannes Gerhardt

Sustainability Director
Department of Geosciences

Criteria

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

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
A. Supportive	<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
B. Collaborative	<ul style="list-style-type: none">• <i>Scope:</i> Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood)• <i>Duration:</i> May be time-limited, multi-year, or ongoing• <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support• <i>Governance:</i> Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

C.Transformative

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

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

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

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

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

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

Yes

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

The University of West Georgia (UWG) maintains an ongoing supportive relationship with the local NGO "Keep Carroll Beautiful". This latter NGO emphasizes recycling and environmental awareness. UWG has garnered much support from this NGO in organizing Earth Week events and recycling initiatives.

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

Yes

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

The University of West Georgia (UWG) maintains an ongoing collaborative partnership with Tanner Medical Center in maintaining a campus garden. Tanner's focus is to improve the health of residents in a rural three county area in West Georgia, including low-income, uninsured, and underserved individuals to promote healthier lifestyle initiatives.

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

No

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

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

The website URL where information about sustainability partnerships is available:

Inter-Campus Collaboration

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.

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

Continuing Education

Responsible Party

Hannes Gerhardt

Sustainability Director
Department of Geosciences

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

Courses that address sustainability include continuing education sustainability courses and continuing education courses that include sustainability. Courses that can be taken for academic credit are not included in this credit. They are covered by the Curriculum subcategory.

Part 2

Institution has at least one sustainability-themed certificate program through its continuing education or extension department.

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

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

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

Yes

Number of continuing education courses offered that address sustainability:

11

Total number of continuing education courses offered:

319

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

[List of Continuing Education.docx](#)

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

List attached.

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 Senior Certified Sustainability Professional Online Training Program is offered through our vendor Edu2Go. It is one of several certificate programs. The aim of the certificate is to prepare the student for an exciting career as a leader in the green-collar economy. As a certified sustainability professional, the student will be responsible for setting the course and coordinating an enterprise's sustainability strategy.

Objectives include learning the following skills:

- Establish and maintain a green procurement strategy
- Apply the principles of environmentally preferred purchasing, design for environment, eco-control systems, and sustainable business practices
- Identify corporate social responsibility strategies to meet organizational needs
- Develop and use Environmental Management System (EMS) practices
- Select and effectively use a variety of environmental accounting methods
- Improve product positioning using the green marketing-mix principles
- Organize and sequence carbon strategies using the World Resource Institute protocol
- Improve operational sustainability through greening the logistics and supply chain
- Plan continued organizational sustainability strategies as an internal or external consultant

Year the certificate program was created:

2,012

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

<http://www.westga.edu/assetsAdmin/conted/UWGCECATALOG2.24.15.pdf>

Responsible Party

Hannes Gerhardt

Sustainability Director
Department of Geosciences

Criteria

Part 1

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

Part 2

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

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

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

Number of students engaged in community service:

1,462

Total number of students :

11,929

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:

16,363

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

No

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

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:

The College of Social Sciences has a community outreach day where everyone in the that college is expected to offer community service on that one day.

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

http://www.westga.edu/coss/820_1505.php

Community Stakeholder Engagement

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*.

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

Participation in Public Policy

Criteria

Institution advocates for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability.

The policy advocacy must be done by the institution, not by students or a student group. This credit acknowledges institutions that advocate for policy changes and legislation to advance sustainability broadly. Advocacy efforts that are made exclusively to advance the institution's interests or projects may not be counted. For example, advocating for government funding for campus sustainability may be counted, whereas lobbying for the institution to receive funds that have already been appropriated may not.

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

Trademark Licensing

Criteria

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

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

Hospital Network

Criteria

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

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

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

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

Operations

Air & Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas and air pollutant emissions. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are particularly pronounced for low-income communities and countries. In addition, institutions that inventory and take steps to reduce their air pollutant emissions can positively impact the health of the campus community, as well as the health of their local communities and regions.

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Hannes Gerhardt

Sustainability Director
Department of Geosciences

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

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

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

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

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

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

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

Yes

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

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

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

Yes

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

The Clean Air - Cool Planet campus carbon calculator V.7 was used. The data was collected over a 1 year period. The various entities on campus responsible for the specific data were contacted and asked to supply relevant data back to 2009.

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 GHG inventory was submitted to the Director of Sustainability at Kennesaw State University (KSU) for review. KSU maintains a similar inventory and so they were in a good position to verify ours.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	<i>2,714.42 Metric Tons of CO2 Equivalent</i>	<i>2,987.40 Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	<i>2,386.35 Metric Tons of CO2 Equivalent</i>	<i>2,275.14 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	<i>21,579.79 Metric Tons of CO2 Equivalent</i>	<i>20,046.20 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
Carbon sequestration due to land that the institution manages specifically for sequestration	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	<i>862.40 Metric Tons of CO2 Equivalent</i>	<i>931.70 Metric Tons of CO2 Equivalent</i>
Third-party verified carbon offsets purchased	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

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

n/a

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

n/a

A brief description of the composting and carbon storage program:

Up until FY14 UWG was composting its tree waste, until the Georgia EPD forbade it. UWG is currently working on reestablishing their composting of tree and shrub waste. UWG also has large wetland and unmaintained areas where leaf fall is left unhindered to compost. The estimate of hardwood leaf drop is 2 tons per acre.

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

n/a

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	3,031	2,681
Number of residential employees	4	5
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	10,407	10,213
Full-time equivalent of employees	1,506	1,265
Full-time equivalent of distance education students	5,059	3,231

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

	Start Date	End Date
Performance Year	July 1, 2011	June 30, 2014
Baseline Year	July 1, 2010	June 30, 2011

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

The baseline was adopted back to the point where reliable data for scope I and II were available.

Gross floor area of building space, performance year:

2,517,578 Square Feet

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	43,011 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	49,918 <i>Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	---
Commuting	---
Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	---
Waste generated in operations	---
Other categories (please specify below)	27 <i>Metric Tons of CO2 Equivalent</i>

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

The additional category that has been recorded for all relevant years is wastewater. This is one of the options in the utilized calculator. The performance year had 27, whereas the baseline year had 26 MTCO2.

A copy of the most recent GHG emissions inventory:

[Calculator_v7.0_5.xlsm](#)

The website URL where the GHG emissions inventory is posted:

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

Outdoor Air Quality

Responsible Party

Brendan Bowen

Assistant Vice President
Campus Planning & Facilities

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:

UWG has issued a no idling policy memo directing employees to not allow university vehicles to sit idling unless necessary for safety or operational purposes. This memo is considered “policy” until a formal document can be developed and published.

Unnecessary vehicle idling has an impact on fuel costs, maintenance costs, air quality, and carbon emissions.

Department heads that operate UWG vehicles are authorized and encouraged to develop their own standards that qualify their “operational purposes.” Such standards may include passenger comfort or engine performance.

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

No

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

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

	Weight of Emissions
Nitrogen oxides (NOx)	---
Sulfur oxides (SOx)	---
Carbon monoxide (CO)	---
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:

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

Brendan Bowen

Assistant Vice President
Campus Planning & Facilities

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

Submission Note:

Please note that the document which is uploaded under "A copy of the sustainable building operations and maint. guidelines" is a summary document. Official operating procedures and policies related to each of the six required areas exist within their appropriate team or department.

"---" 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):

2,592,753 Square Feet

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

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

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

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

Mid-Level	<i>0 Square Feet</i>
Highest Achievable Level	<i>0 Square Feet</i>

Floor area of building space that is certified at each level under a 5-tier rating system for existing buildings used by an Established Green Building Council::

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

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

0 Square Feet

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

1,162,304 Square Feet

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

[Sustainable Energy Management Plan 2.pdf](#)

The date the guidelines or policies were formally adopted:

April 15, 2007

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

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

1. Impacts on the surrounding site
2. Energy consumption
3. Building-level energy metering
4. Usage of environmentally preferable materials

5. Indoor environmental quality
6. Water consumption
7. Building-level water metering

1. Impacts on the surrounding site

A 25 Year Storm Water Master Plan (2005) is on file and is updated for any new development; supplemental documents include erosion control standards. Sustainable landscaping practices at UWG dictate a “No net loss of caliber inch” for new development and renovation. This supports our initiative to maintain our Tree Campus USA status (2011-2014) as well as ensuring cooling islands in parking lots are included in all new development. Cisterns to capture and reuse rain water for irrigation is now part of sustainable construction at UWG. Approximately 170,000 gal capacity is currently available in our cisterns.

2. Energy consumption

The Energy Efficiency and Sustainable Construction Act of 2008 (EESCA) provides energy efficiency and construction standards for state facility projects. Building owners and managers can also apply for the Georgia Peach Green Building Rating System, which rates a state agency’s commitment to environmental stewardship.

A Sustainable energy management plan was adopted by the Board of Regents of the University System of Georgia in 2007. In 2014, UWG was the recipient of the Georgia Energy Challenge whereby state facilities committed to reduce energy consumption by 15% by 2020 from a 2007 baseline.

Energy consumption is tracked on a monthly basis. UWG committed to following Federal guidelines for energy management set points (68 degrees Winter and 78 degree Summer) in 2005.

Preventative maintenance including chiller annuals, boiler annuals, and fire suppression systems are strictly adhered to. Preventative Maintenance on all MEP systems are our key to operational efficiency and student comfort.

3. Building-level energy metering

Our energy management system allows us to control, schedule and meter all of our major buildings. Presently 55 campus buildings (2.43 MSF or 93.6% of total area) have building-level metering for electrical energy. 21 buildings (1.16 MSF or 44% of total area) have building-level natural gas metering, with the balance of facilities on a natural gas master meter.

4. Usage of environmentally preferable materials

UWG uses green cleaning methods and products in excess of 80% of total campus area. Ongoing efforts are underway to meet the water use requirements of the Energy Policy Act of 1992 when replacing water flow fittings (water closets, urinals, showerheads, faucets) in existing facilities. When feasible, interior and exterior light fixture requiring replacement are replaced with low energy alternatives (CFL and LED).

5. Indoor environmental quality

The University of West Georgia recognizes the impact that indoor air quality has in the workplace and in residences. In an effort to provide the community with optimum Indoor Air Quality (IAQ), an IAQ Management Plan is in place. This plan, which applies to all buildings owned or leased by UWG, strives to maintain indoor air quality standards that protect the health of faculty, staff and students. The program's focus is to:

- Prevent illness, injury, and adverse health symptoms associated with poor indoor air quality
- Respond to indoor air quality complaints effectively and to make recommendations for improvement
- Maintain indoor air quality within acceptable levels according to consensus guidelines
- Provide recommendations on IAQ issues to be considered in new building design.

6. Water consumption & 7. Building-level water metering

Water is metered for each building. The University's Operations Department runs a monthly report. This report allows validation and review for leaks etc. before we pay any bills. Any outliers are investigated in order to eliminate water waste. UWG procedures call for meeting the water use requirements of the Energy Policy Act of 1992 when replacing water flow fittings (water closets, urinals, showerheads, faucets) in existing facilities.

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

UWG applies the referenced policies and procedures to new buildings constructed after 2007 in accordance with green building policies or guidelines.

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

Brendan Bowen

Assistant Vice President
Campus Planning & Facilities

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:

UWG Architect Elsa Pena confirmed and edited information which was initially provided by Carlos Ruiz. The building space listed as "designed to but not certified" should be certified by next year. UWG has applied for certification under the Peach rating system, but the state has not yet responded.

"---" 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)	No
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:

UWG designs all new buildings and major renovations in accordance with the State of Georgia's "Georgia Peach Green Building Standards". The Georgia Peach Green Building Rating System is a 4-tiered system followed in accordance with the Energy Efficiency and Sustainable Construction Act of 2008 (O.C.G.A. §50-8-18) for state-owned buildings in Georgia. UWG is currently updating their building standards to require a minimum of 2-Peaches to be pursued on all new construction.

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

591,665 *Square Feet*

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

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

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

	Certified Floor Area

Minimum Level	<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 new construction and major renovations used by an Established Green Building Council::

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

Floor area of building space 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:

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

460,738 Square Feet

A copy of the guidelines or policies :

[Ga Peach Guidelines Presentation 5-17-13-1.pdf](#)

The date the guidelines or policies were adopted:

June 30, 2012

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

Visual Arts Building
Center Pointe Suites
Nursing Building
The Oaks (East Village)
Bowdon Hall
East Commons (Dining & HRL)

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

The university writes compliance into contracts for the buildings listed. A specific party is assigned as the commissioning agent to assure such specs are met.

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

Responsible Party

Brendan Bowen

Assistant Vice President
Campus Planning & Facilities

Criteria

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

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

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

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

2,611,647 *Square Feet*

Gross floor area of building space:

2,611,647 *Square Feet*

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

The University of West Georgia recognizes the impact that indoor air quality has in the workplace and in your residence. In an effort to provide the community with optimum Indoor Air Quality (IAQ), an IAQ Management Plan has been put in place. This plan, which applies to all buildings owned or leased by UWG, strives to maintain indoor air quality standards that protect the health of faculty, staff and students. The program's focus is to:

- Prevent illness, injury, and adverse health symptoms associated with poor indoor air quality
- Respond to indoor air quality complaints effectively and to make recommendations for improvement
- Maintain indoor air quality within acceptable levels according to consensus guidelines
- Provide recommendations on IAQ issues to be considered in new building design.

The building occupant's line of communication for IAQ issues depends on their association with the university. Resident students contact their assigned Resident Coordinator or Resident Assistant under the Department of Housing and Residence Life. Faculty and staff communicate to a supervisor and/or Facilities and Ground. The university's policy is to initiate a review of any IAQ concerns no more than 24 hours after a complaint is submitted.

IAQ investigations are conducted using a team approach. Team members may include representatives from Housing and Residence Life, Risk Management, Facilities [custodial and maintenance/HVAC], Project Services and Construction, the Building Manager, senior management. Investigations include site visits, occupant interviews and if needed diagnostic assessments. An outside agency may be consulted if the source and/or remediation plan is not determined.

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

http://www.westga.edu/cpf/index_6480.php

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

Mark Reeves
Assistant Vice President
Auxiliary Services

Criteria

Part 1

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

- Local and community-based

And/or

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

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

Local community- based products:

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

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

Part 1 of this credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending services, and concessions are excluded from Part 1.

Part 2

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

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

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

0.60

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

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

CORN DOG TURKEY HNY BTR 4X1
CORN DOG ALL MEAT 6X1
CORN DOG TURKEY HNY BTR 4X1
STUFFING CRABMEAT BLUE USA
PECAN PCS MEDIUM
PECAN HALF
BANANA PLANTAIN SLI SWEET
BANANA PLANTAIN SLI SWEET
BASIL FRESH
ROSEMARY FRESH
BASIL FRESH
SALAD FRUIT TROPICAL
ASPARAGUS FRESH GREEN STD
LIME FLORIDA FRESH
GARLIC CHOPPED IN WATER
BUN HOT DOG TOP SLI 6IN
BREAD SOURDOUGH THICK SLICE
BREAD WHEATBERRY THICK 19 SLI
BREAD WHITE PULLMAN 29 SLICES
BREAD WHITE THK SLI HI CROWN
BUN HAMBURGER PLAIN 4.5"
BUN HOT DOG IND SLI 6" 1.7OZ
BREAD WHEATBERRY HRTY DELI STY
BUN HOT DOG WHITE 6" HINGD
BREAD TEXAS TOAST 7/8 "SLI
BUN HAMBURGER SQR SLIDER 2.5"
BREAD WHITE HIGH CROWN
BREAD RYE OVAL SLI WHL
BREAD RYE SOFT THICK 17SLI
CANNOLI FILLING
BUN HOT DOG SLI 6"
POTATO RED #2 FRESH SZ A
CHEESE SPREAD PIMENTO
SALAD FRUIT TROPICAL SUPREME
SALAD COLESLAW
HUSHPUPPY BUTTERMILK HOMESTYLE
FAIR GROUNDS COFFEE (FAIR TRADE CERTIFIED)

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:

CORN DOG TURKEY HNY BTR 4X1

CORN DOG ALL MEAT 6X1

CORN DOG TURKEY HNY BTR 4X1

STUFFING CRABMEAT BLUE USA

PECAN PCS MEDIUM

PECAN HALF

BANANA PLANTAIN SLI SWEET

BANANA PLANTAIN SLI SWEET

BASIL FRESH

ROSEMARY FRESH

BASIL FRESH

SALAD FRUIT TROPICAL

ASPARAGUS FRESH GREEN STD

LIME FLORIDA FRESH

GARLIC CHOPPED IN WATER

BUN HOT DOG TOP SLI 6IN

BREAD SOURDOUGH THICK SLICE

BREAD WHEATBERRY THICK 19 SLI

BREAD WHITE PULLMAN 29 SLICES

BREAD WHITE THK SLI HI CROWN

BUN HAMBURGER PLAIN 4.5"

BUN HOT DOG IND SLI 6" 1.7OZ

BREAD WHEATBERRY HRTY DELI STY

BUN HOT DOG WHITE 6" HINGD

BREAD TEXAS TOAST 7/8 "SLI

BUN HAMBURGER SQR SLIDER 2.5"

BREAD WHITE HIGH CROWN

BREAD RYE OVAL SLI WHL

BREAD RYE SOFT THICK 17SLI

CANNOLI FILLING

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

BUN HOT DOG SLI 6"
 POTATO RED #2 FRESH SZ A
 CHEESE SPREAD PIMENTO
 SALAD FRUIT TROPICAL SUPREME
 SALAD COLESLAW
 HUSHPUDDY BUTTERMILK HOMESTYLE
 ECO GROUNDS COFFEE

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

The university does not have an official program in existence. However, we receive weekly e-mails from our vendors with local produce availability. The availability is checked versus volume and cost needs and purchase are made. Vendor "FreshPoint of Atlanta" automatically sends local produce, if available and below a cost threshold versus conventional produce.

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

All expenditures are tracked by our suppliers, including location of origin and miles to distribution warehouse. When we request a review of such purchases, a detailed report is provided.

Total annual food and beverage expenditures:

2,816,000 *US/Canadian \$*

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

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

Has the institution achieved the following?:

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

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

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

Low Impact Dining

Responsible Party

Mark Reeves
Assistant Vice President
Auxiliary Services

Criteria

Part 1

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

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

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

Or

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

Part 2

Institution:

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

And

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

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

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

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

18

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

All expenditures are tracked by our suppliers, including location of origin and miles to distribution warehouse. These reports are provided back to the university's dining services team on an as-needed or as-requested basis.

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”):

The University of west Georgia includes two main dining halls accessible to all member of campus: East Commons and Z6. Both of these dining halls provide complete-protein vegan options and appropriate labels.

East Commons dining hall features:

A grill station which provides make-your-own stir fry and includes whole grains, beans, tofu and a variety of vegetables.

Salad Bar consisting of at least two beans per day.

Deli consisting of peanut butter and whole grain bread.

Z-6 dining hall features:

Salad Bar consisting of at least two beans per day.

Deli consisting of peanut butter and whole grain bread.

Home Zone consisting of one vegan entrée.

All vegan and vegetarian items are appropriately labeled with bright, easy-to-identify icons-style signs.

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

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

Annual dining services expenditures on food:

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Hannes Gerhardt
Sustainability Director
Department of Geosciences

Criteria

Part 1

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

Part 2

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

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

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

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

	Performance Year	Baseline Year
Total building energy consumption	307,135.45 <i>MMBtu</i>	294,052.65 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	119,424.94 <i>MMBtu</i>	110,937.66 <i>MMBtu</i>
District steam/hot water	0 <i>MMBtu</i>	0 <i>MMBtu</i>

Gross floor area of building space::

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

Gross floor area	2,517,578 <i>Gross Square Feet</i>	2,295,583 <i>Gross Square Feet</i>
-------------------------	------------------------------------	------------------------------------

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	43,012 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	2,568
Cooling degree days	2,494

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, 2011	June 30, 2014
Baseline Year	July 1, 2010	June 30, 2011

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

We are using the same baseline as we used in the Carbon Calculation.

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

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

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

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:

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

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

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

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

institution:

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

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

http://www.usg.edu/facilities/documents/Sustainable_Energy_Management_Plan.pdf

Responsible Party

Brendan Bowen

Assistant Vice President
Campus Planning & Facilities

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

Total energy consumption, performance year:

307,136 MMBtu

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

None.

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

None.

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

None.

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

None.

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

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

Brendan Bowen

Assistant Vice President
Campus Planning & Facilities

Criteria

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

- 1) Managed in accordance with an Integrated Pest Management (IPM) Plan
- 2) Managed in accordance with a sustainable landscape management program

And/or

- 3) Organic, certified and/or protected

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

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: <ul style="list-style-type: none">• Using least-toxic chemical pesticides,• Minimum use of chemicals, and• Use of chemicals only in targeted locations and only for targeted species

<p>2) Sustainable Landscape Management Program</p>	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

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

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

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

	Area
Total campus area	<i>645 Acres</i>
Footprint of the institution's buildings	<i>29.70 Acres</i>
Area of undeveloped land, excluding any protected areas	<i>193.70 Acres</i>

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	<i>50 Acres</i>
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	<i>315.30 Acres</i>
Managed organically, third party certified and/or protected	<i>56.30 Acres</i>

A copy of the IPM plan:

[IPM program 2014.doc](#)

The IPM plan :

Uploaded.

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

The University follows a comprehensive sustainable landscape management plan which includes responsible oversight in the areas of yard debris management, turf management, plant usage and maintenance, water conservation and integrated pest management.

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

Plantings on the University campus are utilized for aesthetic value, temperature moderation, soil stabilization, and habitat structure.

Native and/or adaptable non-native plantings are utilized throughout the campus. These plants are chosen for their pest tolerance, drought tolerance, and overall hardiness as well as the aesthetic value.

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

According to the UWG Tree Policy there is to be no net loss in tree canopy. For every 1" of tree caliber lost to new construction, building/landscape renovation, storm damage, or disease, 1" of tree caliber shall be planted back to replace the loss.

The annual leaf drop in the fall happens over a several month period from early September through December. The leaves are managed over approximately 25 acres. During the earlier part of 'Leaf Season' the staff blows leaves onto lawn areas and run mowers over the leaves to grind them to a smaller size that will decompose on site and add nutrient back to the soil.

During the late part of the 'Leaf Season', usually during December, our staff will remove bulk leaves from lawn areas and parking lots and put them in a leaf mold compost site located in our natural area. The resulting composted leaf mold is used in the landscape as a soil conditioner and in our community garden for soil enrichment, weed control, and moisture control. The amount of leaf mold generated each year is approximately 12.5 tons with approximately 12.5 tons of leaves either returned to the landscape by mowing or blowing into natural areas.

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

For all areas managed under the Sustainable Landscape Policy, the practice is to use in-place soil enhancement via leaf shredding and composting. Leaves generated in the 250 acre natural undeveloped and not maintained area of campus are allowed to fall and decompose in place in a natural fashion.

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

We generate approximately 135 tons of usable mulch from composted landscape materials each year. All of the by product is used in our landscape on campus for erosion control, moisture control, weed control, and to build the soil organic percentages.

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

In addition to our "no net tree loss" policy, which helps prevent erosion, there are 2 rain gardens on campus and our policy is to use slow-release fertilizer on the general lawn areas to prevent unnecessary fertilizer run-off during rain.

FERTILIZER: General lawn areas are fertilized with a slow release fertilizer with phosphorus and potassium applied as recommended and over seeded in the fall. There are no herbicides used on this turf.

RAIN-GARDENS: One garden is located in a high student-traffic area to increase student engagement and enjoyment of natural places. The other rain garden captures the water through gutters from our Planning and Development office and puts it back into the soil instead of straight onto the parking lot.

IRRIGATION: Our entire irrigation program on campus is monitored by the CalSense control program. This includes a rain gauge for adjusting program timing to account for natural rain fall.

RETENTION: The university maintains several retention ponds throughout the campus to hold storm water runoff and return the water to the soil profile and surrounding natural areas, diverting from sewer pipes.

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

n/a

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

The University of West Georgia is fortunate to have the Little Tallapoosa River running through a portion of the campus. This river contains a significant amount of protected wetland area and additional land that is within the Little Tallapoosa 100 Year Flood line. These areas cannot be developed upon.

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

Yes

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

Biodiversity

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.

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

Purchasing

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

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

Electronics Purchasing

Responsible Party

Kathy Kral

Chief Information Officer
Information Technology Services

Criteria

Part 1

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

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

Part 2

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

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

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

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:

No

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

The electronics purchasing policy, directive, or guidelines :

N/a

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

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

No

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

	Expenditure Per Level
EPEAT Bronze	---
EPEAT Silver	---
EPEAT Gold	---

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

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

Cleaning Products Purchasing

Responsible Party

Brendan Bowen

Assistant Vice President
Campus Planning & Facilities

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
 - General-purpose, bathroom, glass, and carpet cleaners
 - Biologically-active cleaning products (enzymatic and microbial products)
 - Floor-care products, e.g. floor finish and floor finish strippers
 - Hand cleaners
 - Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
 - Plastic film products (e.g. garbage bags/liners)
 - Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
 - Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses
-

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

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:

No

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

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

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

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

Yes

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

40,740 US/Canadian \$

Total expenditures on cleaning and janitorial products:

100,697 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:

Custodial Services has purchased a new machine (OS3) which generates cleaning solutions on-site by using pool salt, water and electricity. From this process we generate a multipurpose solution and a disinfectant solution. I have not gone wide spread with these units as of yet since I am still evaluating the equipment. Aramark has also invested in this technology. If we are satisfied with the products generated, this machine will eliminate several of the products that we currently purchase prepackaged. Not only will we save money in purchasing product, but as far as sustainability we will no longer be receiving shipments, generating cardboard or plastic. In some areas this will also reduce our hazardous waste generation due to a few aerosol products being discontinued. Health Services also purchased a satellite station which replaces what they use to order to disinfect. HRL is ready to come on board, I just have not had the time to evaluate all their buildings and location needs.

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:

n/a

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

Office Paper Purchasing

Responsible Party

Paul Williams

Director of Purchasing
Purchasing (Controller)

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:

We use colored paper that has over 30% post-consumer recycled content certified by Sustainable Forestry Commission (SFC).

"---" 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?:

No

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

The paper purchasing policy, directive or guidelines:

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

Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:

Yes

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	0 US/Canadian \$
30-49 percent	3,740 US/Canadian \$
50-69 percent	0 US/Canadian \$
70-89 percent (or FSC Mix label)	0 US/Canadian \$
90-100 percent (or FSC Recycled label)	0 US/Canadian \$

Total expenditures on office paper :

56,530 US/Canadian \$

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

Inclusive and Local Purchasing

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

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

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

No

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

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

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

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

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

Life Cycle Cost Analysis

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

Guidelines for Business Partners

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.

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

Transportation

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

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

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Responsible Party

Brendan Bowen

Assistant Vice President
Campus Planning & Facilities

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

- H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles in the institution's fleet :

186

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	43
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

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

The institution's Facility department is currently testing the Nissan Leaf vehicle for future fleet consideration.

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

Student Commute Modal Split

Responsible Party

Hannes Gerhardt

Sustainability Director
Department of Geosciences

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

Total percentage of students that use more sustainable commuting options:

30

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	70
Walk, bicycle, or use other non-motorized means	18
Vanpool or carpool	6
Take a campus shuttle or public transportation	6
Use a motorcycle, scooter or moped	0

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

We conducted this survey through a self-selection, non-probability sampling. In order to attempt to gather a variety of respondent-types, we varied the survey headlines used. This helped to gain the attention of both “environmentally minded” and “parking-driving minded” respondents.

We maintained a margin of error of 3 in student sampling by receiving 920 responses across a total population size of 10,350 students, (FTE).

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

Employee Commute Modal Split

Responsible Party

Hannes Gerhardt

Sustainability Director
Department of Geosciences

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

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

9

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)	91
Walk, bicycle, or use other non-motorized means	4
Vanpool or carpool	5
Take a campus shuttle or public transportation	---
Use a motorcycle, scooter or moped	---
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:

We conducted this survey through a self-selection, non-probability sampling. In order to attempt to gather a variety of respondent-types, we utilized headlines which would get the attention of both “environmentally minded” and “parking-driving minded” respondents.

We maintained a margin of error of 5 by retrieving 303 responses across a population size of 1,400 faculty members, (FTE).

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

Support for Sustainable Transportation

Responsible Party

Mark Reeves
Assistant Vice President
Auxiliary Services

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:

The University of West Georgia is currently working with our local municipality to finalize a bicycle policy to connect our campus to the greater town in a planned manner. These connections will include paths to a paved, non-motorized path system called the Carrollton GreenBlet. More information on this collaboration can be found under the "Innovation" section of the STARS submission.

Topics associated with this credit are split across three different departments: Human Resources, Auxiliary Services, Campus Planning and Facilities.

"---" 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 University's state of the art Campus Center includes amenities that allow students, staff and faculty to shower, store personal items and safely store bicycles.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

No

A brief description of the bicycle parking and storage facilities:

Basic bike racks are provided throughout the campus and within 100 m of all residence halls. However, at this time bike racks are not located outside of EVERY major building and meeting area. This is an area of improvement that will be considered as we expand our multi-modal planning.

Does the institution have a "complete streets" or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

No

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

We are currently working with our local municipality to finalize a bicycle policy to connect our campus to the greater town in a planned manner. At this time, we have a dedicated system of paths and lanes that safely connect our entire campus.

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

No

A brief description of the bicycle sharing program:

We are looking into this option as FY 2015 initiative.

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

No

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

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:

Yes

A brief description of the mass transit program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):

The University of West Georgia's Dept. of Parking and Transportation provides a free shuttle service for the entire campus. It is our hope that this service allows campus members to not use a motorized vehicle once they are on the campus. For example, first year students are required to park at the stadium, and 24-hour shuttle service is provided to/from the stadium lot. Also, the campus shuttle is available for use by faculty and staff to discourage driving once they arrive on campus.

Students who live on or near campus are provided an apartment shuttle that transports to and from five adjacent apartment complexes to campus and city retail. This service is paid for by the mandatory transportation fee.

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

No

A brief description of the GRT program:

n/a

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

No

A brief description of the carpool/vanpool program:

n/a

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?:

No

A brief description of the car sharing program:

n/a

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

Yes

A brief description of the electric vehicle recharging stations:

Currently installing a Level 2 Charge Point station on campus in the TLC/Pafford lot. This station will have the ability to charge two cars at once. This unit contains the capability to reserve a spot in que if there is a wait to charge your vehicle.

Additionally the university has a single unit level 2 charge station, (Arrow Environment), that is exclusively for use by the Facilitie's university fleet vehicle that is all electric, (Nissan Leaf).

Above information provided by Seth Lambert, Project Superintendent on 12/10/14.

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

No

A brief description of the telecommuting program:

n/a

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:

Both the University of West Georgia and the overall University System of Georgia have flex-time policies. These policies can be implemented as a departmental option, but they not considered a “worker right”. Institutions may implement teleworking or flextime as a work option as long as procedures are consistently applied throughout the department.

Currently there are several departments throughout the university who provide a (4) ten hour a day work week or similar variations to the standard five day work week.

USG’s flex time policy:

UWG's flex time policy can be found on page 39 of the employee handbook:

http://www.westga.edu/assetsDept/hrpay/employee_handbook_2013.pdf

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:

n/a

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

No

A brief description of other sustainable transportation initiatives and programs:

n/a

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

<http://www.westga.edu/parking/>

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

Criteria

Part 1

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

Part 2

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

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

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

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	---	---
Materials composted	470 Tons	605 Tons
Materials reused, donated or re-sold	0 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	---	---

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	3,245	---

Number of residential employees	0	---
Number of in-patient hospital beds	0	---
Full-time equivalent enrollment	10,358	---
Full-time equivalent of employees	1,403	---
Full-time equivalent of distance education students	5,697	---

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

	Start Date	End Date
Performance Year	July 1, 2013	---
Baseline Year	---	---

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

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

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:

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

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

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

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:

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

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

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:

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:

Waste Diversion

Responsible Party

Brendan Bowen

Assistant Vice President
Campus Planning & Facilities

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:

Please note that even though the university includes the following items in its waste diversion efforts, these items are not included in the weight measurements of overall waste diversion. At this time, methods are not in place to continuously measure weight or volume for landscaping / grounds debris, surplus furniture or donated items. Such methodology is being created for future years.

Used coffee grounds are collected and composted by our facilities team, but not weighed. No other foods are composted at this time. We currently do not have a system in place for measuring the weight of these coffee grounds.

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

Materials diverted from the solid waste landfill or incinerator:

189 Tons

Materials disposed in a solid waste landfill or incinerator :

1,516 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:

Weight for diverted waste was obtained for the following waste streams: metal, printer cartridges, pallets and mixed recyclables. Regulated waste was also included. Regulated waste included Universal Waste, Hazardous Waste / Asbestos, tires, pharmaceuticals, oils to include kitchen grease and e-Waste. At this time, we are not tracking weight or volume for landscaping / grounds debris, surplus furniture or donated items.

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

None at this time.

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

None at this time.

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

None at this time. Both campus dining facilities are outfitted with a water extruder machine. This machine helps separate and prepare post-consumer food waste for easy composting. However a commercial composting facility which could support the waste volume from our campus is not available in our geographic area at this time. Therefore, at the current moment, the university uses the machines to eliminate unnecessary water weight from being taken to the landfill, (reducing ghg emissions).

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

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	No
Food for animals	No
Food composting	No
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)	---
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:

Regulated waste including Universal Waste, Hazardous Waste / Asbestos, pharmaceuticals, oils.

Construction and Demolition Waste Diversion

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.

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

Hazardous Waste Management

Responsible Party

Brendan Bowen

Assistant Vice President
Campus Planning & Facilities

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

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

Yes

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

Chemicals are purchased through a centralized approval process. Among other parameters, purchases are reviewed to ensure quantities will actually be utilized, to avoid potential off-specification disposals, alleviate purchase duplication and, in some cases, to determine if a less hazardous chemical could be substituted.

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

UWG employs an Environmental Safety Coordinator whose duties include the diligent, legal management of all universal, hazardous and chemical waste. There are dedicated, secured stations for non-regulated chemical collection, hazardous waste and universal waste. These stations are monitored and managed by the EHS team in accordance with state and federal guidelines.

Disposal of all hazardous, universal, and non-regulated chemical waste are managed in accordance with applicable EPA and EPD-GA statutes. Standard Operating Procedures have been developed and implemented to ensure safe handling. SOPs can be provided upon request.

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

We are proud to report that the University had not had a significant hazardous materials release in the past three years.

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

Chemicals disposal is managed centrally, with specific staff members made responsible for the appropriate disposal or reuse. Off specification chemicals are inventoried and advertised for reuse before disposal.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

No

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

No

A brief description of the electronic waste recycling program(s):

n/a

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

n/a

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

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.

From the institution:

UWG is not pursuing any water credits for FY2015.

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Hannes Gerhardt

Sustainability Director
Department of Geosciences

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

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

Low to Medium

Total water use::

	Performance Year	Baseline Year
Total water use	48,963,615 Gallons	62,631,615 Gallons

Potable water use::

	Performance Year	Baseline Year
Potable water use	42,426,000 Gallons	62,631,615 Gallons

Figures needed to determine "Weighted Campus Users"::

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

Number of residential students	3,245	2,681
Number of residential employees	4	5
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	10,358	10,213
Full-time equivalent of employees	1,403	1,265
Full-time equivalent of distance education students	5,697	3,231

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	2,596,667 <i>Square Feet</i>	2,295,583 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	300 <i>Acres</i>	312 <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, 2010	June 30, 2011

A brief description of when and why the water use baseline was adopted:

www

Water recycled/reused on campus, performance year:

Recycled/reused water withdrawn from off-campus sources, performance year:

A brief description of any water recovery and reuse systems employed by the institution:

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

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

A brief description of any weather-informed irrigation technologies employed by the institution:

A brief description of other water conservation and efficiency strategies employed by the institution:

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

Responsible Party

Brendan Bowen

Assistant Vice President
Campus Planning & Facilities

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

No

A brief description of the institution's Low Impact Development (LID) practices:

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:

Included in the UWG tree ordinance is a tree replacement policy; particular to parking lots UWG aims to include 1 tree planting for every 7 new parking spaces that are placed on campus. The goal is that these new trees will assist in slowing and cleaning stormwater runoff, in addition to eventually helping to mitigate heat island effect. This policy is inclusive of the entire institution. There are also 2 rain-gardens and multiple bioswales throughout the campus.

A brief description of any rainwater harvesting employed by the institution:

As of Dec. 2014, the campus has over 150,000 gallons of cistern holding capacity to capture roof and storm water runoff. The captured water is diverted from run off to irrigation.

Rainwater harvested directly and stored/used by the institution, performance year:

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

A brief description of any living or vegetated roofs on campus:

None.

A brief description of any porous (i.e. permeable) paving employed by the institution:

A brief description of any downspout disconnection employed by the institution:

A brief description of any rain gardens on campus:

There are two rain gardens on campus. One is in a high student traffic area. This rain garden was put in by the Geosciences Club as an educational venue. The other rain garden captures the water through gutters from our Planning and Development office and puts it back into the soil instead of straight onto the parking lot. Our entire irrigation program on campus is monitored by the CalSense control program. This includes a rain gauge for adjusting program timing to account for natural rain fall.

A brief description of any stormwater retention and/or detention ponds employed by the institution:

The university maintains several retention ponds throughout the campus to hold storm water runoff and return the water to the soil profile.

A brief description of any bioswales on campus (vegetated, compost or stone):

Bioswales are instituted when possible and necessary in low-laying areas and alongside of new building construction.

A brief description of any other rainwater management technologies or strategies employed by the institution:

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

Wastewater Management

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Hannes Gerhardt

Sustainability Director
Department of Geosciences

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

The sustainability committee was formed during school year 2013. The committee consists of a broad cross-section of faculty, staff and student representatives. Sub-committees are created from this group in order to focus on specific sustainability efforts within the institution. During FY2014, the committee commissioned a Sustainability Roadmap which produced an initial inventory of sustainability activities on campus and identified program/project areas which would improve the cultural uptake of sustainability on campus and improve the initiatives within the strategic plan. Currently (FY 2015, there is a sub-committee focused on sustainability in academics, among other projects.

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 purpose of a Sustainability Council (SC) at the University of West Georgia is to identify, share, and promote sustainability activities and initiatives on UWG campus and in the community.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

The Sustainability Council has thirteen permanent seats with a representative from each College or School and the Library (8), a representative from Business and Finance (1), Student Affairs (1), University Advancement (1), Student Government (1) and one at large member (1).

Members for the Academic Year 2014-2015:

- College of Arts and Humanities, Patrick Erben
- College of Science and Mathematics, Shea Rose
- College of Education, Francis Stonier
- College of Social Sciences, Stanley Caress
- Richards College of Business, Leanna Defoor
- Honors College, Andy Walter
- School of Nursing, Jody Bryan
- Library, Anne Barnhart
- Business and Finance, Brendan Bowen
- Student Affairs, Dustine Killpack
- University Advancement, Nichole Fannin
- Student Government, Sandra Santiago

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

<http://www.westga.edu/green/index.php>

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

No

A brief description of each sustainability office:

Current position is approx. .5 FTE.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

0.50

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

<http://www.westga.edu/sustainabilitycouncil/index.php>

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Hannes Gerhardt

A brief description of each sustainability officer position:

Tasked to develop a multi-phase process encompassing the following actions:

1. Consider and discuss council membership insuring multiple viewpoints and constituencies internal and external to our campus.
2. Consider relevance and impact of council name to insure focus and perspective.
2. Identify sustainability conference(s) focused on higher education to assist in the planning and implementation of sustainability initiatives. This will be funded by the Office of the President.
3. Goals/Outcomes - Sustainability Plan that encompasses the institutional strategic plan timeframe, 2014-2020, and includes specific goals, objectives, data indicators, and if needed organizational recommendations to implement the plan.
4. In organizing the Sustainability Plan, consider representative subcommittees to focus on Operations, Facilities, Practices, Pedagogy, Research and Community - each committee may solicit additional input and then report back to the committee at-large to further develop the recommendation to the President. Note - In order to insure feasibility and future success of the plan, please include input from divisional representation and authority.

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

Responsible Party

Brendan Bowen

Assistant Vice President
Campus Planning & Facilities

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	No	---
Research (or other scholarship)	---	---
Campus Engagement	No	---
Public Engagement	Yes	Yes
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	Yes	No
Energy	Yes	Yes
Grounds	Yes	Yes
Purchasing	Yes	Yes
Transportation	Yes	No
Waste	Yes	Yes
Water	Yes	Yes
Diversity and Affordability	Yes	No
Health, Wellbeing and Work	Yes	Yes
Investment	No	---

Other

A brief description of the plan(s) to advance sustainability in Curriculum:

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

Accountable parties, offices or departments for the Curriculum plan(s):

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

The measurable objectives, strategies and timeframes included in the Research plan(s):

Accountable parties, offices or departments for the Research plan(s):

A brief description of the plan(s) to advance Campus Engagement around sustainability:

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Accountable parties, offices or departments for the Campus Engagement plan(s):

A brief description of the plan(s) to advance Public Engagement around sustainability:

UWG Strategic Plan, Imperative #3: Successful Partnerships—Building Engaged, Mutually Beneficial Collaborations

USG Strategic Plan, Imperative #2: Higher education is a central contributor and voice to the educational, economic, social, and cultural future of the state. The system and its campuses are committed to providing timely and direct connections to local businesses, services,

and community development.

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

UWG Strategic Plan, Imperative #3, Goal B, Objective 2:

Objective: Partner with business and economic development orgs. in activities that benefit UWG, its partner organizations and sustainable economic and cultural development.

KPI Measurements: Include # of Educational partnership activities, # of students completing in articulated degrees programs, # of students participating in educational partnership activities, number of co-curricular events open to the public, employee and student volunteer hours.

USG Strategic Plan: Measurable objectives were not able to be identified at this time.

Accountable parties, offices or departments for the Public Engagement plan(s):

Office of Vice President for Academic Affairs and the Office of Vice President of Business and Finance

A brief description of the plan(s) to advance sustainability in Air and Climate:

Strategic Plan's Imperative 4, Goal B, "Create a built environment that is sustainable and relevant to the educational and personal needs of students; the aspirations of faculty and staff; and the economic, social, and cultural needs of the community"

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

The measurable objective is a KPI that requires annual assessment of UWG's carbon footprint.

Accountable parties, offices or departments for the Air and Climate plan(s):

Sustainability Committee

A brief description of the plan(s) to advance sustainability in Buildings:

The University's Strategic Plan, imperative #4, includes the goals of "creating a built environment that is sustainable and relevant to the educational and personal needs of students...and the economic, social, and cultural needs of the community" as well as "ensure(ing) that future generations will have access to the best that UWG has to offer".

The University's Master Plan includes sections on RESIDENTIAL SPACE NEEDS which outline goals of community connections, inclusiveness and renovation and construction of sustainable facilities. The master plan also outlines the conversion of LEARNING SPACES and what needs must be considered throughout the conversion process. These needs include adapting to formal and informal learning, enhancing collaboration, considering sustainability needs.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

UWG Strategic Plan, Imperative 4

Goal B, Objective II: 2: Develop and implement a measured program aimed at achieving and communicating the University's commitment to lead in the field of environmental and social sustainability;

Measurable KPIs for this goal include the facility condition index, energy density per FTE, percentage of waste diversion and the UWG Carbon Footprint. All of these items are to be reviewed annually.

Goal D, Objective I: Ensure that future generations will have access to the best that UWG has to offer. Develop, implement, and embed the concepts of social, financial, and environmental sustainability in all action plans developed to achieve the strategic plan;

Measurable KPIs are related to outcomes of AASHE STARS ranking, to be conducted every three years after initial baselines are established. Credits specifically improving sustainability of grounds include OP-6 and OP-7.

Master Plan: Not clear on measurable objectives and timeframes.

Accountable parties, offices or departments for the Buildings plan(s):

Both goals are to be met by Office of Vice President of Business and Finance, specifically Campus Planning & Facilities Department. The Carbon Footprint analysis is the responsibility of the Sustainability Committee.

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

UWG Strategic Plan, Imperative #4: Operational Success—Effectiveness and Sustainability Operational effectiveness in an organization necessarily derives from a fundamental position of institutional sustainability. Guided by its shared values and inspired by its vision, the University of West Georgia will actively fulfill its mission in a manner that is sustainable in terms of social, financial, and environmental challenges, risks, and opportunities.

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

UWG Strategic Plan, Imperative 4, Goal D, Objective I: Ensure that future generations will have access to the best that UWG has to offer. Develop, implement, and embed the concepts of social, financial, and environmental sustainability in all action plans developed to achieve the strategic plan;

Measurable KPIs are related to outcomes of AASHE STARS ranking. Credits specifically improving sustainability of grounds include OP-6 and OP-7.

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Sustainability Committee and Office of Business and Finance, specifically Aux. Team.

A brief description of the plan(s) to advance sustainability in Energy:

Strategic Plan's Imperative 4, Goal B, "Create a built environment that is sustainable and relevant to the educational and personal needs of students; the aspirations of faculty and staff; and the economic, social, and cultural needs of the community" as well as UWG Strategic Plan, Imperative #4: Operational Success.

The measurable objectives, strategies and timeframes included in the Energy plan(s):

The measurable objective is a KPI that requires annual assessment of UWG's carbon footprint, as well as monitoring the energy density per FTE. Timeframe is annual. Second measurable KPI is related to the outcome for the AASHE STARS assessment.

Accountable parties, offices or departments for the Energy plan(s):

Carbon Footprint = Sustainability Council

Energy Density = Office of Vice President of Business and Finance, specifically Campus Planning & Facilities Department

AASHE STARS = Office of Vice President of Business and Finance and Sustainability Council

A brief description of the plan(s) to advance sustainability in Grounds:

UWG Strategic Plan, Imperative #4: Operational Success—Effectiveness and Sustainability Operational effectiveness in an organization necessarily derives from a fundamental position of institutional sustainability. Guided by its shared values and inspired by its vision, the University of West Georgia will actively fulfill its mission in a manner that is sustainable in terms of social, financial, and environmental challenges, risks, and opportunities.

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

UWG Strategic Plan, Imperative 4, Goal D, Objective I: Ensure that future generations will have access to the best that UWG has to offer. Develop, implement, and embed the concepts of social, financial, and environmental sustainability in all action plans developed to achieve the strategic plan;

Measurable KPIs are related to outcomes of AASHE STARS ranking. Credits specifically improving sustainability of grounds include OP-10 Landscape Management.

Accountable parties, offices or departments for the Grounds plan(s):

Sustainability Committee and Office of Business and Finance, specifically Operations & Maint. Department.

A brief description of the plan(s) to advance sustainability in Purchasing:

UWG Strategic Plan, Imperative #4: Operational Success—Effectiveness and Sustainability Operational effectiveness in an organization necessarily derives from a fundamental position of institutional sustainability. Guided by its shared values and inspired by its vision, the University of West Georgia will actively fulfill its mission in a manner that is sustainable in terms of social, financial, and environmental challenges, risks, and opportunities.

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

UWG Strategic Plan, Imperative 4, Goal D, Objective I: Ensure that future generations will have access to the best that UWG has to offer. Develop, implement, and embed the concepts of social, financial, and environmental sustainability in all action plans developed to

achieve the strategic plan;

Measurable KPIs are related to outcomes of AASHE STARS ranking. Credits specifically measuring purchasing impact include OP6, OP7, OP9 and OP12

Accountable parties, offices or departments for the Purchasing plan(s):

Office of Business and Finance, specifically Operations & Maint. Department.

A brief description of the plan(s) to advance sustainability in Transportation:

Campus Master Plan>Access and Parking, parking density, pedestrian-friendly linkages and multi-modal accessibility are all outlined as initiatives.

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

Master Plan includes detailed strategies on how to accomplish such initiatives, but no measurable objectives.

Accountable parties, offices or departments for the Transportation plan(s):

Campus Planning & Facilities

A brief description of the plan(s) to advance sustainability in Waste:

Strategic Plan's Imperative 4, Goal B, "Create a built environment that is sustainable and relevant to the educational and personal needs of students; the aspirations of faculty and staff; and the economic, social, and cultural needs of the community"

The measurable objectives, strategies and timeframes included in the Waste plan(s):

The measurable objective is percentage of landfill waste diverted, however no timeframe is specified within the KPI document.

Accountable parties, offices or departments for the Waste plan(s):

Office of Vice President of Business and Finance

A brief description of the plan(s) to advance sustainability in Water:

Strategic Plan's Imperative 4, Goal B, "Create a built environment that is sustainable and relevant to the educational and personal needs of students; the aspirations of faculty and staff; and the economic, social, and cultural needs of the community"

The measurable objectives, strategies and timeframes included in the Water plan(s):

Strategic Plan: The measurable objective is a KPI that requires monitoring the energy and water density per FTE. **Timeframe is not indicated in the KPI document.

Accountable parties, offices or departments for the Water plan(s):

Office of Vice President of Business and Finance

A brief description of the plan(s) to advance Diversity and Affordability:

Currently the university has formed a committee on inclusion. This committee is formalizing the plan for diversity and inclusion on the UWG campus.

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

The institution has a plan and framework in place for its Wolf Wellness Program. This programs regularly conducts lunch and learns, wellness fairs, tobacco cessation classes, and other wellness related events on campus. This is a partnership with Tanner Health System.

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

The wellness plan does have areas that are measurable. Currently we are striving to become certified by WELCOA. Measurable objectives include participation rates, screening data, and event feedback

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

Human Resources

A brief description of the plan(s) to advance sustainability in Investment:

None.

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Accountable parties, offices or departments for the Investment plan(s):

A brief description of the plan(s) to advance sustainability in other areas:

The measurable objectives, strategies and timeframes included in the other plan(s):

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

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

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

Strategic imperative #4 is focused on operational effectiveness. The document then goes on to include sustainability as part of the definition of operational effectiveness.

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

<http://www.westga.edu/engagewest/1070.php>

Responsible Party

Hannes Gerhardt

Sustainability Director
Department of Geosciences

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

Undergraduates are appointed to faculty senate committees by the Student Government Association. A graduate student is elected to the Faculty Senate Graduate Programs Committee by that committee, from a slate of nominees submitted by each college.

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?:

No

A brief description of student representation on the governing body, including how the representatives are selected:

Do students 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	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	No
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

There is a student rep on the Faculty Senate Strategic Planning committee.

There is a student rep on the Faculty Senate Facilities and Services committee.

There is a student rep on the Faculty Senate Budget committee.

There are student reps on the Undergrad Programs Committee, Graduate Programs Committee, and Academic Policies Committee.

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:

There is a Staff Advisory Council that offers input and provides feedback on governance issues on campus. Representatives are appointed by the VPs (and nominations for those interested in serving are solicited and sent to the VPs) and the 4 officer positions are elected by the staff as a whole.

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	No
Strategic and long-term planning	No
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 staff role in regard to each area indicated, including examples from the previous three years:

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

There is a faculty senate and numerous faculty senate committees that are in place to deal with decision making on important and mundane issues involved in running the University. Final say, however, rests with the President.

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:

The chair of the senate participates in the President's Advisory Committee, which in many ways can be seen as the University's executive branch. The faculty senate is also a governing body, but final approval of all senate decisions rests with the President.

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	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:

The faculty senate has decision making power in so far as they can pass their decisions to the President who has final approval power. There was faculty representation on the President's mission/vision committee.

There are senate committees dealing with most of the issues noted above. There is the Strategic Planning committee, the Facilities and Services committee, the Budget committee, the Undergrad Programs and Graduate Programs Committee, and the Academic Policies Committee. All of these comprise of faculty and the relevant persons from upper administration.

The website URL where information about the institution's governance structure is available:

<http://www.westga.edu/assets/Dept/vpaa/PoliciesProcedures15June2012.pdf>

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.

From the institution:

For FY 2015, UWG is not pursuing any credits in this sub-category.

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

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

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

Assessing Diversity and Equity

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

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

Support for Underrepresented Groups

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.

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

Support for Future Faculty Diversity

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.

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

Affordability and Access

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

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

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

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.

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

Assessing Employee Satisfaction

Responsible Party

Hannes Gerhardt

Sustainability Director
Department of Geosciences

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

100

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

A consultant was hired to devise questions. The survey was distributed to all employees via email. Submissions were anonymous.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

The President's office has made engagement a key focus of his tenure. After the Engage West (faculty satisfaction) surveys were administered the President's office has worked address the issues raised in order to achieve a more engaged and committed workforce. These efforts include making a commitment to raising wages to 100% of the median, establishing a diversity/inclusion committee to address issues of race, sexuality, and gender on campus, and the creation of a barriers task force, which has been established to identify and tackle any barriers that the faculty perceive to be in the way of creating the "best place to work and succeed".

The year the employee satisfaction and engagement evaluation was last administered:

2,015

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

<http://www.westga.edu/engagewest/1745.php>

Wellness Program

Responsible Party

Hannes Gerhardt

Sustainability Director
Department of Geosciences

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
 - Staff
 - Faculty
-

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	No
Faculty	No

A brief description of the institution's wellness and/or employee assistance program(s):

Through our Wolf Wellness program, students are provided with a full range of resources which include physical, social, emotional, intellectual, occupational and spiritual wellness. We have an advisory council to support the program and a dedicated website outlining direct access to wellness support in each category.

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

<http://www.westga.edu/wolfwellness/>

Workplace Health and Safety

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

"---" 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	---	---
Full-time equivalent of employees	---	---

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

	Start Date	End Date
Performance Year	---	---
Baseline Year	---	---

A brief description of when and why the workplace health and safety baseline was adopted:

A brief description of the institution's workplace health and safety initiatives:

The website URL where information about the institution's workplace health and safety initiatives is available:

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Hannes Gerhardt

Sustainability Director
Department of Geosciences

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.

Submission Note:

This information was secured by Hannes Gerhardt from Bill Estes, the VP of University Advancement.

"---" 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:

Sustainable Investment

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years
- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Investment Disclosure

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Responsible Party

Brendan Bowen

Assistant Vice President
Campus Planning & Facilities

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:

Carrollton Greenbelt Community Partnership

A brief description of the innovative policy, practice, program, or outcome :

In June 2013, the University of West Georgia as agent of the Board of Regents of the University System of Georgia entered into a site license agreement for construction of 1.6 miles of the Carrollton Greenbelt on university land. This site license was the culmination of a year of collaboration between the University, the Board of Regents, the City of Carrollton, and the The Friends of Carrollton Greenbelt (managed by the West Georgia Foundation).

Friends of Carrollton GreenBelt is a member-driven, grassroots organization striving to create an environmentally sensitive trail system in Carrollton while promoting health, fitness, and livability by integrating transportation with recreation.

The Carrollton GreenBelt is a 16-mile trail system designed for pedestrians and non-motorized uses. Once it is complete, the trail will connect existing neighborhoods with the city school campus, the University of West Georgia, the city parks, and several commercial shopping areas. The Carrollton GreenBelt is the largest green-space and green-way conservation project that the City of Carrollton has undertaken. Once complete, it will also be the largest paved loop trail system in the state of Georgia. Through innovation and collaboration, the University of West Georgia is the first public institution of Higher Education in the state of Georgia to be the host to such a facility.

The Carrollton GreenBelt serves the university and community in several capacities. Primarily, it serves as a recreational opportunity. Given the planned, strategic location of the trail, UWG's students, faculty, staff and the community at large can also utilize the trail as an alternative to vehicular travel. As a public way, the GreenBelt provides public access and engagement to the natural beauty of UWG's campus, and is a living example of sustainable policies and practices related to land use, conservation, health, and wellness. With an increase in population and sedentary lifestyles, the GreenBelt provides an opportunity to integrate recreation with transportation, combating several negative health trends impacting Carrollton and reducing carbon emissions by providing multi-mode transportation to key community destinations.

The 1.6 mile UWG segment of the GreenBelt was completed in the summer of 2014. The University is continuing its collaboration with the City, Friends of Carrollton, and community members to connect the GreenBelt on campus to key local destinations. As this is accomplished in the coming years, the full potential of the GreenBelt as a multi-mode transportation corridor will be realized. In addition, UWG is exploring a bike share program to promote alternative modes of transportation to promote the GreenBelt and further reduce carbon emissions.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Greenbelt Use: Through observation and periodic surveys, UWG will measure the number of students, faculty, and staff who utilize the GreenBelt.

Carbon Emissions: The University will benchmark current bicycle use for transportation to the community, and will collect data annually to determine the impact of increased bicycle use on our carbon footprint.

Land Use and Conservation: The GreenBelt has effectively conserved 7.75 acres of land, much of it in natural growth areas and flood plains. This has been accomplished with minimal environmental impact with best practices in the preservation of the natural terrain, drainage, and vegetation.

Canopy Preservation: Consistent with the University's canopy preservation standard, The University and the City of Carrollton have agreed to replace major tree canopy lost on a caliper-inch basis. For example, loss of an 15" caliper tree would be replaced with three 5" native species or five 3" native species.

Community Engagement and Education: Through observation and surveys, we will seek to measure community participation (weekly headcount) on the GreenBelt.

A letter of affirmation from an individual with relevant expertise:

[IN-1 Affirmation Letters.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	No
Research	No
Campus Engagement	No
Public Engagement	Yes
Air & Climate	No
Buildings	No
Dining Services	No
Energy	No
Grounds	Yes
Purchasing	No
Transportation	Yes
Waste	No
Water	No

Coordination, Planning & Governance	Yes
Diversity & Affordability	No
Health, Wellbeing & Work	Yes
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

<http://www.carrolltongreenbelt.com/>

Innovation 2

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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Innovation 3

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
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3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
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.
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To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

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Innovation 4

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
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3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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