University of New Hampshire

The following information was submitted through the STARS Reporting Tool.

Date Submitted:  Feb. 28, 2014

STARS Version:  2.0
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The information presented in this submission is self-reported and has not been verified by AASHE or a third party. If you believe any of this information is erroneous, please see the process for inquiring about the information reported by an institution.
Institutional Characteristics

The passthrough subcategory for the boundary

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Boundary</td>
</tr>
</tbody>
</table>

<table>
<thead>
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</tr>
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<tbody>
<tr>
<td>Academics and Demographics</td>
</tr>
</tbody>
</table>
Institutional Boundary

Criteria

This won't display

<table>
<thead>
<tr>
<th>Submission Note:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainability is a core value of UNH, shaping our culture, informing our behavior, and is a guiding principle in everything we do. As a nationally recognized leader in sustainability, UNH draws on the Sustainability Institute to act as convener, cultivator and champion of sustainability on campus, in the state and region, and around the world. Learn more at <a href="http://www.sustainableunh.unh.edu">www.sustainableunh.unh.edu</a>.</td>
</tr>
</tbody>
</table>

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

Institution type:
Doctorate

Institutional control:
Public

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

<table>
<thead>
<tr>
<th>Campus Feature</th>
<th>Present?</th>
<th>Included?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural school</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Medical school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Pharmacy school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Public health school</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Veterinary school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Satellite campus</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Hospital</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Farm larger than 5 acres or 2 hectares</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Agricultural experiment station larger than 5 acres or 2 hectares</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Reason for excluding agricultural school:**

---

**Reason for excluding medical school:**

UNH does not have a medical school.

**Reason for excluding pharmacy school:**

UNH does not have a pharmacy school.

**Reason for excluding public health school:**

---

**Reason for excluding veterinary school:**

UNH does not have a veterinary school.

**Reason for excluding satellite campus:**

We are considering at UNH Manchester and UNH Law to future data collection efforts, but to date we lack the resources to extend our data collection beyond the main Durham campus.

**Reason for excluding hospital:**

UNH does not have a hospital.

**Reason for excluding farm:**

---

**Reason for excluding agricultural experiment station:**
Operational Characteristics

Criteria

n/a

Submission Note:

Floor area of energy intensive space includes lab/research space, dining halls/restaurants, IT/server building space, and space associated with water treatment.

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

Endowment size:

247,959,299 US/Canadian $ 

Total campus area:

2,600 Acres

IECC climate region:

Cold

Locale:

Small town

Gross floor area of building space:

5,482,045 Gross Square Feet

Conditioned floor area:

---

Floor area of laboratory space:

409,326 Square Feet

Floor area of healthcare space:

22,549 Square Feet

Floor area of other energy intensive space:

615,362 Square Feet

Floor area of residential space:

1,119,346 Square Feet
Electricity use by source::

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage of total electricity use (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomass</td>
<td>---</td>
</tr>
<tr>
<td>Coal</td>
<td>3</td>
</tr>
<tr>
<td>Geothermal</td>
<td>---</td>
</tr>
<tr>
<td>Hydro</td>
<td>2</td>
</tr>
<tr>
<td>Natural gas</td>
<td>92</td>
</tr>
<tr>
<td>Nuclear</td>
<td>2</td>
</tr>
<tr>
<td>Solar photovoltaic</td>
<td>---</td>
</tr>
<tr>
<td>Wind</td>
<td>---</td>
</tr>
<tr>
<td>Other (please specify and explain below)</td>
<td>1</td>
</tr>
</tbody>
</table>

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

UNH is powering its campus with enriched and purified natural gas, courtesy of the local landfill, meaning that every bit of trash that ends up there ends up powering the school while lowering energy costs and decreasing environmental impact. UNH sells Renewable Energy Credits (RECs) from this project and reinvests part of the proceeds back into energy efficiency initiatives on campus. As such, we cannot claim the renewable benefits associated with on-campus electricity production. Therefore, our electricity generation mix is based on onsite generation using natural gas and a small amount from the Public Service of New Hampshire (https://www.psnh.com/downloads/PSNHdisclosurelabel.pdf?id=4294987415&dl=t).

Other is oil.

Energy used for heating buildings, by source::

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage of total energy used to heat buildings (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomass</td>
<td>64</td>
</tr>
</tbody>
</table>
Coal ---

Electricity ---

Fuel oil 2

Geothermal ---

Natural gas 33

Other (please specify and explain below) 1

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

UNH is powering its campus with enriched and purified natural gas, courtesy of the local landfill, meaning that every bit of trash that ends up there ends up powering the school while lowering energy costs and decreasing environmental impact. UNH sells Renewable Energy Credits (RECs) from this project and reinvests part of the proceeds back into energy efficiency initiatives on campus. 23 percent of UNH’s heating and cooling demand is provided by renewable energy sources. See

www.sustainableunh.unh.edu/ecoline

. Other heating fuel is propane.
Academics and Demographics

Criteria

n/a

Submission Note:

STARS data only cover the UNH Durham campus and do not include UNH Manchester or UNH Law. Employee data are accurate as of January 2014.

Employee Headcount vs. FTE: On an all-employee basis, FTE values aren’t consistent. For adjunct employees, the concept of an annualized FTE value doesn’t really apply as these are mostly party time, hourly, and/or temporary employees whose % time fluctuates quite a bit over the course of a year.

Contacts:

Mary Essley, Institutional Research,
mary.essley@unh.edu

Jennifer Biron, Office of the VP for Finance & Administration,
jennifer.biron@unh.edu

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

Number of academic divisions:

11

Number of academic departments (or the equivalent):

103

Full-time equivalent enrollment:

13,261

Full-time equivalent of employees:

3,286.70

Full-time equivalent of distance education students:

28

Total number of undergraduate students:

12,288

Total number of graduate students:
Number of degree-seeking students: 14,466

Number of non-credit students: 480

Number of employees: 3,873

Number of residential students: 7,821

Number of residential employees: 23

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:

UNH offers a wide variety of sustainability focused and related courses, academic programs, and co-curricular activities. The Sustainability Institute is involved in different ways in many of these offerings, from collaborating with faculty on courses and academic programs to working with student organizations and other departments and offices on events, speaker series, internships and more. Learn more at http://sustainableunh.unh.edu/curriculum.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Courses</td>
</tr>
<tr>
<td>Learning Outcomes</td>
</tr>
<tr>
<td>Undergraduate Program</td>
</tr>
<tr>
<td>Graduate Program</td>
</tr>
<tr>
<td>Immersive Experience</td>
</tr>
<tr>
<td>Sustainability Literacy Assessment</td>
</tr>
<tr>
<td>Incentives for Developing Courses</td>
</tr>
<tr>
<td>Campus as a Living Laboratory</td>
</tr>
</tbody>
</table>
Academic Courses

Responsible Party

Sara McKinstry
Associate Director
Sustainability Institute at UNH

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:

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of sustainability courses offered</td>
<td>72</td>
<td>29</td>
</tr>
<tr>
<td>Number of courses offered that include sustainability</td>
<td>304</td>
<td>63</td>
</tr>
<tr>
<td>Total number of courses offered by the institution</td>
<td>2,777</td>
<td>890</td>
</tr>
</tbody>
</table>

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

64

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

103

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):

inventory.xlsx

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

All sustainability course and academic information can be found at

http://www.sustainableunh.unh.edu/curricula

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

http://www.sustainableunh.unh.edu/curricula

A brief description of the methodology the institution followed to complete the course inventory:
The Sustainability Institute culled undergraduate and graduate course catalogs, the UNH Registrar's Time/Room Schedule, and academic program websites to come up with a first draft course list. A survey was sent to all UNH faculty and lecturers asking them to also submit information on the sustainability focused and related courses they teach. These two lists were merged into one final course list.

Institutional Research provided the total number of undergraduate and graduate courses offered in AY12-13.

The list online is up to date as of August 2011 and is now being updated by UNHSI to include information through spring 2013.

**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):

If a course was open to both undergraduates and graduates, it was counted as both an undergraduate course and a graduate course. Sections of courses were only counted once. A course was only counted once if it was taught in a year, regardless of whether it was offered more than one semester.

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

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internships</td>
<td>No</td>
</tr>
<tr>
<td>Praticums</td>
<td>Yes</td>
</tr>
<tr>
<td>Independent study</td>
<td>No</td>
</tr>
<tr>
<td>Special topics</td>
<td>Yes</td>
</tr>
<tr>
<td>Thesis/dissertation</td>
<td>No</td>
</tr>
<tr>
<td>Clinical</td>
<td>Yes</td>
</tr>
<tr>
<td>Physical education</td>
<td>No</td>
</tr>
<tr>
<td>Performance arts</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**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

Lisa MacFarlane
UNH Provost and Vice President for Academic Affairs
Provost

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:

See also
http://www.sustainableunh.unh.edu/curriculum

UNH is also in the process of developing a dual major in sustainability for undergraduate students.

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

Number of students who graduated from a program that has adopted at least one sustainability learning outcome:
2,913

Total number of graduates from degree programs:
3,878
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:

All undergraduate majors have sustainability learning outcomes under the Discovery Program requirements (http://unh.edu/discovery/category_descriptions).

Master's and PhD programs in Earth Sciences, Natural Resources, Resource Economics, and Environmental Education

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

Discovery in the Disciplines
Biological Sciences

Biology is a branch of science that investigates the structure and function of living organisms. Scientists investigate ideas and observations that solidify our understanding of the diversity of life from single cells to complex organisms. Biology has deep relations with agriculture, chemistry, psychology, and many other fields of study, and it is the foundation of our knowledge regarding health and diseases. Individual courses under this category deal with the basic structure and function of medicine. Courses under this category deal with the basic structure and function of organisms, the interaction of organisms with their environment, human health, biotechnology, and the concepts and mechanisms of evolution as a fundamental biological paradigm. All courses will provide some understanding of the methods of scientific inquiry as it seeks knowledge about the living world.

Environment, Technology, and Society

The exponential growth of the sciences and engineering has bred an equally dramatic growth in technological advances. From the flint arrowhead to the latest communication, device or weapon, human beings have been inventing things and transforming their lives, their societies, and their environments as they do. But they seldom foresee all the transformations and consequences their inventions bring about. This category stresses the interplay between at least two of these three realms: environment, technology and society. Topics might include, but are not limited to, the history of a particular kind of technology (such as transport, fuel, writing, or weaponry), how technological change comes about in general, the scientific and/or social bases for a given technology, its impact for good or ill on human society and the natural environment, the effects of a changing environment on the arts and literature, and/or the ethical questions these topics raise.

Fine and Performing Arts

The arts communicate through the intellect, the emotions, and the body, sometimes all at once, in ways simple and subtle, direct and subliminal, gentle and soul-shaking. Understanding and appreciating them enriches our lives and preserves our cultural heritage for the future. Through its performances, publications, and exhibits, UNH offers many artistic experiences for students and the larger community, some of which are linked to courses under this category. Such courses, which may be about painting, sculpture, architecture, music, dance, theater, or film, will often include learning through practical experience.

Historical Perspectives
Even though we are faced daily with evidence of change in our social world and technology, we easily forget that how we live, where we live, and what we see around us are transient states of affairs. It is important to be able to look on one’s own world with an imaginative grasp of its history and the forces behind that history. Courses under this category will give students the opportunity to learn about major historical developments and how these developments have shaped contemporary life in all its complexity. Through the study of particular periods and places, students will gain both “historical perspective” and some skill at the methods of historical inquiry. Common to all courses in historical analysis is the presumption that the categories of social analysis are themselves historical and historically contingent, and that to understand the past requires entering imaginatively into languages, institutions, and worldviews quite different from those of the present day.

Humanities

The humanities arose in Renaissance universities as an alternative to theology and consisted mainly of Greek and Latin literature, which dealt with any and every aspect of human life; they became central to the liberal arts. Since the nineteenth century, the humanities have also embraced modern literature, the creative arts, philosophy, and history. They focus on questions about meaning, ethics, aesthetics, and the foundations of knowledge; they are as concerned with form as with content. Courses under this category explore major works, ideas, and traditions that have shaped our understandings of the world and our sense of self at different times and places while examining the distinctive methods of humanistic inquiry.

Physical Sciences

The physical sciences seek to discover the components, structures, properties, and laws of the material world from subatomic particles to the entire universe. Through them, we appreciate both the wondrous complexity of the world and its order. The traditional domains of chemistry, physics, astronomy, cosmology, and earth sciences are the foundations of knowledge in numberless arenas of human activity, while the intersections between these domains and the biological sciences yield astonishing discoveries about living organisms. All courses will provide some understanding of the methods of scientific inquiry as it seeks knowledge about the physical universe, as well as evaluate claims about it in both technical literature and popular media.

Quantitative Reasoning

Quantitative reasoning refers to the ability to think critically and analytically using abstract formal methods with broad application. Mathematics is the foundation for the physical sciences and, increasingly, for the biological sciences. Its principles and processes illuminate significant aspects of the social sciences as well. In its most precise forms, it enables the design of bridges and the orbiting of satellites. Mathematics discloses invisible truths about the world, makes sense of patterns of which we may or may not be aware, and introduces some order to chaos. In its purest form, it creates its own world of beauty and logic. In its more applied forms, it attempts to make sense of individual and collective human behaviors and complex systems. Many courses listed under this category will help students appreciate the principles of mathematics and gain some skill in its applications to realistic situations, while other courses will introduce kindred subjects including symbolic logic, information theory, statistics, and computer science.

Social Sciences

The social sciences investigate human beings and their societies from the smallest bands of hunter gatherers to huge nations and global institutions. Everything from marriage and kinship to law and crime, from ceremonial gift giving to mortgage derivatives, from witchcraft to health insurance, from ancient ritual to modern communication, is a subject of a social science. As the world grows more interrelated and complex, the tools of the social sciences grow in importance. Courses under this category will explore different theories, methods, and data-gathering techniques as they apply to different social issues. They also will examine how individuals create, interact with, and are shaped by, social groups and institutions, including those associated with politics, economics, religion, family, the arts, health, and education.

World Cultures
Living in a world of many cultures has created both cooperation and conflict across borders, among and between nations. This category, which includes intermediate language courses and approved study abroad programs, encourages students to become cosmopolitan citizens by gaining knowledge and understanding of cultures other than those of the United States. Students will learn to recognize others' values and, ultimately, accept the many ways in which we all are human. They are thus encouraged to see their own culture with fresh eyes and know the sheer diversity of human outlooks.

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

http://unh.edu/discovery/category_descriptions
Undergraduate Program

Responsible Party

Sara McKinstry
Associate Director
Sustainability Institute at UNH

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.

Submission Note:

See also
www.sustainableunh.unh.edu/curricula

UNH is now in the process of developing a dual major in sustainability for undergraduate students.

Dan Winans is an instructor for the EcoGastronomy Dual Major.
Email:
Dan.Winans@unh.edu
Phone: (603) 862-3303

UNH's bachelor of science in forestry degree program received a 10-year renewal of its accreditation from the Society of American Foresters (SAF) in February 2010. UNH’s forestry program embraces interdisciplinary issues like climate change, biodiversity and sustainability and is strongly connected to other natural resources degree programs at UNH.

"---" 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):
EcoGastronomy Dual Major

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

EcoGastronomy integrates UNH strengths in sustainable agriculture, hospitality management, and nutrition. EcoGastronomy offers a unique academic program emphasizing the interdisciplinary, international, and experiential knowledge that connects all three fields. As a dual major, EcoGastronomy provides a complement to any primary major.

The website URL for the undergraduate degree program (1st program):
http://www.unh.edu/ecogastronomy/

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

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

Students graduating with a degree in Environmental Conservation and Sustainability

- have a scientific understanding of ecological systems and how they function
- understand the interdependency between people and the environment
- are familiar with basic resource management policies and strategies
- have hands-on experience to sustainably manage human activities within the Earth’s ecological systems

Students select a specialization to develop expertise in:

- Land and Water Resource Policy and Management
- International Environmental and Natural Resource Policy and Sustainable Development
- Environmental Education, Communication, Public Participation and Leadership

The website URL for the undergraduate degree program (2nd program):
http://www.envconservation.unh.edu/

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

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

This option covers the major areas of current interest in the energy field. The required courses provide students with a general background knowledge of fossil fuels, nuclear power, solar energy, and other alternative energy resources. The elective courses will permit the student to study topics of special interest in more depth or gain a broader perspective on energy and some closely related subjects. Three courses are required, and a minimum of two additional courses of at least three credits each should be selected from the electives list. Students interested in the energy option should declare their intention during the sophomore year to the department faculty. They may consult with Prof. Russell Carr.
The website URL for the undergraduate degree program (3rd program):
http://www.unh.edu/chemical-engineering/options

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

http://www.sustainableunh.unh.edu/curricula

Undergraduate Programs

Art & Art History Major
Classics Major
Community & Environmental Planning Major
Dairy Management, including UNH's organic dairy research farm
Earth Sciences Major
Earth Sciences Geology Major
Earth Sciences Oceanography Major
Earth Sciences Teaching Major
EcoGastronomy, Dual Major
Ecology, Evolution and Behavior Major
Environmental Conservation Studies Major
Environmental Engineering: Municipal Processes
Environmental Horticulture Major
Environmental & Resource Economics Major
Environmental Sciences Major
European Cultural Studies Major
Forestry Major
Geography Major
Green Real Estate Minor
Health Management & Policy Major
History Major
Humanities Major
International Affairs Dual Major
Marine, Estuarine and Freshwater Biology Major
Microbiology Major
Music Major (BA and BM)
Outdoor Education Major
Philosophy Major
Plant Biology Major
Political Science Major
Recreation Management and Policy Major
Sustainable Agriculture and Food Systems Major
Theatre and Dance Major
Tourism Planning & Development Major
Wildlife and Conservation Biology Major
Womens Studies Major
Zoology Major

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):
Sustainable Living Minor

A brief description of the undergraduate minor, concentration or certificate (1st program):
Issues of sustainable living involve every aspect of life. Humans are part of, and dependent upon, healthy functioning ecosystems. Sustainable living requires learning to live with ecosystem limits. Students increase their knowledge and awareness of environmental issues and problems, study and apply principles of sustainability, and develop thinking and communication skills in order to help solve complex problems and move humanity toward a more sustainable future. The minor consists of 20 credits (totaling 5 courses) with grades of C- or better, and no pass/fail courses. No more than eight credits used to satisfy major requirements may be used for the minor.

The website URL for the undergraduate minor, concentration or certificate (1st program):
http://www.unh.edu/undergrad-catalog/interdisciplinary.cfm?id=3&view=21&page=interdisciplinary

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

A brief description of the undergraduate minor, concentration or certificate (2nd program):
The agribusiness minor is designed to provide students in disciplines other than environmental and resource economics training in the economics and management of agricultural and other natural resource business firms. This program prepares students to work for private companies, governmental agencies, or nonprofit, nongovernmental organizations. Students who are interested in operating their own businesses will also find this minor very useful. The courses in the agribusiness minor emphasize the applications of economic and business management principles.

The website URL for the undergraduate minor, concentration or certificate (2nd program):
http://www.unh.edu/undergrad-catalog/interdisciplinary.cfm?id=3&view=16&page=interdisciplinary

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

A brief description of the undergraduate minor, concentration or certificate (3rd program):
The Department of Natural Resources & the Environment offers an interdisciplinary minor in wetland ecology. It is available to all students in biology, botany, environmental conservation, forestry, plant biology, environmental sciences, wildlife ecology and related
majors. There is a strong demand among consulting firms, state and federal agencies, and not-for-profit organization for people with knowledge and experience relevant to wetland resource management.

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

http://marine.unh.edu/wetland-ecology-minor

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

Africana and African American Studies Minor
American Studies Minor
Civil Technology Construction Management (2-Year)
Classics Minor
Community & Environmental Planning (2-Year and Minor)
Community Leadership Major (2-Year)
Dairy Management (2-Year)
Earth Sciences Geology Minor
Earth Sciences Oceanography Minor
Environmental Conservation Studies Minor
Environmental Horticulture (2-Year)
Environmental & Resource Economics Minor
Forest Technology Major (2-Year)
Forestry Minor
Green Real Estate Minor
History Minor
History and Philosophy of Science Minor
Humanities Minor
Microbiology Minor
Music Minor
Ocean Engineering Minor
Political Science Minor
Queer Studies Minor
Race, Culture and Power Minor
Political Science Minor
Social Work Minor
Sociology Major Minor
Theatre and Dance Minor
Water Resources Management Minor
Wetland Ecology Minor
Wildlife and Conservation Biology Minor
Womens Studies Minor
Zoology Minor
Graduate Program

Responsible Party

Harry Richards
Dean of the UNH Graduate School
UNH Graduate School

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.

Submission Note:

http://www.sustainableunh.unh.edu/curricula

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

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

Yes

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

Ph.D. in Natural Resources and Earth System Sciences (NRESS)

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

The NRESS Program draws on the University's strengths in environmental and earth sciences, life sciences, social sciences, and ethical and policy studies, and has the following objectives:

To increase our understanding of environmental and natural resource problems and solutions at local, regional, and global scales;

To provide the opportunity for graduate students to pursue interdisciplinary research on the environment;
To stimulate excellence in research and teaching through increased contact between students and faculty in different departments and colleges.

The website URL for the graduate degree program (1st program):
http://www.unh.edu/nressphd/

The name of the sustainability-focused, graduate-level degree program (2nd program):
Natural Resources Masters of Science Program

A brief description of the graduate degree program (2nd program):
The Department of Natural Resources and the Environment is a multidisciplinary group of faculty and students.

Graduate Degree Options:
- General (natural resources, biology, ecology, and social sciences)
- Environmental Conservation
- Environmental Economics
- Forestry
- TIDES (ecology, social sciences, and statistics)
- Soil and Water Resources Management
- Wildlife and Conservation Biology

The website URL for the graduate degree program (2nd program):
http://www.naturalresources.unh.edu/graduate

The name of the sustainability-focused, graduate-level degree program (3rd program):
Masters of Arts in Development Policy and Practice

A brief description of the graduate degree program (3rd program):
The Master of Arts in Community Development Policy and Practice is a program that prepares individuals for advanced policy- and practice-oriented work in sustainable development both in the United States and in developing countries. The program has two pathways to complete the master's degree: a 14-month pathway and a 24-month pathway.

The website URL for the graduate degree program (3rd program):
http://www.unh.edu/madpp/

The name and website URLs of all other sustainability-focused, graduate-level degree program(s):
http://www.sustainableunh.unh.edu/curricula
Environmental Education (Masters degree)
website:

http://www.unh.edu/education/index.cfm?id=CEE0BB7B-9458-562E-DBD17540F59629BD

Certificate in Sustainability Politics and Policy
website:

http://www.unh.edu/political-science/index.cfm?id=575E332A-F364-65AF-8F64C9FE88046E97

Other Graduate Programs:

Biochemistry BS and Ph.D.
Chemical Engineering (including a focus on Energy and on Environment) BS and Ph.D.
Civil Engineering MS and Ph.D.
Development Policy & Practice MA
Earth Sciences: Geology Option MS
Earth Sciences: Oceanography Option MS
Earth Sciences: Ocean Mapping Option MS
Earth Sciences: Specialization in Geochemical Systems MS
Environmental Economics MA and Ph.D.
Environmental Education MA
Health Economics MA and Ph.D.
History MA (Museum Studies Option) and Ph.D.
Hydrology MS
Institute for the Study of Earth, Oceans and Space (EOS)
International Economics MA and Ph.D.
Liberal Studies MA
Marine Environmental History
Mechanical Engineering MS and Ph.D.
Microbiology MS & Ph.D.
Music MA & MAT
Natural Resources General MS
Natural Resources Environmental Conservation MS
Natural Resources Forestry MS
Natural Resources (TIDES) Integrated Coastal Ecosystem Science, Policy and Management MS
Natural Resources Water Resources MS
Natural Resources & Earth System Sciences Ph.D.
Ocean Engineering MS & Ph.D.
Outdoor Education MS & Ph.D.
Outdoor Education and Social Work Dual MS/MSW
Painting MFA
Plant Biology MS & Ph.D.
Political Science MA
Public Administration MA
Public Health Certificate
Public Health MPH
Recreation Management and Policy MS
Resource Administration and Management MS
Resource Economics MS
Social Work Masters
Sociology MA and Ph.D.
Sustainable Microenterprise and Development Program (SMDP) Certificate
Sustainability Politics & Policy Certificate
Systems Engineering Ph.D.
Zoology MS and Ph.D.

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

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

A brief description of the graduate minor, concentration or certificate (1st program):
The Certificate in Sustainability Politics and Policy is administered by the Department of Political Science Graduate Program, though it can include course work from a number of other graduate programs. The Certificate is designed to give current graduate students, alumni and others in the community training and analysis on issues connecting environmental and social sustainability, politics and policy making initiatives. Such training is increasingly valuable for careers in the public sector, in non-profit organizations and in the private sector for both smaller and larger companies.

The website URL for the graduate minor, concentration or certificate (1st program):
http://cola.unh.edu/political-science/program/sustainability-cert

The name of the graduate-level sustainability-focused minor, concentration or certificate (2nd program):
Sustainable Microenterprise and Development Program (SMDP) Certificate

A brief description of the graduate minor, concentration or certificate (2nd program):
Founded in 1999 as the Microenterprise Development Institute, the Carsey Institute’s Sustainable Microenterprise and Development Program (SMDP) provides training and networking opportunities for practitioners in the fields of microfinance, enterprise development, social enterprise, and community-based and rural development. Over the past fourteen years, we have trained more than 1,800 practitioners from more than one hundred countries around the globe. The SMDP offers an intensive professional training experience with a concentration on program planning and implementation of client and community inclusive economic development strategies.

The website URL for the graduate minor, concentration or certificate (2nd program):
http://www.carseyinstitute.unh.edu/smdp

The name of the graduate-level sustainability-focused minor, concentration or certificate (3rd program):
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A brief description of the graduate minor, concentration or certificate (3rd program):
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The website URL for the graduate minor, concentration or certificate (3rd program):
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The name and website URLs of all other graduate-level, sustainability-focused minors, concentrations and certificates:
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Immersive Experience

Responsible Party
Gregg Orifici
Assistant Director
UNH Center for International Education

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.

Submission Note:
Other programs include EcoQuest, SEA Semester, Dual Major in EcoGastronomy programs in Italy and France, and more.

More information can also be found at http://www.unh.edu/cie/study-abroad-programs.

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

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

A brief description of the sustainability-focused immersive program(s) offered by the institution:
Sustainable Development in Costa Rica: This eight-week, 10-credit summer program offers International Affairs dual majors as well as students in a wide variety of other disciplines (Environmental Studies, Political Science, Business, and more) the chance to explore Costa Rica and fulfill the World Cultures and Environment, Technology, and Society Discovery requirements, as they take cutting edge courses in Sustainable Human Development, Service Learning, and Spanish (all levels).
UNH EcoQuest. Students of all disciplines may apply to EcoQuest for either the semester or summer program. During each EcoQuest program 15-20 students are immersed in a rigorous field-based program in New Zealand with a focus on practical skills, conceptual thinking, applied and integrated science and an opportunity to contribute to local conservation and resource management initiatives. Program delivery takes place in a variety of ecosystems, ranging from the mountains to the sea. New Zealand offers an ideal context for hands-on, multi-disciplinary studies with its rich cultural traditions, diverse ecosystems, expansive natural areas, mild climate, and history of innovative approaches to resource management. Working closely with an accomplished corps of professors, field leaders and guest lecturers, EcoQuest students have the opportunity to develop practical knowledge and field skills while contributing to ongoing research efforts to help restore New Zealand's threatened ecosystems. EcoQuest is committed to a sustainable world, a vision that includes the natural environment, as well as the people and their cultural and socio-economic needs.

http://www.ecoquest.unh.edu/

EcoGastronomy Dual Major. All students who declare the Dual Major in EcoGastronomy must spend a full semester abroad, most likely during their junior year. The University of Gastronomic Sciences (UNISG) in Pollenzo, Italy, will serve as the site of this foreign experience. Founded by Carlo Petrini, UNISG is a unique university with a mission "...to create an international research and training center, working to renew farming methods, protect biodiversity and maintain an organic relationship between gastronomy and agricultural science." Dual Majors will complete a series of upper level core courses at UNISG, such as history of cuisine and gastronomy, history of food, aesthetics, food law, food technology processes, and Italian language.

http://www.unh.edu/ecogastronomy/foreignexperience.html

In addition to EcoQuest and EcoGastronomy, UNH manages many study abroad programs for students of diverse majors including:

England, London: Fall and/or spring courses in the liberal arts at Regent's College, London.


France, Brest: Summer intensive language study at the Centre International d'Etudes des Langues.

France, Dijon: Students study French language and other liberal arts courses at the Université de Bourgogne, Dijon.

Hungary, Budapest (CEPS): Engineering, math, physical sciences, and Hungarian language and culture at the Technical University of Budapest.

Hungary, Budapest (Justice Studies): Each fall, UNH students under the supervision of a UNH Justice Studies faculty member will study in residence at Corvinus University.

Hungary, Budapest (WSBE): Business administration and economics in the fall at Corvinus University.

Italy, Ascoli Piceno: Summer semester, or year study in the humanities and social sciences at the UNH-in-Italy campus. Internships and courses at the Universita' degli Studi da Ascoli Piceno are also available.
Mexico, Puebla: Summer courses in intensive Spanish and culture.

Spain, Granada: Semester or year study in Spanish and other disciplines at the Centro de Lenguas Modernas of the University of Granada.

For more information on study abroad programs:

http://www.unh.edu/cie/studyabroad/programs_managed.html

The website URL where information about the immersive program(s) is available:
http://www.sustainableunh.unh.edu/studyabroad
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

Responsible Party

Tom Kelly
Chief Sustainability Officer
University Office of Sustainability

Criteria

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

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

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

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

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

Yes

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

The Sustainability Institute has seven faculty scholars in biodiversity, climate, food and culture, with more planned. Faculty are paid via course buyouts, % of salary covered payment for graduate assistants or other teaching/research help, etc. UNHSI faculty scholars help integrate sustainability into curricula at UNH, among other duties.

Fundraising is on-going to support more faculty through endowed chairs, more faculty fellows, junior faculty lines, etc.

In 2011, UNHSI began offering UNH College of Liberal Arts (COLA) faculty interested in developing and implementing programming that brings a liberal arts perspective to sustainability competitive grants for curricular and co-curricular programming. To date, 14 faculty have been awarded course grants. Awardees also participate in and help lead a discussion group (open to any UNH faculty member) focused on teaching the humanities and sustainability.

http://www.sustainableunh.unh.edu/casrfp

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

Depending on the program, faculty receive course buyouts, supplemental pay, professional development, technology to enhance classroom teaching, interaction time with sustainability experts brought to campus, travel expenses, and more in order to help develop
sustainability-related or focused courses and other scholarship.

The website URL where information about the incentive program(s) is available:
http://www.sustainableunh.unh.edu/faculty
Campus as a Living Laboratory

Responsible Party

Sara McKinstry
Associate Director
Sustainability Institute at UNH

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?:

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<thead>
<tr>
<th>Area</th>
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STARS Reporting Tool | AASHE
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<td>Other</td>
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A brief description of how the institution is using the campus as a living laboratory for Air & Climate and the positive outcomes associated with the work:

Students are involved in helping collecting data for UNH's greenhouse gas emissions inventory, writing and updating the university's climate action plan, and assessing building and transportation energy use, among other efforts.

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

Students are involved in helping buildings apply for Energy Star labeling, assessing building energy use, and more.
A brief description of how the institution is using the campus as a living laboratory for Dining Services/Food and the positive outcomes associated with the work:

Students are involved in growing food for campus dining halls, running an on-campus farmer's market, and providing food to the Waysmeet Community Center, among other food-related work.

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

Students are involved in helping collecting data for UNH's greenhouse gas emissions inventory, writing and updating the university's climate action plan, and assessing building and transportation energy use, among other efforts.

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:

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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:

Students have been involved in developing an EcoCalculator to guide departmental vehicle purchasing decisions.

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:

Students have been involved in collecting and analyzing data for UNH's transportation survey, developing an EcoCalculator to guide departmental vehicle purchasing decisions, implementing ZipCar on campus, and more.

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:

A variety of UNH departments, from the Sustainability Institute to Dining to Facilities to Housing, involve students in auditing UNH's waste and recycling efforts and making recommendations for improvements.

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:

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A brief description of how the institution is using the campus as a living laboratory for Coordination, Planning & Governance and the positive outcomes associated with the work:
The Sustainability Institute involves students in the collect and reporting of data to STARS.

Sustainability Institute Student Ambassador Program, a competitive program suggested by UNH students and run by the Sustainability Institute, selects four students to serve as ambassadors during the academic year. SISAs play a unique role in helping to shape and promote sustainability on campus. SISAs receive training in sustainability principles and practices, networking opportunities with leaders on campus and in the field, and invaluable real world experience in implementing sustainability on campus and beyond.

SISAs:
- Serve on one of the Sustainability Institute’s four cross-college task forces: Energy Task Force, Ecosystem Task Force, Sustainable Food System Task Force, Culture and Sustainability Task Force
- Inform students about sustainability work on campus and beyond by writing articles and blog entries, updating campus organizations, and other activities.
- Design and implement a creative project in conjunction with other SISAs, SI staff, and task forces. Present this idea at the Undergraduate Research Conference.

See more at:

http://sustainableunh.unh.edu/task-force-ambassadors

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

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

---

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:

Students have worked with the UNH Foundation, the Sustainability Institute, the Carsey Institute and the Peter T. Paul College of Business and Economics to research sustainability endowment best management practices, ROI’s, and more. Students have presented this information to the UNH Foundation Board and at the Undergraduate Research Conference.

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

Students are involved in the research and engagement of Climate Solutions New England, Food Solutions New England, and other sustainability engagement across campus.
A brief description of how the institution is using the campus as a living laboratory in Other areas and the positive outcomes associated with the work:

---

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

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Research

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

From the institution:

UNH research in sustainability is broad and far-reaching. A leader in areas such as climate change, organic agriculture, marine and freshwater sciences, natural resources, "green" economics and policies, healthcare, and more, UNH research is at the forefront of the efforts to define new personal, local, community, governmental and global activities and policies for protecting and sustaining the Earth and its inhabitants. But sustainability includes more than just the environment. And so UNH research also includes broad areas like social and cultural heritage management, social and economic justice, diversity, environmental history and sociology, philosophy, community development and finance, and more.

Learn more at http://sustainableunh.unh.edu/research

Credit

Academic Research
Support for Research
Access to Research
Academic Research

Responsible Party

Jan Nisbet
Associate Vice Provost for Research
VP Research & Public Service

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.

Submission Note:

See also
http://sustainableunh.unh.edu/unhresearchprograms
and
http://www.unh.edu/research/research-areas/sustainability-environment

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

Number of the institution’s faculty and/or staff engaged in sustainability research:
278

Total number of the institution’s faculty and/or staff engaged in research:
564
Number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts sustainability research:

51

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

73

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

UNH Sustainability Course Inventory FINAL March 2011.xlsx

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

See

http://www.sustainableunh.unh.edu/researchinventory

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

UNHSI staff and student interns cull through Sponsored Research Administration and Office of the Senior Vice Provost for Research reports. Faculty are surveyed online about their research, and the results are combined with/used to verify what UNHSI has found.

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

UNHSI faculty fellows are the perfect example of engaged scholarship in sustainability. See

http://sustainableunh.unh.edu/scholars

for descriptions of their work.

Please see also the UNH Sustainability Research Collaboratory (SRC):

http://sustainableunh.unh.edu/src

The website URL where information about sustainability research is available:

http://www.unh.edu/research
Support for Research

Responsible Party

Jan Nisbet
Associate Vice Provost for Research
VP Research & Public Service

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.

Submission Note:

For inquiries regarding the Carsey Institute, please call (603) 862-2821.

For inquiries regarding the Undergraduate Research Conference please contact Lynne Cooper at (603) 862-1997.

For inquiries regarding the Hamel Center for Undergraduate Research, please call (603) 862-4323.

For inquiries regarding the Outreach Scholarship Academy, please call (603) 862-1997.

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

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

Yes

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

Undergraduate and graduate student research in sustainability is strongly encouraged and supported at UNH through the following programs:
1. Undergraduate Research Conference (URC) and Graduate Research Conference (GRC). Entering its 15th year in 2014, the URC is a celebration of academic excellence at the University of New Hampshire. At the week-long symposium, hundreds of UNH students from all academic disciplines present the results of their scholarly and creative research in one or more of over twenty professional and artistic venues campus-wide. Sustainability is a strong focus and cuts across all colleges and presentations. A few specific examples of sustainability research include presentations like "Community Dinners Feeding Folks with Sustainability and Nutrition," a 2008 project titled "Developing a Climate Action Plan for UNH," "Water Resources Assessment of Appledore Island, ME," "Sustainability- Small Town Carbon Calculator," and "UNH S.T.A.R.S Sustainability Tracking Assessment and Rating System."

Students are mentored by faculty and present their research to the University community and the broader public and are rewarded with awards and scholarships. Students also gain from the tremendous personal experience in presenting their research in a professional setting.

http://www.unh.edu/urc

and

http://www.gradschool.unh.edu/grc

2. The Sustainability Institute, the UNH Carsey Institute, the UNH Office of the Senior Vice Provost for Engagement and Outreach, the UNH Office of the Senior Vice Provost for Research, and all colleges and institutes offer a variety of support for UNH students and faculty engaged in sustainability research:

http://www.sustainableunh.unh.edu/research

http://www.unh.edu/research

http://www.unh.edu/engagement/

http://www.carseyinstitute.unh.edu

3. The Hamel Center for Undergraduate Research offers several programs with funding for students to pursue research locally and abroad. The Undergraduate Research Opportunities Program (UROP) supports students with their research and creative projects by funding Undergraduate Research Awards (URAs) and Summer Undergraduate Research Fellowships (SURFs). In addition to this
research support, UROP offers presentation grants to assist with travel expenses and registration fees associated with students presenting project or research findings at a conference or professional meeting off campus. The Center's International Research Opportunities Program (IROP) funds nine weeks of research in a foreign country during the summer of junior year. Students conduct research under the guidance of a foreign mentor and experience the challenges of designing and executing a research project while living in a different culture.

http://www.unh.edu/undergrad-research/

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?:

Yes

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

Faculty research in sustainability is strongly supported and encouraged by UNH through the following programs:

1. Sustainability Research Collaboratory (SRC): The Sustainability Research Collaboratory (SRC) is the primary research pillar of the Sustainability Institute and works to build capacity in UNH faculty, staff and students to engage in sustainability science research. The SRC focuses on capacity building and collaborative research proposal development and implementation through roundtables, workshops, guest speakers and more.

http://www.sustainableunh.unh.edu/src

2. The UNH Carsey Institute and its focus on rural communities, families and development:

http://www.carseyinstitute.unh.edu

3. UNH Office of the Senior Vice Provost for Engagement and Outreach (including Research & Engaged Scholars Academy):

http://www.unh.edu/engagement/
The Outreach Scholars Academy, which debuted in the fall of 2004, is a faculty development program, designed to enhance faculty success in outreach scholarship within the disciplines. At UNH, engaged scholarship is a mutually-beneficial collaboration between the university and external partners for the purpose of generating and applying relevant knowledge to directly benefit the public. The Academy supports faculty who are developing and engaging in mutually beneficial collaborations with external partners. The Academy's goal is to identify, mentor, and work with faculty from across the institution who are interested in Outreach Scholarship. The principles of Outreach Scholarship (research in service of society, collaboration with external partners, etc.) blend very well with those of sustainability, and much research fostered by the Academy is related to sustainability.

4. UNH Office of the Senior Vice Provost for Research:

All of this research support is done under the context of UNH's strategic plan ("Breaking Silos, Transforming Lives, Reimagining UNH: The University of New Hampshire in 2020"): 

The website URL where information about the faculty research program is available: 
http://www.sustainableunh.unh.edu/src

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 the UNH Office of the Senior Vice Provost for Research, UNH does not penalize interdisciplinary, trans-disciplinary, or multi-disciplinary research during faculty promotion and tenure decisions.

In fact, interdisciplinary research is promoted and featured in the UNH 2020 strategic plan, including through the Sustainability Institute (www.sustainableunh.unh.edu)
The promotion and tenure guidelines and forms on the UNH Office of the Provost's website also shows no bias against such research:

[link]

Guidelines for Cooperative Extension tenure track promotion also show no bias against interdisciplinary research:

[link]

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?:

No

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

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

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Access to Research

Responsible Party

Eleta Exline
Asst Prof/Digital Collections Librarian
Dimond Library

Criteria

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

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

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

Total number of institutional divisions (e.g. schools, colleges, departments) that produce research:
11

Number of divisions covered by a policy assuring open access to research:
0

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

UNH currently does not have an open access policy. Our faculty senate approved a motion in favor of Open Access, but no policy yet:

http://www.unh.edu/fac-senate/pub/OpenAccess-XIV-M14-3-22-2010.htm

Nevertheless, UNH Dimond Library maintains an Open Access repository and works with UNH faculty, students, and staff to
self-archive Open Access content, as publishers' policies permit:

http://scholars.unh.edu/

This page describes the repository and how we work with authors:

http://scholars.unh.edu/about.html
A copy of the open access policy:

---

The open access policy:

http://scholars.unh.edu/

The website URL where the open access repository is available:

http://scholars.unh.edu/

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

UNH Dimond Library maintains an Open Access repository and works with UNH faculty, students, and staff to self-archive Open Access content, as publishers’ policies permit:

http://scholars.unh.edu/

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

http://libraryguides.unh.edu/openaccess
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:

UNH is New Hampshire's Land, Sea, and Space Grant University actively engaged in extending its expertise, ideas, and resources to New Hampshire, the New England region, and the world. Our faculty, extension educators, staff, and students impact daily life through outreach scholarship, cutting-edge research, and discovery. UNH programs actively involved with local, state, and regional governments, non-profits and businesses. Learn more at http://sustainableunh.unh.edu/engagement.

<table>
<thead>
<tr>
<th>Credit</th>
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<tbody>
<tr>
<td>Student Educators Program</td>
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<tr>
<td>Student Orientation</td>
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<tr>
<td>Student Life</td>
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<tr>
<td>Outreach Materials and Publications</td>
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<tr>
<td>Outreach Campaign</td>
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<tr>
<td>Employee Educators Program</td>
</tr>
<tr>
<td>Employee Orientation</td>
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<tr>
<td>Staff Professional Development</td>
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</tbody>
</table>
Student Educators Program

Responsibility

Jackie Cullen
Program Support Assistant
Sustainability Institute

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.

Submission Note:

See also
http://www.sustainableunh.unh.edu/students

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

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

Yes

Number of degree-seeking students enrolled at the institution:

14,466
Name of the student educators program (1st program):
Sustainability Ambassadors

Number of students served (i.e. directly targeted) by the program (1st program):
12,288

A brief description of the program, including examples of peer-to-peer outreach activities (1st program):
In fall 2013, the Sustainability Institute launched a new Sustainability Ambassadors program. Any undergraduate student can apply to be one of four Sustainability Ambassadors, each receiving a paid stipend and sustainability training. Ambassadors represent students on four sustainability task forces: Energy Task Force, Ecosystem Task Force, Sustainable Food System Task Force, and Culture and Sustainability Task Force. They help the task forces in making recommendations in these areas across curriculum, operations, research and engagement. They also assist with student outreach and communications, including blogging on the Sustainability Institute blog.

http://sustainableunh.unh.edu/task-force-ambassadors

A brief description of how the student educators are selected (1st program):
Students are required to fill out an application and supply essays on why they want to be a Sustainability Ambassador, and a subset of applicants are interviewed. Applicants are chosen by UNHSI staff with input from task force chairs and UNHSI faculty scholars.

A brief description of the formal training that the student educators receive (1st program):
Students receive training and one-on-one mentoring and supervision by UNHSI staff and task force chairs. Training includes information on what sustainability is, what UNHSI and the task forces do, and how to be effective student leaders and communicators. Training also happens on a project-by-project basis depending on what the Ambassadors are working on for their assigned task force.

A brief description of the financial or other support the institution provides to the program (1st program):
UNHSI provides each Ambassador with $500 stipend, and a full-time UNHSI staff member tasked with student engagement mentors each Ambassador.

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

Number of students served (i.e. directly targeted) by the program (2nd program):
12,288
A brief description of the program, including examples of peer-to-peer outreach activities (2nd program):

In 2012, Sustainability Institute began a new alliance of residence hall council representatives on campus. Each resident hall recruits a designated Ecological Advocate position that sits on hall councils and meets regularly with UNHSI for training and information to get out to their fellow students.

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

Students who want to be EA's sign up with their residence hall director during the fall semester and run to be elected by their fellow residence hall residents.

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

EA's receive in-person and online information and training on sustainability at UNH, effective student outreach, and peer-to-peer leadership from a designated UNHSI staff person and UNHSI student interns who work almost exclusively on student engagement in sustainability.

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

A full-time, paid UNHSI staff person and UNHSI student interns support the EA's.

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

---

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

---

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

Established student organizations participating in SSA include Slow Food, Get Real, Oxfam, Net Impact, Student Environmental Action Coalition (SEAC), and the Organic Gardening Club. Together these groups encompass all aspects of sustainability and reach the entire student body.

Meetings consists of one representative from each of the above group, typically an executive member. The goal of the Alliance is to help student organizations working to advance sustainability better network, collaborate, learn from each other, and cross-promote.

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

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A brief description of the formal training that the student educators receive (3rd program):
A brief description of the financial or other support the institution provides to the program (3rd program):

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

---

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

---

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

---

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

---

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

---

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

---

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

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

http://sustainableunh.unh.edu/task-force-ambassadors
Student Orientation

Responsible Party

Jackie Cullen
Program Support Assistant
Sustainability Institute

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.

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

100

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

Through the Sustainability Institute at UNH, sustainability information is included in new student orientation by featuring sustainability at the following events:

- Spring new students and parents orientation

- Fall orientation events: Wildcat Days, Jukebox, Resident Assistants training and fair, UNH tour guides training, University Day, Graduate Student Resource Fair, Commuter and Transfer Students Resource Fair, and more.

Other offices also provide students with sustainability information related to their areas. Such offices include but are not limited to University Transportation Services, the Office of Commuter Students, the Office of Multicultural Affairs, UNH Dining, UNH Housing, and others.
The website URL where information about sustainability in student orientation is available:

http://www.sustainableunh.unh.edu/students
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?:

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

Students have a tremendous selection of sustainability student organizations on campus:

http://www.sustainableunh.unh.edu/studentorgs

Examples include:


The website URL where information about student groups is available:

http://www.sustainableunh.unh.edu/studentorgs

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

The UNH Organic Garden Club (OGC) is a student-run organization established in 2003. The OGC maintains a two-acre farm on the Campus-Community Farm, a 30-acre USDA certified organic site. In the winter of 2004, OGC collaborated with UNH's Students Without Borders to secure a $10,000 grant from the UNH Parent’s Association to create the “built” components of the farm site, including drip irrigation and a shed.

The first growing season was the spring/summer of 2004. Crops harvested at the site are purchased by UNH Dining Services and sold at a weekly UNH Durham campus farm stand during the growing season. In 2007, OGC was voted Student Organization of the Year, and the Durham Community Dinners won Best Community Project of the Year.

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

https://wildcatlink.unh.edu/organization/ogc

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

---

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

---

A brief description of the sustainable investment or finance initiatives:
The Atkins Investment Group is a completely student-managed investment fund at UNH's Peter T Paul College of Business & Economics, overseeing approximately $100,000 in long-equity positions. The group, which is open to all majors and concentrations, is comprised of thirty-five students ranging from sophomores to seniors that are responsible for making all investment decisions. Student members are provided with a unique opportunity to learn about active investing and portfolio management. In 2013, the Group began managing a Socially Responsible Fund.

The website URL where information about the sustainable investment or finance initiatives is available:
http://atkinsinvestmentgroup.com/

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

UNH houses many sustainability events all year long. They are listed online at the UNH sustainability calendar:

http://sustainableunh.unh.edu/sustainability-calendar

For example:

The Student Environmental Action Coalition holds a number of events every year around various topics, including SolarFest in the spring.

Local Harvest Feast: Held each September, the Local Harvest Feast is a day of fine dining on mouth-watering creations served at all three dining halls and produced from local foods. Open to the public and students alike, this hugely popular event is a chance for attendees to learn why supporting local agriculture and food producers is so important. Attendees have the opportunity to meet various local producers and browse their presentation tables before or after dinner:

http://www.unh.edu/dining/community/local-harvest.html

Environmental Sciences Seminar Series. The Environmental Sciences Seminar Series is sponsored by the NRESS Ph.D. Program, the Department of Earth Sciences, the Department of Natural Resources and the Environment, the Environmental Research Group, the Institute for the Study of Earth Oceans and Space (EOS), and often the Sustainability Institute.

http://www.unh.edu/nressphd/Env-Sci-Seminars-09.html

Organic Agriculture Seminar Series. The College of Life Sciences and Agriculture (COLSA) each spring hosts lectures focused on sustainable agriculture. Seminars range from “Wheat for Local and Sustainable Systems” to “Sustainable Agriculture in a Post-Industrial World.”

http://www.organicdairy.unh.edu/seminars.html

The website URL where information about the event(s) is available:
A brief description of cultural arts events, installations or performances related to sustainability that have students as the intended audience:

The Sustainability Institute often partners with groups like the Dept. of Theatre and Dance, the Museum of Art, UNH, the Discovery Program, and others to sponsor sustainability-related cultural events. Examples include Sila, by Chantal Bilodeau and directed by Deborah Kinghorn in spring 2014. The play examines the competing interests shaping the future of the Canadian Arctic and local Inuit population. Set on Baffin Island in the territory of Nunavut, it follows a climate scientist, an Inuit activist and her daughter, two Canadian Coast Guard officers, an Inuit elder and two polar bears as they see their values challenged and their lives become intricately intertwined. Equal parts Inuit myth and contemporary Arctic policy, Sila uses puppetry, projections, spoken word poetry and three different languages; English, French & Inuktitut.

http://cola.unh.edu/theatre-dance/event/sila

In 2012, UNHSI worked with the Museum of Art, UNH, to sponsor “Chris Jordan: Running the Numbers” Jordan’s photographs make people think about how they consume. The Seattle-based artist uses large-scale digital images to depict mass consumption and waste. Jordan has been called "the ‘it’ artist of the Green Movement."

http://unh.edu/news/campusjournal/2012/Jan/11moa.cfm

Since 2012, UNHSI has sponsored a student video and image contest around sustainability, with the 2014 contest expanded to include written works. Winners are chosen by the UNH community and a panel of judges.

http://www.sustainableunh.unh.edu/silacontest

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

---

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

New Hampshire Outing Club. The NHOC is the oldest and largest club on campus and is run entirely by UNH students. NHOC typically offers 2-5 trips each weekend throughout the year including hiking, rock climbing, backpacking, cross country/downhill skiing, canoeing, biking, ice climbing, kayaking, road trips, extreme sledding, and so much more.

UNH’s Outdoor Education Program follows Leave No Trace guidelines and has for the past 20+ years. There is 1 LNT trainer on the staff and Outdoor Education students take a LNT course as part of the KIN 682 course. UNH offers undergraduate, masters, and Ph.D. programs in outdoor education.

http://www.shhs.unh.edu/kin_oe/undergrad_oe.html
The website URL where information about the wilderness or outdoors program(s) is available:
http://www.unh.edu/nhoc/index.html

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

The UNH Discovery Program facilitates a theme throughout the year to focus community events and conversations on an area of broad interest a big question or an enduring problem requiring the efforts and knowledge of multiple disciplines and perspectives. Topics have included globalization, energy, health, democracy, poverty, water and more. All events are held on campus and open to the public.

In 2012, UNHSI sponsored “Sustainability Unbound,” a speaker series open to the entire UNH community and beyond. "Sustainability is more than a buzzword, but what does it really mean? Break free from the limits of “green.” Join an international group of humanists to discuss the big idea of sustainability — and what the humanities have got to do with it." Talks are now online as free video podcasts.

http://sustainableunh.unh.edu/sustainabilityunbound

The website URL where information about the theme is available:
http://www.unh.edu/discovery/dialogue/

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

In 2009 UNH Housing, UNH Residential Life, UNH Admissions, the UNH Energy Office and the Sustainability Institute partnered with Best Buy to showcase an Energy Star Dorm Room for prospective UNH students. The Energy Star Dorm Room was located in Congreve Hall and is outfitted with five Energy Star appliances including a compact refrigerator, a flat-screen TV, 2 laptops and a Blue Ray disc player. Energy Star qualified appliances in the dorm room incorporated advanced technologies that use 10–50% less energy than standard models. The UNH Admissions Office took students to the room as part of the campus tour. The UNH Energy Office metered the dorm room to explore the savings in energy costs.

In addition, UNHSI offers to students a Virtual Energy Efficient Dorm Room (see link below). Students can click on various components of the room and learn more about how to incorporate energy efficiency into their dorm room. There are also links for students and parents to receive discounts on Energy Star appliances.

Student are also open to take classes like Sustainability Living and Systems Thinking.

The website URL where information about the sustainable life skills program(s) is available:
http://www.sustainableunh.unh.edu/unh-virtual-energy-efficient-dorm-room

A brief description of sustainability-focused student employment opportunities:
Students can work on sustainability across UNH - from research opportunities with faculty to internships at the Sustainability Institute. UNHSI often hires 4-6 student interns per year to help with data collection and reporting, communications, etc., including four Student Sustainability Ambassadors.

The Carsey Institute Social Innovation Internships give students the opportunity to work for organizations on and off campus on social responsibility and innovation projects.

In 2014, UNHSI took over the Clean Air Cool Planet national climate fellows program, a competitive program that has students from UNH and across the country working on climate solutions at municipalities, non-profits, government agencies, and more.

The website URL where information about the student employment opportunities is available:
http://sustainableunh.unh.edu/internships

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

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The website URL where information about the graduation pledge program is available:
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A brief description of other co-curricular sustainability programs and initiatives:

UNHSI offered liberal arts and sustainability co-curricular grants to UNH faculty to help develop sustainability co-curricular programming with a strong humanities and liberal arts focus.

The website URL where information about other co-curricular sustainability programs and initiatives is available:
http://sustainableunh.unh.edu/cocurricularrfp
Outreach Materials and Publications

Responsible Party

Sara McKinstry
Associate Director
Sustainability Institute at UNH

Criteria

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

- A central sustainability website that consolidates information about the institution’s sustainability efforts
- A sustainability newsletter
- Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Food service area signage and/or brochures that include information about sustainable food systems
- Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
- A guide for green living and incorporating sustainability into the residential experience
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- Other

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

Submission Note:

See
http://www.sustainableunh.unh.edu/students

"---" 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?:

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

A brief description of the central sustainability website:

The online home of the Sustainability Institute lists UNH sustainability related academic programs and courses, research, a calendar of events, social media, and resources for students, faculty, staff, the media, policymakers and much more. Sustainability tips are available for students and for faculty and staff.
The website URL for the central sustainability website:
http://www.sustainableunh.unh.edu/

A brief description of the sustainability newsletter:
The Sustainability Institute newsletter highlights how sustainability principles and practices are being integrated throughout UNH's curriculum, operations, research, and engagement with local, state, regional, national, and international partners. Each issue shares interesting facts, easy-to-do tips, an inspiring "Profile in Sustainability" highlighting the work of UNH faculty, staff, and students, links to event calendars and social media, and more. The newsletter comes out every month during the academic year and once during the summer. UNHSi also send e-blasts announcing sustainability events and has a special sustainability research newsletter for faculty and staff. Final, a sustainability tip comes out in each issue of Campus Journal, the main UNH online newspaper for employees.

The website URL for the sustainability newsletter:
http://www.sustainableunh.unh.edu/newsletter

A brief description of the social media platforms that focus specifically on campus sustainability:
The Sustainability Institute uses Facebook, Twitter, YouTube, Instagram, Flickr, Pinterest, and a Wordpress blog to inform students and others about sustainable tips, opportunities, and events, both on campus and in the surrounding area.

The website URL of the primary social media platform that focuses on sustainability:
https://www.sustainableunh.unh.edu/social

A brief description of the vehicle to publish and disseminate student research on sustainability:
The Undergraduate Research Conference (URC), entering its 15th year in 2014, is a celebration of academic excellence at the University of New Hampshire. At the weeklong symposium, hundreds of UNH students from all academic disciplines present the results of their scholarly and creative research in one of over twenty professional and artistic venues campus-wide. Demonstrations, performances, and oral and poster presentations add to the excitement of the annual conference.

Each year, the presence of sustainability research at the URC grows. Students across disciplines and colleges present on their sustainability research on topics like renewable energy, local agriculture, health and nutrition, cultural heritage, climate change, biodiversity, environmental engineering, sustainable investment, and much more.

The website URL for the vehicle to publish and disseminate student research on sustainability:
http://www.unh.edu/urc/

A brief description of building signage that highlights green building features:
UNH has signage across campus highlighting sustainable features like LED lighting, the LEED features of James Hall and the Peter T. Paul College of Business and Economics, and TV's that display transit information and real-time energy use of buildings.
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:

UNH Dining posts signage in dining halls and areas on campus about its local and regional sources for food along with nutrition information. The Sustainability Institute also created a "Eat Good, Do Good" guide for students.

The website URL for food service area signage and/or brochures that include information about sustainable food systems:
http://www.sustainableunh.unh.edu/localharvest

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

An online map of the UNH campus identifies sustainability-related points of interest cross campus.

In Spring 2010, UNH officially released a Tree Walk Podcast, a walking tour and map that consists of 22 stops around campus where people learn about tree identification, the history of the landscape and ongoing sustainability projects related to biodiversity. More here:

http://www.sustainableunh.unh.edu/treewalk

The website URL of the sustainability walking map or tour:
http://sustainableunh.unh.edu/map-unh-sustainability

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

The UNH Commuter Services website offers information for students living off campus. Within the 36-page Commuter Guide, there are several pages on Transportation Options at UNH (e.g., Wildcat Transit, Guaranteed Ride Home, Campus Connector Shuttles, Cat Cycles, The Downeaster, Safe Rides, etc.) as well as Seacoast area transportation options. There is also information about parking, storm closures, commuter programming, and much more. Additionally, UNHSI offers a webpage covering all sustainable transportation options at UNH. Transit schedules can be found at

www.wildcattransit.com
The website URL for the guide for commuters about how to use alternative methods of transportation:
http://www.sustainableunh.unh.edu/transportation

A brief description of the navigation and educational tools for bicyclists and pedestrians:
Signage exists across campus on designated bike lanes, walking paths, street crossings, and more.

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:
UNSHI also offers "Sustainability Tips for Students." Here, students can learn more about water conservation, buying local food, how to join sustainability-related student organizations, and much more. (http://www.sustainableunh.unh.edu/students

and
http://sustainableunh.unh.edu/sites/sustainableunh.unh.edu/files/images/UNHSI_Flyer_students_revised_2.pdf

Residential Life offers a website with many tips for students to incorporate green living and sustainability into the residential experience by "buying green" and "living green."

http://residential-life.unh.edu/living/preparing/livinggreen.html

An example of an energy efficient dorm room is available on the UNHSI website:

http://www.sustainableunh.unh.edu/unh-virtual-energy-efficient-dorm-room

The website URL for the guide for green living and incorporating sustainability into the residential experience:
http://www.sustainableunh.unh.edu/students
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 New Hampshire (TNH) is the student newspaper of the University of New Hampshire. Student reporters regularly cover sustainability. In addition, in Spring 2012 UNH professor Tom Haines had his journalism course cover New Hampshire and regional sustainability. During the AY12-13 year, UNHSI staff mentored students who wrote weekly sustainability columns in the TNH.

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):

UNHSI has online and print pieces about the office itself. We also published a book on UNH's sustainability efforts in 2009.

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

http://sustainableunh.unh.edu/book

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

Yes

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

UNHSI is coming out with a short video on sustainability in 2014.

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

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

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

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

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

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material):
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A brief description of this material (4th material):
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The website URL for this material (4th material):
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Does the institution produce another sustainability publication or outreach material not covered above? (5th material):
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A brief description of this material (5th material):
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The website URL for this material (5th material):
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Does the institution produce another sustainability publication or outreach material not covered above? (6th material):
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A brief description of this material (6th material):
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The website URL for this material (6th material):
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Does the institution produce another sustainability publication or outreach material not covered above? (7th material):
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A brief description of this material (7th material):
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The website URL for this material (7th material):
---
Does the institution produce another sustainability publication or outreach material not covered above? (8th material):

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

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

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Outreach Campaign

Responsible Party

Jackie Cullen
Program Support Assistant
Sustainability Institute

Criteria

Part 1

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

Part 2

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

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

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

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

Submission Note:

UNH has many other sustainability student outreach campaigns, from “Take Back the Tap” on bottled water (in collaboration with Food and Water Watch) to RecycleMania to campaigns around sustainable food, Fair Trade, human rights, and more.

http://unh.edu/campusjournal/2013/12/power-down-your-holiday-gift-unh-and-planet

"---" 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):
UNH Unplugged

A brief description of the campaign (1st campaign):
UNH Unplugged is an energy use reduction competition held on the UNH Durham campus every fall semester. Each fall, UNH holds an energy conservation challenge for students. Begun in 2006 by a UNH student, the competition first began between on-campus residence halls and apartments. In one year, UNH dorms alone emit almost 19,000 metric tons of greenhouse gas emissions, the equivalent of nearly 30,000 barrels of oil. Run by students, the Challenge helps prevent emissions and save energy, along with education students about climate change.

A brief description of the measured positive impact(s) of the campaign (1st campaign):
Each year the Challenge saves energy and prevents emissions, as measured by the UNH Energy Office. For example, in Fall 2010, Hubbard Hall saved an 3,232 kilowatt hours of electricity. From November 1-19, residents of Hubbard Hall reduced their electricity use 15.9% compared to their baseline period measured from October 15-31. As an award for their efforts, Hubbard’s students received the Student Energy Challenge Trophy and “Sustainable UNH” t-shirts.

The website URL where information about the campaign is available (1st campaign):
http://www.sustainableunh.unh.edu/unhunplugged

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

A brief description of the campaign (2nd campaign):
Each spring, UNH participates in the nation-wide RecycleMania competition. Outreach is done to students around minimizing waste and maximizing recycling.

A brief description of the measured positive impact(s) of the campaign (2nd campaign):
In 2013, UNH placed 55th overall out of 273 colleges and universities with a recycling rate of 42%.

The website URL where information about the campaign is available (2nd campaign):
http://www.sustainableunh.unh.edu/recyclemania

A brief description of other outreach campaigns, including measured positive impacts:
Each Thanksgiving and winter break, UNH does outreach to employees and to students to power down -- turn off and unplug -- appliances, electronics and more.
Employee Educators Program

Responsible Party

Jackie Cullen
Program Support Assistant
Sustainability Institute

Criteria

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

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

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

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

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

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

Yes

Total number of employees:

2,362

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

UNH Sustainability Stewards

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

2,362

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

UNH Sustainability Stewards is a voluntary program in which employee volunteers receive sustainability information to share with their buildings, departments and offices. On occasion in-person events and guest lectures happen, but information is mostly shared electronically via the UNHSI website, Campus Journal (the UNH Durham employee newsletter), emails, and social media.
A brief description of the formal training that the employee educators receive (1st program):

UNH Sustainability Stewards receive knowledge and information on best practices, policies and issues surrounding sustainability on campus.

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

The program is facilitated by the Sustainability Institute and the Energy Task Force, working with other offices on campus like the Energy Office and Campus Planning.

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

http://www.sustainableunh.unh.edu/stewards

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

---

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

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

---

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

---

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

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

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

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Number of employees served by all other programs:

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

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

---

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

---

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

---
Employee Orientation

Responsible Party

Chris Van Horn
Training Coordinator
UNH Human Resources

Criteria

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

Submission Note:

See also:

http://sustainableunh.unh.edu/sites/sustainableunh.unh.edu/files/images/employeeflyer.pdf

http://sustainableunh.unh.edu/staff

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

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

100

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

The UNH Human Resources (HR) Training Coordinator gives a one-day orientation day to all new UNH employees. As part of this, UNH HR works with Sustainability Institute staff to include sustainability information to help educate new UNH employees on how to become more involved with sustainability efforts, practices, and policies on campus. Web tours that are run by Human Resources for new employees showcase the Sustainability Institute and the university's curricula, operations, research and engagement in sustainability. Both the tours and the information presented highlight resources to staff that will enhance sustainable behavior in the professional setting. Each new UNH employee receives a staff flyer explaining how they can become more involved with UNH sustainability and also information on how they can make environmentally and socially responsible choices while working at UNH (http://sustainableunh.unh.edu/sites/sustainableunh.unh.edu/files/images/employeeflyer.pdf).

UNHSI staff also are part of new faculty orientation each fall.
The website URL where information about sustainability in new employee orientation is available:
http://www.unh.edu/hr/orientation.htm
Staff Professional Development

Responsible Party

Jackie Cullen
Program Support Assistant
Sustainability Institute

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

Submission Note:

See also
http://www.sustainableunh.unh.edu/staff

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

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

Yes

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

The UNH Sustainability Stewards program is available to all faculty and staff that are interested in learning more about sustainability and/or looking to promote sustainability amongst their peers. UNH Sustainability Stewards are faculty and staff working together to bring sustainability – a core part of UNH’s identity and mission – to the grassroots level in their buildings and departments.

Sustainability Stewards receive information from the Sustainability Institute on a regular basis to share with their departments, offices and buildings. Tips are also shared in a dedicated Sustainability section in Campus Journal, the UNH employee online newsletter.
UNHSI staff also regularly speak to staff councils, at the Administrative Office Professional conference, and elsewhere to share sustainability information with star.

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

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

http://www.sustainableunh.unh.edu/stewards
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.

From the institution:

UNH is New Hampshire's Land, Sea, and Space Grant University actively engaged in extending its expertise, ideas, and resources to New Hampshire, the New England region, and the world. Our faculty, extension educators, staff, and students impact daily life through outreach scholarship, cutting-edge research, and discovery. UNH programs actively involved with local, state, and regional governments, non-profits and businesses. Learn more at http://sustainableunh.unh.edu/engagement.

<table>
<thead>
<tr>
<th>Credit</th>
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<tbody>
<tr>
<td>Community Partnerships</td>
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<tr>
<td>Inter-Campus Collaboration</td>
</tr>
<tr>
<td>Continuing Education</td>
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<tr>
<td>Community Service</td>
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<tr>
<td>Community Stakeholder Engagement</td>
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<tr>
<td>Participation in Public Policy</td>
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<tr>
<td>Trademark Licensing</td>
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<tr>
<td>Hospital Network</td>
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</tbody>
</table>
## Community Partnerships

### Responsible Party

**Tom Kelly**  
Chief Sustainability Officer  
University Office of Sustainability

### Criteria

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

Each partnership conforms to one of the following types:

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

<table>
<thead>
<tr>
<th>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)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration: Is multi-year or ongoing and proposes or plans for institutionalized and systemic change</td>
</tr>
<tr>
<td>Commitment: Institution provides faculty/staff and financial or material support</td>
</tr>
<tr>
<td>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</td>
</tr>
</tbody>
</table>
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.

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Submission Note:

Other contacts:

Julia Williams, the Senior Vice Provost for Engagement and Academic Outreach, can speak to many of UNH's engaged scholarship activities, partnerships.
Phone: (603) 862-1997
Email: julie.williams@unh.edu

For general inquiries about community sustainability partnerships, please contact Sara Cleaves at the UNH Sustainability Institute at sustainability.info@unh.edu

"---" 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:

UNH is New Hampshire's Land, Sea, and Space Grant University actively engaged in extending its expertise, ideas, and resources to New Hampshire, the New England region, and the world. A variety of UNH programs are actively involved with local, state, and regional governments, non-profits and businesses on sustainability efforts. Examples of supportive engagement include: UNH Cooperative
Extension programs like the Master Gardner's Program, Marine Docents Program, Great Bay Coast Watch, NH Lakes Lay Monitoring Program, and more; Forest Watch, which involves local teachers and students; Seacoast Reads; and more. These programs have been on-going for years.

http://extension.unh.edu

http://forestwatch.sr.unh.edu

http://cola.unh.edu/education/program/seacoast-reads

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):

NH Farm to School (NHFTS) is a statewide program working to connect NH farms and schools. Farm to school connections enable schools to serve healthy, locally grown foods in their cafeterias, integrate farms, food, and nutrition into their curriculum, and explore food and agriculture-based learning opportunities.

The NH Farm to School (NHFTS) Program was established in 2003 as a pilot program to introduce local apples and cider into NH K-12 schools. Today, over half the K-12 schools in the state are purchasing local foods for their cafeterias.

NH Farm to School has an advisory committee that guides long-term programming. Members come from across the New Hampshire food system, from teachers to government officials to farmers.

The Sustainability Institute at UNH houses the NH Farm to School program, providing staff and monetary support, from grant writing to communications to operating space for a NH Farm to School program coordinator.

http://www.nhfarmtoschool.org

Climate Solutions New England (CSNE) is an initiative of the Sustainability Institute that coordinates and empowers a New England network of individuals and organizations to promote collaboration and collective impact towards the goal of greater energy self-reliance.
and weather resilience, both of which contribute to healthy, productive, and sustainable communities. In support of this transition, the CSNE Network is organized around four integrated activities: a shared vision; research, analysis, communication; planning and implementation efforts; and convening of workshops and summits. Learn more at www.climatesolutionsne.org

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

A brief description of the institution's transformative sustainability partnership(s) with the local community:
Food Solutions New England (FSNE) is dedicated to transforming the New England food system into a resilient driver of healthy food, sustainable farming and fishing, food system equity, and thriving communities. Four major activities serve to organize the complex initiatives required for food system transformation:

A New England Food Vision 2060
Launched as a concept during the first FSNE regional summit, this aspirational vision calls for building the capacity to produce at least 50% of clean, fair, just, and accessible food for all New Englanders by 2060. The New England Food Vision is the work of a writing team of academic researchers and practitioners, and its content reflects nearly three years of review and input from diverse stakeholders throughout New England.

New England State Food System Planning
Each of the six New England states has embarked on its own state-level food system planning initiative: some have completed their design, while others are in more nascent stages of development. Part of the goal of FSNE is to help connect the state plans and networks to ensure shared learning, mutual awareness, and dialogue on our shared regional context.

Annual New England Food Summits and Network Convening
The annual FSNE New England Food Summit and broader year-round network convening contribute to shared learning, mutual awareness, and dialogue that inform emergent state and regional planning

Communications and Championing
FSNE promotes integrated, collaborative communications and active network development. The sharing of resources, the curation of data, and the discussion and analysis of emerging food system challenges and opportunities demonstrate the commitment FSNE has made to collaboration and the benefits of network engagement.

FSNE brings together a wide network of New England food system stakeholders, from farmers to government officials to non-profits. FSNE is designed to be a collaborative and transformative network. Each New England state appoints delegates across their state food system to attend the New England annual food summit.

The UNH Sustainability Institute serves as the backbone organization for FSNE. UNHSI provides a large amount of staff time for FNSE grant writing and budget management, meeting coordination, communications and outreach, and the like. Learn more at www.foodsolutionsne.org
A brief description of the institution’s sustainability partnerships with distant (i.e. non-local) communities:

The Sustainability Institute at UNH is a co-founder of the Northeast Campus Sustainability Consortium with member campuses across the U.S. Northeast and the northeastern Canadian provinces. UNH’s chief sustainability officer and UNHSI staff also are on advisory committees, technical committees, etc., for AASHE and STARS, among other groups.

The website URL where information about sustainability partnerships is available:

http://sustainableunh.unh.edu/engagement
Inter-Campus Collaboration

Responsible Party

Tom Kelly
Chief Sustainability Officer
University Office of Sustainability

Criteria

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

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

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

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

Yes

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

In 2000, the Sustainability Institute at UNH partnered with non-profit Clean Air - Cool Planet to develop the Campus Carbon Calculator, the "standard" for campus GHG tracking—an important tool for ensuring accuracy, rigor and comparability between GHG inventories from colleges and universities across the country. In 2014, Clean Air-Cool Planet announced that the UNH Sustainability Institute was taking over the maintenance, continued development, and user support of this vital tool, which is used by thousands of institutions across North America.

Sustainability Institute faculty scholars and staff have presented on various topics at the conferences of AASHE, the Northeast Campus Sustainability Consortium, the New England Board of Higher Education, AAC&U, NCSE and many others. UNH Chief Sustainability Officer Dr. Tom Kelly has done sustainability curriculum workshops across the US for AASHE.

UNH published a book on its comprehensive sustainability program in 2009:

http://www.sustainableunh.unh.edu/book

In 2014, UNHSI is launching a free briefing and report series sharing its sustainability initiatives across curriculum, operations, research and engagement with audiences on and off campus.

Other publications include but are not limited to:


Kelly, Pasinella and Cleaves. (2009). Contributions to Climate Neutral Campus Report. Kyoto Publishing for the American College& University Presidents Climate Commitment,

www.climateneutralcampus.com


See

http://www.sustainableunh.unh.edu/publications

for more information.

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

- CO-FOUNDER: Northeast Campus Sustainability Consortium (NECSC)
- American College and University President's Climate Commitment (ACUPCC)
- University of Gastronomic Sciences in Italy
-Association for the Advancement of Sustainability in Higher Education (AASHE)
- Salzburg Global Seminar
- Association of University Leaders for a Sustainable Future (ULSF)
- Slow Food International and Slow Food USA
- NACUBO
- Association of American Colleges and Universities (AAC&U)
- Sustainable Campus Network of Chile
- The Institute for Pedagogy in the Liberal Arts at Emory University's Oxford College

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

UNHSI faculty scholars and staff often visit other campuses or host representatives at UNH to help advance sustainability and discuss best practices. For example, CSO Tom Kelly has given keynotes, facilitated meetings/workshops, and consulted on sustainability efforts at Wake Forest University, Furman University, University of Minnesota, and more.

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

http://sustainableunh.unh.edu/collaboration
Continuing Education

Responsible Party

Sara McKinstry
Associate Director
Sustainability Institute at UNH

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

Submission Note:

The University of New Hampshire does not necessarily distinguish between "continuing education" courses and traditional courses. Rather, "continuing education" students can enroll in regular courses on an available-space basis.

See also:

UNH Cooperative Extension contact: Lisa Townson, Assistant Director,

lisa.townson@unh.edu

603-862-1031 http://extension.unh.edu/

UNH Professional Development and Training:

http://www.learn.unh.edu/training/

Corporate Sustainability Leadership Program and Certificate:

www.sustainabilitycertificate.org

Peter T. Paul College of Business and Economics Executive Education:

http://paulcollege.unh.edu/executive-development-programs
UNH Summer Session:

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

Number of continuing education courses offered that address sustainability:
120

Total number of continuing education courses offered:
800

A copy of the list and brief descriptions of the continuing education courses that address sustainability:
UNHCE Continuing Education Stars info.docx

A list and brief descriptions of the continuing education courses that address sustainability:
UNH offers a wide variety of sustainability-related continuing education (workshops, courses, conferences, and other in-person or virtual learning) in everything from forestry master gardening to starting a sustainability business to agriculture and beyond.

Most courses are offered through UNH Cooperative Extension (http://extension.unh.edu/), though courses are also offered through UNH Professional Development and Training, colleges and departments across campus (such as the Executive Education Program at the Peter T. Paul College of Business and Economics), and elsewhere.

The attached list only covers UNH Cooperative Extension.

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:
In 2011, UNH and NH Businesses for Social Responsibility developed the Corporate Sustainability Leadership Program and Certificate (www.sustainabilitycertificate.org).

). Managers, business leaders, and others in NH and beyond can take the program to learn about business and sustainability.

Year the certificate program was created:
The website URL where information about sustainability in continuing education courses is available:

---
Community Service

Responsible Party

Marianne Fortescue
Coordinator
Office of Community Service and Learning

Criteria

Part 1
Institution engages its student body in community service, as measured by the percentage of students who participate in community service.

Part 2
Institution engages students in community service, as measured by the average hours contributed per full-time student per year.

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

Submission Note:

Our figures are based on the work of our student service organizations, the number of students involved and the number of individuals that visit the Office of Community Service and Learning for support. In reality, the number of students engaged in community service is probably much higher.

By and large, the figures don’t reflect student participation in the academic realm (service-learning). Service-Learning differs from community service in that service-learning connects directly to a course through in-class reflection and shared learning. The time commitment varies. Some courses require up to a 20-hour out-of-class placement, others participate in a short, one-time activity.

The Thompson School offers a degree or certificate in Community Leadership. All students must be involved in community work throughout the 2-year program.

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

Number of students engaged in community service:
3,500

Total number of students :
14,761

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:
85,000

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:
Service-learning coursework is listed on transcripts, but not total community service hours.

Does the institution provide incentives for employees to participate in community service (on- or off-campus)?:
No

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

The website URL where information about the institution’s community service initiatives is available:
http://www.unh.edu/serve/
Community Stakeholder Engagement

Responsible Party

Tom Kelly
Chief Sustainability Officer
University Office of Sustainability

Criteria

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

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

And

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

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

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

Submission Note:

At this time, UNH community stakeholder engagement is very decentralized and grassroots, with many organizations interacting with stakeholders in different ways, without formal guidance from the institutional management.

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

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

No

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

---

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

---

List of identified community stakeholders:

---

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

---

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

---
Participation in Public Policy

Responsible Party

Mica Stark
Special Assistant to the President - Gov Relations and Strategic Initiatives
Presidents Office

Criteria

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

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

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

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

Yes

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

Faculty, staff and students engage in public policy advocacy for sustainability. For example:

UNH President Mark Huddleston signed on to a letter sponsored by AASHE urging Congress and President Bush to sign HESEA into law in 2008:

http://www.fundee.org/campaigns/hesa/

In February 2008, UNH Chief Sustainability Tom Kelly testified for the importance of sustainability in the food service industry at the hearing on Sustainability and the Food Service Industry to the House Select Committee on Energy Independence and Global Warming.http://globalwarming.house.gov/tools/assets/files/0364.pdf

At the request of the NH Governor's office and NH state legislature, UNH faculty, staff and students often help inform policy and decision-making. For example, UNH CSO Tom Kelly was invited to be on the NH State Energy Committee, and Dr. Cameron Wake of UNH's Institute for the Study of Earth, Oceans and Space is part of Governor Lynch's Climate Change Task Force.

In 2011, Tom Kelly cosigned a letter to the NH legislature in support of NH staying involved in the Regional Greenhouse Gas Initiative (RGGI). In 2013, Food Solutions New England at UNH signed to a letter support farm to plate and local food system work in the state of
New Hampshire.

In 2010, UNH Professor Andrew Rosenberg was referred by the National Oceanic and Atmospheric Administration (NOAA) to advise the White House on marine spatial planning. The President's Council on Environmental Quality (CEQ) is the specific entity which Rosenberg was recruited to. Before coming to UNH, Rosenberg was a senior level official at NOAA and also worked with the U.S. Commission on Ocean Policy among other endeavors. More here:

http://www.tnhonline.com/unh-professor-tapped-to-advise-white-house-1.624928

UNH student Laura Carpenter followed up on an active learning project in a political science seminar (international environmental politics) to get a bill through the NH legislature that legalized and set out guidelines for NH property owners to install wind turbines on residential property. Governor Lynch signed the bill into law in 2008. More here:


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

---

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

UNH does not make any.

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

---
Trademark Licensing

Responsible Party

Dorothy Sheehan
Senior Associate Athletic Director
UNH Athletics, External Affairs

Criteria

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

Submission Note:

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

http://www.fairlabor.org/fla_affiliates_d1.html

UNH Athletics is a member of both the Worker’s Rights Consortium's DSP and the Fair Labor Association. The UNH Bookstore is run by Barnes & Noble College, which is also a member of the Fair Labor Association:
http://www.fairlabor.org/fla_affiliates_a1.html

The UNH Bookstore, which sells UNH logo apparel and items, is run by Barnes and Noble. Barnes and Noble is a member of the FLA, and all the brands that they sell in their stores meet the labor standards set by the WRC. Barnes and Noble asks every vendor to sign the FLA and or the WRC in order to do business with them.

UNH Athletics contact: Dot Sheehan
UNH Bookstore contact: Karen McLaughlin,
bksunh@bncollege.com

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

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

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

Has the institution expressed an intention to participate in the WRC’s Designated Suppliers Program?:
Yes
The website URL where information about the institution’s participation in the WRC, FLA, and/or DSP is available:
---
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.
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.

From the institution:

Under its Climate Education Initiative (CEI), UNH is committed to being a Climate Protection Campus that pursues a sustainable energy future through emissions reduction policies, practices, research, & education.

Under CEI, UNH is committed to:

- Educate students in all fields about the relationships among human activities, climate, public and ecosystem health, and appropriate civic and professional actions.
- Reduce emissions of greenhouse gases like carbon dioxide and other criteria pollutants like sulfur dioxide and nitrous oxide.
- Research, develop, and demonstrate innovative solutions to energy challenges.
- Research climate variability, air quality prediction, and public health issues related to climate change.
- Act as a community model for the state and region.

Learn more at [http://www.sustainableunh.unh.edu/cei](http://www.sustainableunh.unh.edu/cei).

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greenhouse Gas Emissions</td>
</tr>
<tr>
<td>Outdoor Air Quality</td>
</tr>
</tbody>
</table>
Greenhouse Gas Emissions

Responsible Party

Sara McKinstry
Associate Director
Sustainability Institute at UNH

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.

Submission Note:

1) New study slightly increased offsets from Carbon Sequestration.
2) GROSS SCOPE 1 & 2 EMISSIONS includes Emissions associated with RECs, which UNH sells for income. UNH creates RECs
through the EcoLine & Cogen Heat/Energy Production. Scope 1 Emissions = 19,874 eCO2; Scope 2 Emissions = 3,651 eCO2; REC Sales Emissions = 13,200. UNH sells REC's off our EcoLine landfill gas pipeline into our cogeneration plan. We use the funds to finance the EcoLine project and to reinvest in our revolving energy efficiency fund on campus. As a result, we cannot claim all of the greenhouse emissions reductions from our production and use on campus of renewable energy as someone else is "buying" this right. In the end, though, UNH is reducing emissions, helping others to do so, and our state and region meet its renewable energy and climate change goals. We capture the purchase of electricity to run a methane processing plan at Turnkey Landfill for EcoLine in Scope 2 emissions. All FY11 data come from UNH's CA-CP Carbon Calculator.

Other contact: Paul Chamberlin, Associate Vice President for Facilities and Chair of the UNH Energy Task Force.

"---" 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?:

<table>
<thead>
<tr>
<th>Category</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business travel</td>
<td>Yes</td>
</tr>
<tr>
<td>Commuting</td>
<td>Yes</td>
</tr>
<tr>
<td>Purchased goods and services</td>
<td>No</td>
</tr>
<tr>
<td>Capital goods</td>
<td>No</td>
</tr>
<tr>
<td>Fuel- and energy-related activities not included in Scope 1 or Scope 2</td>
<td>No</td>
</tr>
<tr>
<td>Waste generated in operations</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Does the institution's GHG emissions inventory include Scope 3 emissions from other categories?:
No

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

UNH uses the Campus Carbon Calculator developed by UNH and Clean Air - Cool Planet. Sustainability Institute staff hire student interns to help them collect data from the UNH Energy Office, Campus Planning, Facilities, and other departments for the Calculator. Inventories are done every other year to meet ACUPCC reporting requirements.

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 Josephine A. Lamprey Fellow in Climate and Sustainability and the campus-wide Energy Task Force help quality control UNH's data collected and out into the Campus Carbon Calculator. They also help draft and review a short public report and a longer technical report for each inventory.

Scope 1 and Scope 2 GHG emissions:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scope 1 GHG emissions from stationary combustion</strong></td>
<td>16,358.20 Metric Tons of CO2 Equivalent</td>
<td>30,616.10 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td><strong>Scope 1 GHG emissions from other sources</strong></td>
<td>3,515.80 Metric Tons of CO2 Equivalent</td>
<td>3,590.10 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td><strong>Scope 2 GHG emissions from purchased electricity</strong></td>
<td>3,650.80 Metric Tons of CO2 Equivalent</td>
<td>28,131.20 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td><strong>Scope 2 GHG emissions from other sources</strong></td>
<td>0 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
</tbody>
</table>

Figures needed to determine total carbon offsets:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institution-catalyzed carbon offsets generated</strong></td>
<td>2,372.60 Metric Tons of CO2 Equivalent</td>
<td>2,273.30 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td><strong>Carbon sequestration due to land that the institution manages specifically for sequestration</strong></td>
<td>0 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td><strong>Carbon storage from on-site composting</strong></td>
<td>45 Metric Tons of CO2 Equivalent</td>
<td>52 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td><strong>Third-party verified carbon offsets purchased</strong></td>
<td>0 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
</tbody>
</table>
A brief description of the institution-catalyzed carbon offsets program:

UNH's "local offsets" include sequestration by UNH-owned forest and agricultural lands in Durham, NH, and composting. The Campus Carbon Calculator combines these as "Additional Offsets."

UNH sells REC's off our EcoLine landfill gas pipeline into our cogeneration plan. We use the funds to finance the EcoLine project and to reinvest in our revolving energy efficiency fund on campus. As a result, we cannot claim all of the greenhouse emissions reductions from our production and use on campus of renewable energy as someone else is "buying" this right. In the end, though, UNH is reducing emissions, helping others to do so, and our state and region meet its renewable energy and climate change goals.

http://www.sustainableunh.unh.edu/ecoline

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

UNH's "local offsets" include sequestration by UNH-owned forest and agricultural lands in Durham, NH, and composting. The Campus Carbon Calculator combines these as "Additional Offsets."

A brief description of the composting and carbon storage program:

The UNH Composting Facility is a collaborative effort among several UNH partners. It was initiated in the early 2000's as a partnership of the College of Life Sciences and Agriculture, Sustainability Institute, College of Life Sciences and Agriculture (and the NH Agricultural Experiment Station), and UNH Dining as part of UNH's Food & Society Initiative and Local Harvest Initiative. It has undergone upgrades and expansion to provide an efficient operation supporting the effective management and utilization of nutrients and enhancement of soil health. It provides opportunities for teaching, research and outreach on sustainable reuse of farm and food wastes, and is thereby consistent with UNH's regional and national leadership in sustainable agriculture and food systems..

The resulting compost is used as a soil amendment to maintain fertility and tilth of the NHAES/COLSA/UNH forage fields, the strong majority of which are certified organic and therefore rely on manure and compost applications. Ingredients for the composting operation include NHAES/COLSA dairy and equine bedding and manure, food and bakery waste from UNH Dining Services, and leaves and grass clippings from UNH Grounds and Roads operations. Importantly, our composted materials make use of pulped pre- and post-consumer food wastes from the UNH dining halls, an innovative and sustainable practice that productively diverts in excess of 25,000 pounds per month of material which would otherwise go directly into the Durham waste stream. Funding and labor for the operation comes from NHAES/College of Life Sciences and Agriculture and UNH Dining, with several additional campus partners including the UNH Sustainability Academy, Provost Office, Parent's Association and President's Office.

- See more at:

http://www.sustainableunh.unh.edu/compost#sthash.Ce6xiT8u.dpuf

A brief description of the purchased carbon offsets, including third party verifier(s) and contract timeframes:
UNH does not purchase carbon offsets.

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

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of residential students</td>
<td>7,821</td>
<td>6,247</td>
</tr>
<tr>
<td>Number of residential employees</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>Number of in-patient hospital beds</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalent enrollment</td>
<td>13,920.44</td>
<td>13,165</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>3,286.70</td>
<td>3,136</td>
</tr>
<tr>
<td>Full-time equivalent of distance education students</td>
<td>28</td>
<td>0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Year</td>
<td>July 1, 2009</td>
<td>June 30, 2011</td>
</tr>
<tr>
<td>Baseline Year</td>
<td>July 1, 2005</td>
<td>June 30, 2006</td>
</tr>
</tbody>
</table>

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

2005 was the first year of complete information on UNH GHG emissions.

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

6,279,812 Square Feet

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

<table>
<thead>
<tr>
<th></th>
<th>Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory space</td>
<td>456,940 Square Feet</td>
</tr>
<tr>
<td>Healthcare space</td>
<td>0 Square Feet</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Other energy intensive space</td>
<td>0 Square Feet</td>
</tr>
</tbody>
</table>

Scope 3 GHG emissions, performance year::

<table>
<thead>
<tr>
<th>Emissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business travel</td>
</tr>
<tr>
<td>Commuting</td>
</tr>
<tr>
<td>Purchased goods and services</td>
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<tr>
<td>Capital goods</td>
</tr>
<tr>
<td>Fuel- and energy-related activities not included in Scope 1 or Scope 2</td>
</tr>
<tr>
<td>Waste generated in operations</td>
</tr>
<tr>
<td>Other categories (please specify below)</td>
</tr>
</tbody>
</table>

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

---

A copy of the most recent GHG emissions inventory:

---

The website URL where the GHG emissions inventory is posted:

http://sustainableunh.unh.edu/ghginventory

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

Please see UNH's 2013 ACUPCC progress report:

http://rs.acupcc.org/progress/958/
Outdoor Air Quality

Responsible Party

Brad Manning
Director
Environmental Health & Safety

Criteria

Part 1

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

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

Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO\textsubscript{x}), sulfur oxides (SO\textsubscript{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?:

No

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

---

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

Yes

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

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight of Emissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nitrogen oxides (NOx)</td>
<td>28.10 Tons</td>
</tr>
<tr>
<td>Sulfur oxides (SOx)</td>
<td>5.88 Tons</td>
</tr>
<tr>
<td>Carbon monoxide (CO)</td>
<td>48.21 Tons</td>
</tr>
<tr>
<td>Particulate matter (PM)</td>
<td>11.95 Tons</td>
</tr>
<tr>
<td>Ozone (O3)</td>
<td>0 Tons</td>
</tr>
<tr>
<td>Lead (Pb)</td>
<td>0 Tons</td>
</tr>
<tr>
<td>Hazardous air pollutants (HAPs)</td>
<td>0 Tons</td>
</tr>
<tr>
<td>Ozone-depleting compounds (ODCs)</td>
<td>0 Tons</td>
</tr>
<tr>
<td>Other standard categories of air emissions identified in permits and/or regulations</td>
<td>12.35 Tons</td>
</tr>
</tbody>
</table>

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:

http://www.unh.edu/research/environmental-management-0
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Operations and Maintenance</td>
</tr>
<tr>
<td>Building Design and Construction</td>
</tr>
<tr>
<td>Indoor Air Quality</td>
</tr>
</tbody>
</table>
Building Operations and Maintenance

Responsible Party

Larry Van Dessel
Executive Director of Facilities Services-UNH
Facilities Construction and Design

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

Submission Note:

This credit is incomplete as of Feb 2014 as it's currently being updated.

"---" 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?:

<table>
<thead>
<tr>
<th>LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
### A brief description of the green building rating system(s) used and/or a list or sample of certified buildings and ratings:

UNH does not currently have any buildings certified O&M with any green building council.

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

4,933,330 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:

<table>
<thead>
<tr>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level (e.g. LEED Certified)</td>
</tr>
<tr>
<td>0 Square Feet</td>
</tr>
<tr>
<td>3rd Highest Level (e.g. LEED Silver)</td>
</tr>
<tr>
<td>0 Square Feet</td>
</tr>
<tr>
<td>2nd Highest Level (e.g. LEED Gold)</td>
</tr>
<tr>
<td>0 Square Feet</td>
</tr>
<tr>
<td>Highest Achievable Level (e.g. LEED Platinum)</td>
</tr>
<tr>
<td>0 Square Feet</td>
</tr>
</tbody>
</table>

### 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:

<table>
<thead>
<tr>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level</td>
</tr>
<tr>
<td>0 Square Feet</td>
</tr>
<tr>
<td>Mid-Level</td>
</tr>
<tr>
<td>0 Square Feet</td>
</tr>
<tr>
<td>Highest Achievable Level</td>
</tr>
<tr>
<td>0 Square Feet</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Level</th>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level</td>
<td>0 Square Feet</td>
</tr>
<tr>
<td>4th Highest Level</td>
<td>0 Square Feet</td>
</tr>
<tr>
<td>Mid-Level</td>
<td>0 Square Feet</td>
</tr>
<tr>
<td>2nd Highest Level</td>
<td>0 Square Feet</td>
</tr>
<tr>
<td>Highest Achievable Level</td>
<td>0 Square Feet</td>
</tr>
</tbody>
</table>

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:

4,933,330 Square Feet

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

---

The date the guidelines or policies were formally adopted:

---

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

UNH Facilities Operations & Maintenance launched a sustainability initiative in 2008 outlining its best practices. These include everything from checking seals and gaskets on windows and doors regularly to sealing crack with caulk to using Energy Star appliances to following a "green cleaning" policy in all buildings to "instructing contractors to observe clean indoor air policy" and much more. These Operations & Maintenance best practices are linked to similar best practices in energy and campus planning, including UNH's Design & Construction Standards and Silver-LEED equivalency policy for all new construction and renovation. Operations & Maintenance staff will be trained and certified under these standards, helping them comply with sustainable building operation and maintenance guidelines and policies.

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

---

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

---
Building Design and Construction

 Responsible Party

 Doug Bencks
 Director
 Campus Planning

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:

Press release on James Hall LEED Gold certification


Eight buildings on the UNH campus have been awarded the Energy Star label by the Environmental Protection Agency (EPA). In total, the eight Energy Star buildings are preventing pollution equivalent to annual emissions from 230 vehicles - more than 135,000 gallons of gasoline - while saving UNH more than $180,000 per year in energy bills.

More here:
http://www.energy.unh.edu/News2.htm

"---" 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?:

<table>
<thead>
<tr>
<th>Rating System</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEED or another 4-tier rating system used by an Established Green Building Council (GBC)</td>
<td>Yes</td>
</tr>
<tr>
<td>The DGNB system, Green Star, or another 3-tier GBC rating system</td>
<td>No</td>
</tr>
<tr>
<td>BREEAM, CASBEE, or another 5-tier GBC rating system</td>
<td>No</td>
</tr>
<tr>
<td>The Living Building Challenge</td>
<td>No</td>
</tr>
<tr>
<td>Other non-GBC rating systems (e.g. BOMA BES, Green Globes)</td>
<td>No</td>
</tr>
</tbody>
</table>

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

- DeMerrit Hall: LEED Silver equivalent
- James Hall: LEED Gold
- Peter T. Paul College of Business and Economics: LEED Gold

To date 8 buildings are rated Energy Star.

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

196,695 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:**

<table>
<thead>
<tr>
<th>Level</th>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level (e.g. LEED Certified)</td>
<td>0 Square Feet</td>
</tr>
<tr>
<td>3rd Highest Level (e.g. LEED Silver)</td>
<td>0 Square Feet</td>
</tr>
<tr>
<td>2nd Highest Level (e.g. LEED Gold)</td>
<td>196,695 Square Feet</td>
</tr>
<tr>
<td>Highest Achievable Level (e.g. LEED Platinum)</td>
<td>0 Square Feet</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>--------------</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level</td>
</tr>
<tr>
<td>Mid-Level</td>
</tr>
<tr>
<td>Highest Achievable Level</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level</td>
</tr>
<tr>
<td>4th Highest Level</td>
</tr>
<tr>
<td>Mid-Level</td>
</tr>
<tr>
<td>2nd Highest Level</td>
</tr>
<tr>
<td>Highest Achievable Level</td>
</tr>
</tbody>
</table>

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

---

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

---

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

---

A copy of the guidelines or policies:

---
The date the guidelines or policies were adopted:
Jan. 25, 2013

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

The University of New Hampshire Planning, Design and Construction Guidelines are intended to provide general instructions to designers in the planning and preparation of construction documents, as well as general guidance to construction professionals working on projects for the University. The purpose is to ensure a minimum standard of quality, durability, consistency, maintainability, and sustainability in building and infrastructure design and construction. The information collected here clarifies what is unique or different about construction at the University as compared to other projects that designers and contractors typically work on.

The Guidelines are a baseline that allow for the introduction of new methods, systems, and materials for consideration by the University due to specific constraints, opportunities, or conditions of a specific project. It is expected that any alternatives will be proposed before the completion of Design Development. The documents are not to be used as specifications for projects, but are to be incorporated, as appropriate, into the specifications for each University project. Nothing in The Guidelines shall preclude or take precedence over compliance with applicable codes, regulations, requirements, mandates, or laws of the State of New Hampshire or the federal government. This is intended to be a living document that evolves through continual review and updates as needed. The Guidelines will be made available by Web access and it is expected that designers will utilize the latest version available at the time a project proceeds with Schematic Design.

WHILE EVERY EFFORT IS MADE TO MAKE THE GUIDELINES COMPLETE AND COMPREHENSIVE, THERE ARE ALWAYS ELEMENTS THAT NEED FURTHER CLARIFICATION OR THERE IS NEW INFORMATION THAT HAS YET TO BE INCLUDED. THE GUIDELINES DO NOT RELIEVE THE DESIGNERS FROM THE RESPONSIBILITY TO PROVIDE COMPLETE, ACCURATE, AND QUALITY CONSTRUCTION DOCUMENTS TO MEET OUR NEEDS AND EXPECTATIONS.

The UNH Planning, Design and Construction Guidelines is organized in chapters that follow the sequence of the project process. Chapter 1, General Principles, addresses several planning guides or master plans that describe the University’s design goals and intentions. Chapter 2, Project Process, provides requirements for developing a typical project and the products that are expected along the way. Chapter 3, University Planning Standards, delineates the University’s expectations and considerations for some of the major design elements and functions of most projects. Chapter 4, Supplemental Project Requirements (under development), contains information on specific protocols and processes unique to the University environment. Chapter 5, Technical Construction and Renovation Standards, is a constant resource to designers from Design Development through the completion of Construction Documents and Specifications. It is organized in the CSI format.

The University of New Hampshire has made a commitment to achieve the equivalent of “LEED” silver for new construction and major renovations, including the formal commissioning of each new project. The University Planning, Design and Construction Guidelines incorporate the University’s strategies, standards, and methodology to fulfill this commitment. It is believed that The Guidelines alone provide the equivalent to at least a LEED basic certified level. So, each new project will be expected to develop a set of sustainable design objectives specific to that project, above and beyond what is in The Guidelines.

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

The University of New Hampshire Planning, Design and Construction Guidelines is intended to provide general instructions to designers in the planning and preparation of construction documents, as well as general guidance to construction professionals working on projects for the University. The purpose is to ensure a minimum standard of quality, durability, consistency, maintainability, and sustainability in
building and infrastructure design and construction. The University of New Hampshire has made a commitment to achieve the equivalent of “LEED” silver for new construction and major renovations, including the formal commissioning of each new project. The University Planning, Design and Construction Guidelines incorporate the University’s strategies, standards, and methodology to fulfill this commitment. It is believed that The Guidelines alone provide the equivalent to at least a LEED basic certified level. So, each new project will be expected to develop a set of sustainable design objectives specific to that project, above and beyond what is in The Guidelines.

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

http://www.unh.edu/facilities/design_standards/design_standards.html
Indoor Air Quality

Responsible Party

Brian Cournoyer
Coordinator
Environmental Health & Safety

Criteria

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

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

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

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

0 Square Feet

Gross floor area of building space:

5,737,899 Square Feet

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

The UNH Office of Environmental Health and Safety (EHS) does not at this time have any Indoor Air Quality program/plan in place. Should there be a concern, occupants would contact their supervisor and coordinate with EHS to conduct an IAQ assessment. Depending on the initial assessment, a brief e-mail follow up, formal report, and/or subsequent assessments/sampling by an outside vendor may be performed.

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

http://www.unh.edu/research/environmental-health-and-safety
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food and Beverage Purchasing</td>
</tr>
<tr>
<td>Low Impact Dining</td>
</tr>
</tbody>
</table>
Food and Beverage Purchasing

Responsible Party

Rick MacDonald
Assistant Director, UHS Support Services
Dining

Criteria

Part 1

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

- Local and community-based

And/or

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

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

Local community-based products:

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

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

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

Part 2

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

Submission Note:
UNH Dining increased its local food purchasing from 16.7% in FY07-08 to 22% in FY08-12. Data are now being collected for FY13.

In addition, UNH Dining purchases cage-free eggs from Pete and Gerry’s Eggs of Munroe, NH. All UNH dining halls offer Fair Trade Certified organic coffee, an innovative, market-based approach to sustainable development. Honey is purchased from Bee Rich Apiaries of Hudson, NH. Apples are provided by UNH’s Woodman Farm. The Organic Garden Club was founded in-part by UNH Dining, and much of the Club’s fresh produce is served in the Dining Halls. UNH Dining has worked with Farm Services for each of the past three years and they have provided UNH with winter squash. For more information on Dining Services http://www.unh.edu/dining/community/about.html

"---" 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:
23

A copy of an inventory, list or sample of sustainable food and beverage purchases:
FINALfy12LocalHarvestDataupdate4_6.xlsx

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

http://sustainableunh.unh.edu/localharvestvendors

Does the institution wish to pursue Part 2 of this credit (food and beverage expenditures for on-site franchises, convenience stores, vending services, or concessions)?:
No

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

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

An inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:
---
A brief description of the sustainable food and beverage purchasing program:

Through the Local Harvest Initiative, UNH Dining is committed to serving locally, regionally, and sustainably grown, produced, and manufactured items to the greatest extent possible. Many of these items are included regularly in the dining halls and campus retail outlets, and others are purchased for special events such as the annual Local Harvest Feast. The sustainability commitment of UNH Dining is part of the university’s broader Food & Society Initiative, which commits UNH to being a sustainable food community that promotes healthy food systems from farm to fork to health and nutrition outcomes.

Serving locally and regionally grown, produced, and manufactured items ensures that the food served is the freshest possible while helping to support our local economy, a vibrant regional agricultural infrastructure, and a healthy food system. We look for farms and food producers or manufacturers located within a 250 mile radius from UNH. Additional criteria that UNH Dining considers in its purchasing decisions include:

USDA Certified Organic: This certification indicates that specific production and handling practices were taken for the applicable food items. Producers must apply for certification annually, and producers’ operations are inspected annually to ensure that all criteria are being met properly. Examples of USDA Certified Organic foods served on campus include vegetables from the UNH Organic Garden Club, Stonyfield Farm yogurt, and Abigail's Bakery bread.

Fair Trade Certified: Fair Trade Certified "guarantees consumers that strict economic, social and environmental criteria were met in the production and trade of an agricultural product. Fair Trade Certification is currently available in the U.S. for coffee, tea and herbs, cocoa and chocolate, fresh fruit, flowers, sugar, rice, and vanilla. TransFair USA licenses companies to display the Fair Trade Certified label on products that meet strict international Fair Trade standards." (from TransFair USA) Examples of Fair Trade Certified foods served on campus include Green Mountain coffee and Omar coffee.

Certified Humane: Certified Humane means that producers meet "the Humane Animal Care Program standards, which include nutritious diet without antibiotics, or hormones, animals raised with shelter, resting areas, sufficient space and the ability to engage in natural behaviors." (from Certified Humane) UNH serves Pete & Gerry's eggs on campus, which are Certified Humane.

Consideration is also given to other claims, including cage free, free range, grassfed, and rBST-free.

Local Harvest purchasing data are in the process of being updated to include FY10-12 information.

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

Interns and staff at the Sustainability Institute at UNH work with UNH Dining to collect expenditure data. Interns research the sustainability practices of the vendors through which UNH Dining purchases food and beverages to determine the percentage of purchases that are local (within a 250-mile radius), USDA Organic, Fair Trade, humane (from cage-free eggs to sustainable seafood), vegetarian-fed, hormone-free, and otherwise sustainably grown, process or harvested.

Total annual food and beverage expenditures:

8,779,923.35 US/Canadian $

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

<table>
<thead>
<tr>
<th>Present?</th>
<th>Included?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Dining operations and catering services operated by the institution</td>
<td>Yes</td>
</tr>
<tr>
<td>Dining operations and catering services operated by a contractor</td>
<td>No</td>
</tr>
<tr>
<td>Franchises</td>
<td>Yes</td>
</tr>
<tr>
<td>Convenience stores</td>
<td>Yes</td>
</tr>
<tr>
<td>Vending services</td>
<td>Yes</td>
</tr>
<tr>
<td>Concessions</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Has the institution achieved the following?:

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

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

---

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

http://www.sustainableunh.unh.edu/localharvest
Low Impact Dining

Responsible Party

Rick MacDonald
Assistant Director, UHS Support Services
Dining

Criteria

Part 1

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

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

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

  Or

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

Part 2

Institution:

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

  And

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

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

Submission Note:

This credit is incomplete as of Feb 2014 as it's currently being updated.

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

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

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

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

Does the institution provides 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”):
Dining Services offers labeled vegan options at every meal on a daily basis in each of the three dining halls. Eight entrees per lunch and dinner are served at each dining hall. Students can also go online to view the daily menu for each dining hall, which includes a vegan category.

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:
http://www.unh.edu/dining/locations/

Annual dining services expenditures on food:
8,779,923.35 US/Canadian $

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

Matt O'Keefe
Campus Energy Manager
Energy Office

Criteria

Part 1

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

Part 2

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

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

Submission Note:

http://www.energy.unh.edu

http://www.sustainableunh.unh.edu/buildings

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

Building energy consumption:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total building energy consumption, all sources</td>
<td>899,960 MMBtu</td>
<td>861,440.30 MMBtu</td>
</tr>
<tr>
<td>- Grid-purchased electricity for buildings</td>
<td>---</td>
<td>198,121.94 MMBtu</td>
</tr>
<tr>
<td>- District steam/hot water for buildings</td>
<td>0 MMBtu</td>
<td>0 MMBtu</td>
</tr>
</tbody>
</table>
### Gross floor area of building space:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross floor area</td>
<td>5,737,899 <em>Gross Square Feet</em></td>
<td>5,716,733 <em>Gross Square Feet</em></td>
</tr>
</tbody>
</table>

### Floor area of energy intensive space, performance year:

<table>
<thead>
<tr>
<th>Floor Area</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory space</td>
<td>409,326 <em>Square Feet</em></td>
</tr>
<tr>
<td>Healthcare space</td>
<td>22,549 <em>Square Feet</em></td>
</tr>
<tr>
<td>Other energy intensive space</td>
<td></td>
</tr>
</tbody>
</table>

### Degree days, performance year:

<table>
<thead>
<tr>
<th>Degree Days</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Heating</td>
<td>4,574</td>
</tr>
<tr>
<td>Cooling</td>
<td>1,113</td>
</tr>
</tbody>
</table>

### Source-site ratios:

<table>
<thead>
<tr>
<th>Source Site Ratio</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grid-purchased electricity</td>
<td>3.14</td>
</tr>
<tr>
<td>District steam/hot water</td>
<td>1.20</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline Year</td>
<td>Jan. 1, 2005</td>
<td>Dec. 31, 2005</td>
</tr>
</tbody>
</table>
A brief description of when and why the building energy consumption baseline was adopted:

A 2005 baseline was called for under STARS 1.2, so we stayed with that.

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

All core campus buildings are tied to our energy management system, which increases and decreases temperatures based on occupancy and time schedules. Typical spaces are heated from 7am-10pm as a maximum M-F and off on weekends. We also use sensors to turn off space heating in some areas. For classrooms, we use the schedule from the registrar’s office to also shut down spaces when unused. If someone is in the space when the system is off, they have an override button that will give them 2 hours of heat. For areas not on the core campus, we employ programmable thermostats which mimic the normal hours for the space.

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

UNH does use LED lighting. More information can be found in the University of New Hampshire Construction and Renovation Standards - Section 16510 Interior Luminaries

Choice of fixtures are made with the following considerations:

a. Energy efficiency and sound rating
b. Quality of lighting
c. Ease of installation and installation flexibility
d. Ease of maintenance
e. Suitability for the specific application
f. Replacement parts availability
g. Consideration of potential abuse

UNH has also moved away from exterior metal halide fixtures and has identified LED replacements as the new exterior fixture of choice. We are already using them in walkway, street, and building exterior fixtures.

More information can be found at

http://www.energy.unh.edu

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

Light sensors are used in over 75% of campus buildings ranging from occupancy sensors in office, bathrooms, classrooms, etc to daylighting controls that reduce light output based on incoming natural light through windows. Our occupancy standard is Wattstopper brand sensors and other systems have been utilized to control corridors, daylighting, and A/V controls such as Lutron and Square D. More information is available in Section 16510 and Section 16530 of Design Standards.

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:

As mentioned above, EcoLine is the primary fuel source for the on-campus COGEN plant. The COGEN plant retains waste heat normally lost during the production of electricity and instead uses this energy to heat buildings, in turn reducing sulfur dioxide and nitrous oxide emissions. The installation of the COGEN plant resulted in an estimated reduction in greenhouse gas emissions of 21% in Academic Year (AY) 2006 compared to AY 2005.

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:

UNH utilizes an energy management system featuring Andover controls (TAC) that allows the UNH energy office to monitor and adjust building energy systems based on automatic occupancy sensors, classroom scheduling, and other devices that trigger the equipment to turn off or ramp down in energy use to minimize consumption.

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:

UH has begun using EnergyMisers in vending machines on campus. When equipped with the VendingMiser®, refrigerated beverage vending machines use less energy and are comparable in daily energy performance to new ENERGY STAR qualified machines. Maintenance savings is generated through reduced running time of vendor components, estimated at $40 - $80 per year, per machine. Energy consumption is reduced an average of 46% -- typically $150 per machine annually.

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:
Clean and Renewable Energy

Responsible Party

Chamberlin Paul
Assistant Vice President
Energy and Campus Development

Criteria

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

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

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

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

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

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

The following renewable systems are eligible for this credit:

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

Biofuels from the following sources are eligible:

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

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

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

**Submission Note:**

UNH sells REC's off our EcoLine landfill gas pipeline into our cogeneration plan. We use the funds to finance the EcoLine project and to reinvest in our revolving energy efficiency fund on campus. As a result, we cannot claim all of the greenhouse emissions reductions from our production and use on campus of renewable energy as someone else is "buying" this right. In the end, though, UNH is reducing emissions, helping others to do so, and our state and region meet its renewable energy and climate change goals.

http://sustainableunh.unh.edu/ecoline

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

**Clean and renewable energy from the following sources:**

<table>
<thead>
<tr>
<th>Performance Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Option 1:</strong> Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes</td>
</tr>
<tr>
<td><strong>Option 2:</strong> Non-electric renewable energy generated on-site</td>
</tr>
</tbody>
</table>
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

Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)

Total energy consumption, performance year:
899,960 MMBtu

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

EcoLine is the primary fuel source for the on-campus COGEN plant for heating, cooling and electricity. UNH sells REC's off the EcoLine landfill gas pipeline into our cogeneration plan; we don't purchase them. Even though UNH now sells RECs, we retain the rights and split the renewable non-electric energy three ways: RECs, heat for campus buildings, and surplus electricity is sold back to the grid.

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

As mentioned above, EcoLine is the primary fuel source for the on-campus COGEN plant for heating, cooling and electricity. UNH sells REC's off our EcoLine landfill gas pipeline into our cogeneration plan - we don't purchase them. Even though UNH now sells RECs, we retain the rights and split the renewable non-electric energy three ways: RECs, heat for campus buildings, and surplus electricity is sold back to the grid. We use the funds generated to finance the EcoLine project and to reinvest in our revolving energy efficiency fund on campus.

While we therefore cannot claim all of the greenhouse emissions reductions from our production and use renewable energy, we are not only lowering our energy use and associated emissions on campus, but we are selling renewable energy and therefore helping our state and region meet stated renewable energy and climate goals.

http://sustainableunh.unh.edu/ecoline

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

EcoLine is a 12.7 mile underground pipeline that delivers purified methane gas from Waste Management's nearby Turnkey Recycling and Environmental Enterprise (TREE) landfill facility in Rochester. The landfill methane gas is collected from 300 wells in the landfill, purified, and then piped to the on-campus Co-Generation Plant (COGEN). The landfill gas replaces commercial natural gas as the primary fuel in UNH’s COGEN plant. Construction on the EcoLine project began in 2007, and in April 2009 the pipeline came online to begin delivering up to 85% of the campus’ energy needs. UNH is the first university in the country to use landfill gas as its primary fuel source.
EcoLine cost an estimated $49 million - all internally-funded - with an anticipated payback within 10 years of the project. Both the COGEN plant and the landfill gas projects were financed by the campus through borrowing.

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

As mentioned above, EcoLine is the primary fuel source for the on-campus COGEN plant for heating, cooling and electricity. UNH sells REC's off our EcoLine landfill gas pipeline into our cogeneration plan - we don't purchase them. Even though UNH now sells RECs, we retain the rights and split the renewable non-electric energy three ways: RECs, heat for campus buildings, and surplus electricity is sold back to the grid. We use the funds generated to finance the EcoLine project and to reinvest in our revolving energy efficiency fund on campus.

While we therefore cannot claim all of the greenhouse emissions reductions from our production and use renewable energy, we are not only lowering our energy use and associated emissions on campus, but we are selling renewable energy and therefore helping our state and region meet stated renewable energy and climate goals.

http://sustainableunh.unh.edu/ecoline

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

http://www.sustainableunh.unh.edu/ecoline
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landscape Management</td>
</tr>
<tr>
<td>Biodiversity</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Management Level</th>
<th>Standards and/or Certifications Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) IPM Plan</td>
<td>IPM plan calls for:</td>
</tr>
<tr>
<td></td>
<td>• Using least-toxic chemical pesticides,</td>
</tr>
<tr>
<td></td>
<td>• Minimum use of chemicals, and</td>
</tr>
<tr>
<td></td>
<td>• Use of chemicals only in targeted locations and only for targeted species</td>
</tr>
</tbody>
</table>
2) Sustainable Landscape Management Program

- Integrated pest management (see above)
- Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species
- Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals
- Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials
- Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams
- Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings
- Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal

3) Organic, Certified and/or Protected

- Protected areas and land that is:
  - Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials
  - Certified Organic
  - Certified under the Forest Stewardship Council (FSC) Forest Management standard
  - Certified under the Sustainable Sites Initiative™ (SITES™) and/or
  - Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

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

Submission Note:

Other contact: Doug Bencks, Campus Architect
This credit is currently being updated to meet an August 2014 deadline.

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

Figures required to calculate the total area of managed grounds:

<table>
<thead>
<tr>
<th>Area</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total campus area</td>
<td>395 Acres</td>
</tr>
<tr>
<td>Footprint of the institution's buildings</td>
<td>---</td>
</tr>
<tr>
<td>Area of undeveloped land, excluding any protected areas</td>
<td>---</td>
</tr>
</tbody>
</table>

Area of managed grounds that is:

<table>
<thead>
<tr>
<th>Area</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managed in accordance with an Integrated Pest Management (IPM) Plan</td>
<td>395 Acres</td>
</tr>
<tr>
<td>Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined</td>
<td>---</td>
</tr>
<tr>
<td>Managed organically, third party certified and/or protected</td>
<td>---</td>
</tr>
</tbody>
</table>

A copy of the IPM plan:

---

The IPM plan:

UNH Facilities personnel are responsible for exterior pest monitoring and control on the UNH campus grounds. Crews have worked over the years to try to avoid pesticide use. The following protocols are in place in the University’s IPM Program and are used by Facilities staff to determine the appropriate action when an insect pest is detected.

Insecticides: The University of New Hampshire’s IPM practices include no regular spraying of insecticides on trees and shrubs for pests. When a major pest outbreak does occur and spraying is warranted, the most environmentally friendly method is used that will still give good success of control. For the 20 years between 1979 and 1999, damage from insect pests was low enough so as not to exceed threshold levels of insect damage, therefore requiring little insecticidal spraying. However, in 1999, a new turf pest moved into the area making it necessary to increase monitoring efforts and targeted spraying with species-specific insecticides. These efforts allowed Grounds and Roads crews to choose the least-toxic effective material for control and time the applications to minimize the amount of material required.
This also releases fewer chemicals into the ground, the water supply, and the air. It has also greatly reduced the chemical exposure to the Grounds and Roads crews who are in charge of treating these problem areas, as well as anyone who uses the University grounds. Also, until 2000, any insecticide that was used on campus grounds was biological. Biological insecticides are based on living entomopathogenic (infecting insects) organisms, usually bacteria, fungi or viruses, or which contain entomopathogenic products from such organisms. They are often the least toxic species-specific option for controlling insect pests.

Herbicides: If an herbicide is deemed necessary, spot treatments instead of area-wide applications are performed, thereby killing only the targeted plant. When possible, herbicides are applied while weeds are small to reduce the amount of material used and to prevent seed production.

Fungicides: To date, UNH Facilities personnel do not apply fungicides on campus grounds.

On-campus Partnership: In 1999, the European chafer, a turf pest relatively new to New England arrived on the grounds of UNH. The immature (grub) stage of this beetle is very destructive to turf. Grubs feed mainly on the roots of grasses often killing the plant. UNH Cooperative Extension Specialist Stanley Swier and UNH Facilities Gardener Robert Bennett worked together on an IPM Program specifically to control the European chafer. The monitoring aspect of the program involves constantly updating maps of UNH grounds where European chafer grub damage has occurred. Maps from past and present years are then compared to determine where treatment may be necessary. Unfortunately, because the European chafer is highly destructive in turf, an insecticide is the only effective control measure. Facilities personnel use the least-toxic effective material available to treat for the insect. The use of the detailed maps showing turf damage enables a timely application of this less toxic pesticide, preventing use of a more toxic material that would be required for control later in the insect’s life cycle.

On the Cutting Edge: UNH Cooperative Extension Specialist Stanley Swier has also conducted research with DuPont for the past 5 years working on a new low-risk insecticide that will be available for use soon. The insecticide, called Acelepryn, contains a new active ingredient and mode of action that will offer turf professionals consistent performance and low application rates, along with an excellent toxicological and environmental profile. Acelepryn has been classified as a reduced risk insecticide by the EPA, which dictates that there is extremely low mammalian, honeybee, fish, and bird toxicity. Through Stanley Swier’s work with DuPont, UNH may well be one of the first universities to use Acelepryn to reduce European chafer grubs on campus grounds as part of our IPM program.

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

---

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

The Sustainability Institute through the UNH Ecosystem Task Force collaborates with academic classes, faculty, UNH Facilities Design & Construction, UNH Campus Planning, and UNH Facilities to promote and maintain sustainable landscaping throughout campus for the education and enjoyment of the community, the enhancement of natural systems, and the protection of biodiversity. All groups worked closely with sustainable landscaping experts to develop a 101-page UNH Sustainable Landscaping Master Plan (SLMP) that became part of the umbrella UNH Campus Master Plan in 2004. The SLMP includes a detailed list of suggested native trees, shrubs, and vines in addition to identifying less desirable, highly invasive species. Also, UNH Cooperative Extension also provides information to the broader UNH community about the benefits of landscaping with native plant species.
A brief description of the institution’s landscape materials management and waste minimization policies and practices:

All grass trimmings, prunings, and landscaping waste is brought to Kingman Farm on the UNH campus for composting. In the fall, all of the fallen leaves are collected by UNH Facilities and brought to the Kingman Farm. In the spring, UNH Facilities uses compost from Kingman Farm for all of the Durham campus flowerbeds.

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

---

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

---

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

---

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

UNH snow and ice removal strictly adheres to the broader UNH Stormwater Management Plan. Sand is minimally applied and is offset with salt, as the latter is determined to have less negative impact on the environment than sand. Moreover, all salt-spreading trucks are calibrated to ensure proper distribution of salt. Streets are swept twice a year to collect sand put down during winter storm events. The volume of sand collected is reported within the Stormwater Management Plan, and sand budgets take into account the volume used in the previous year. There are approximately 550 catch basins on campus, which collect stormwater and snow melt, and are part of the cleaning and repair program. An outside company cleans the catch basins, and this is overseen by UNH Utilities.

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

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

No

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

http://www.sustainableunh.unh.edu/ipm
Biodiversity

Responsible Party

Doug Bencks
Director
Campus Planning

Criteria

The institution conducts one or both of the following:

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

  And/or

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

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

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

Submission Note:

See also

www.sustainableunh.unh.edu/ecotf
and

www.sustainableunh.unh.edu/bei

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

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

Yes

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

College Woods is a multiple use area. Research, instructional and recreational activities occur all within areas of this property without conflict. Hunting is not allowed. College Woods is located on the west side of the main campus. It comprises approximately 250 acres of woods, streams, and small fields. College Woods is the oldest and most intensively used University property for walking, running, and general natural relaxation recreation. Presently, some 60 acres within the main woods area is designated as a Natural Area. This
designation places these stands in a preservation status. This area was designated in 1961. Since this time nothing has been done to alter natural process within the Natural Area. Dead or dying trees have only been removed when they pose a hazard to trail traffic and safety. See more at

http://colsa.unh.edu/woodlands/properties/collegeWoods

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with habitats on institution-owned or –managed land?:
No

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

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

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

A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:
The UNH Ecosystem Task Force (EcoTF, www.sustainableunh.unh.edu/ecotf)

) examines sustainability issues related to land use, development, and ecosystem management. The overarching goal of the EcoTF is parallel to that of the UNH Energy Task Force: to serve in an advisory capacity to the UNH President and be responsible for making recommendations on the full range of issues that relate to land use, landscaping, ecosystem health, biodiversity and development. In particular, the EcoTF is charged with:

- Developing a long-term plan for sustainable management of biodiversity and ecological integrity of UNH lands including the core Durham campus.

- Developing tools for assessing, evaluating and managing ecosystem function and services within the Oyster River and Lamprey River Watersheds including approaches to landscape design and management in support of the Campus Landscape Master Plan and in accord with knowledge and best practices of sustainable ecosystem management.

- Identifying mechanisms that support professional development opportunities for UNH faculty/staff to contribute to the goals of the EcoTF including related curriculum, research, operations and engagement activities.
Part of the EcoTF, the Office of Woodlands and Natural Areas (WNA) at UNH is responsible for managing wildlife habitat on UNH properties (viewable here:)

http://www.unh.edu/woodlands/properties.html

) and participate in UNH's Ecosystem Task Force (

http://www.sustainableunh.unh.edu/biodiv_ed/ecotf.html

). The decisions of the WNA are deeply rooted in their guiding management principles:

* Support ecosystem integrity
* Support biological diversity
* Support sustainable forest utilization
* Protect the productivity of the resources in their care
* Provide educational, research, and recreational opportunities

Moreover, the WNA takes a diverse approach to management by seeking to:

* Provide a variety of stand vigor conditions
* Provide a variety of vegetation types
* Provide a variety of stand age classes
* Maintain an adequate forest road access and maintenance program
* Maintain a centralized research, recreational, and forest management record keeping system.
* Improve and maintain a variety of wildlife habitat
* Enhance compatible recreational opportunities
* Prevent watershed degradation
* Provide educational opportunities and assistance to students
* Interact with other organizations and individuals that need access to areas administered by the Woodlands and Natural Areas Committee

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

http://www.unh.edu/woodlands/introduction.html
Purchasing

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronics Purchasing</td>
</tr>
<tr>
<td>Cleaning Products Purchasing</td>
</tr>
<tr>
<td>Office Paper Purchasing</td>
</tr>
<tr>
<td>Inclusive and Local Purchasing</td>
</tr>
<tr>
<td>Life Cycle Cost Analysis</td>
</tr>
<tr>
<td>Guidelines for Business Partners</td>
</tr>
</tbody>
</table>
Electronics Purchasing

Responsible Party

Joanna Young
Chief Information Officer & Interim Associate Vice President for Finance & Operations
Vice President for Finance & Operations

Criteria

Part 1

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

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

Part 2

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

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

Submission Note:

These data are for 2011 and are in the process of being updated for 2014.

See also
http://itguide.unh.edu/green-computing/

UNH does not currently have the capabilities to track EPEAT purchases made by departments, offices and individuals OUTSIDE of those done by or through UNH IT (including the UNH Computer Store) and USNH Purchasing and Contract Services. The numbers above only reflect computers or monitors purchased through or by UNH IT and UNH Purchasing and Contract Services.

All Apple computers are Gold EPEAT, all Dells Silver EPEAT.

UNH Computer Store contact: Deb Bronson, Director of Finance and Planning for IT

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

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

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

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

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

All computers purchased through the University System of New Hampshire (USNH) Purchasing Department are to be EPEAT silver or gold certified. In addition, the UNH Computer Store has contracts with Dell and Apple for resale of computers. All computers stocked by the UNH Computer Store are EPEAT silver (all Dells) or gold (all Apple) certified.

In Spring 2010 the Energy Task Force followed up on recommended policies set forth by WildCAP (UNH’s Climate Action Plan) describing UNH’s commitment to the EPEAT Purchasing Requirements in accordance with the American College and University Presidents Climate Commitment (ACUPCC). This policy has been in place since 2006 as "strongly recommended" but became policy July 1, 2010.

At present, compliance cannot be enforced for purchases made by departments via purchasing cards ("P-Cards"), but there is a strong understanding that there is such a policy in place.

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

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Expenditure Per Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPEAT Bronze</td>
<td>306,010.21 US/Canadian $</td>
</tr>
<tr>
<td>EPEAT Silver</td>
<td>960,525 US/Canadian $</td>
</tr>
<tr>
<td>EPEAT Gold</td>
<td>2,255,459.35 US/Canadian $</td>
</tr>
</tbody>
</table>

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment: 3,521,994.56 US/Canadian $

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is
available:
http://acupcc.aashe.org/upload/cap/MTEzLWNhcC5wZGY=.dl
Cleaning Products Purchasing

Responsible Party

Larry Van Dessel
Executive Director of Facilities Services-UNH
Facilities Construction and Design

Criteria

Part 1

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

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

Part 2

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

Cleaning and janitorial products include, at minimum:

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

Submission Note:

UNICCO contact: Craig Garland,
craig.garland@unh.edu

"---" indicates that no data was submitted for this field
Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:
Yes

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

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

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

UNH Facilities Housekeeping is responsible for cleaning 75 out of approximately 112 buildings on campus. The remaining 37 buildings are serviced by UNICCO. Both have made a commitment to move toward less toxic cleaning solutions to ensure a healthy learning and working environment for students, faculty, staff, and building service workers. A Green Cleaning Committee comprised of UNH staff meets to discuss the latest green products and practices. UNH Facilities Housekeeping and UNICCO have pledged that any new products being considered must be green or have green properties. Also, green cleaning training happens at various times of the year when a new product is introduced by an outside vendor, or when new information needs to be disseminated to keep everyone updated. Training may include reminders to conserve energy and water whenever possible (e.g., use less water when mopping a small area and turn off lights whenever possible). The Facilities Housekeeping managers estimate that “through the use of greener products, more effective cleaners and precise dispenser systems UNH Housekeeping has decreased the amount of cleaning product used by approximately 50% in the past 15 years.”

UNH Facilities Housekeeping and UNICCO have worked very hard to promote green cleaning on the UNH campus and to remove chemical cleansers and wasteful practices that have negative impacts on human health and the environment. The Green Cleaning Committee continues to seek and be informed of ways in which they can improve upon their green cleaning initiative for the safety of all. For more information on the specific products and practices being used, please see the list below:

Green Cleaning Products:
* Green Seal® certified products include: neutral /all-purpose cleaners, disinfectants, glass cleaners, carpet cleaners, and pre-spray and extraction shampoos are used throughout campus.
* RTD® Dispensing Systems
* High efficiency filtration vacuum cleaners
* Automatic Floor Scrubbers including a automatic floor stripper that does not use chemicals
* Flat mopping systems using microfiber cloths
* Linpol® Organic Floor Cleaner and Protectant

Paper Products:
* EcoLogo certified SCA 100% toilet paper and roll towels

Mechanical Prevention and Practices:
* Effective mat systems are in place in all buildings, which dramatically reduces the amount of soil and moisture that gets tracked into a building. Have recently tested and are now purchasing mats that are 100% recycled material
* Discretionary use of disinfectants (considered toxic) are used only where necessary. Stripping of floors is only done on an “as needed” basis. We have purchased a floor stripping machine that strips large areas with only plain water or a very small amount of neutral cleaner
* Marmoleum® flooring which does not require stripping and floor finishes is encouraged in new buildings. (Marmoleum is made with natural raw materials and installed with solvent free adhesives.)
* Presently, Housekeeping is using a neutral floor cleaner that is “low foam,” which eliminates the need of a foamer therefore using less chemicals and leaving the machine to use the “green” product exclusively.
* Carpet cleaning accomplished with shampoo sprayed carpet (instead of soaking carpet with chemical cleaners) and then extracted with water.
* Carpet care systems use a special "green" formulation that uses no hazardous chemicals, which means no residues or special handling. It also uses 30 times less water than some wet cleaning methods to exceed water conservation standards outlined by the US Green Building Council.
* Housekeeping has just recently purchased a steam cleaner that can be used without chemicals and although it is labor intensive it can be used for places such as the pool deck and locker rooms where normally a strong chemical product would be used.

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:
180,000 US/Canadian $

Total expenditures on cleaning and janitorial products:
530,000 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?:
---

A brief description of the institution’s low-impact, ecological cleaning program:
---

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

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

The website URL where information about the institution’s green cleaning initiatives is available:
http://www.sustainableunh.unh.edu/greencleaning
Office Paper Purchasing

Responsible Party

Lisa Pollard
Purchasing Manager
UNH Purchasing and Contract Services

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:

The expenditure amounts above are ONLY for those done centrally through USNH Purchasing and Contract Services, which is just a small % of how UNH offices and departments purchase paper and supplies. Most departments and offices use purchasing credit cards or "p-cards," and it is difficult to centrally track expenditures on these, including the amount of paper purchased as each department is responsible for acquiring their own. UNH promotes buying preferable paper and these types of practices are discussed when staff are issued p-cards (purchasing cards) as well as other ethical policies that are involved.

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

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

Yes

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

---

The paper purchasing policy, directive or guidelines:

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

In 2001, the UNH Recycled Paper Initiative began increasing the recycled content of paper used by the UNH community to a percentage higher than the old UNH, and State of New Hampshire, standard of 30% post consumer. Members of the UNH Recycled Paper Initiative - including representatives from the UNH Student Senate, the UNH Student Environmental Action Coalition, UNH Printing Services, USNH Purchasing Office, UNH Central Receiving, and the Sustainability Institute - issued a Recycled Paper Initiative Report and Recommendations. Until 2006, UNH required all offices and department to purchasing 100% post consumer paper through UNH Central Receiving, saving energy, trees and landfill space. As many more 100% post consumer paper products become more prevalent in today’s market, the UNH community now purchases recycled paper through its outside office supply contracted vendors. In 2007, paper purchases were decentralized and the USNH Purchasing Office conducted a formal Request for Bid process to establish a five-year vendor contract specifically to provide users with 100% recycled copy paper. The contract was rebid in 2012. Approximately 89% of the copy paper now purchased by UNH is recycled.

In 2011, UNH’s printing and copying habits were assessed and a PrintSmart initiative begun. During the first year of PrintSmart, the university saved more than $475,000. PrintSmart was developed as an effort to consolidate all copy, scan and fax needs into one multi-functional device (MFD) managed by one company. Conway Office Products was the partner UNH chose, and they proposed Xerox devices as the MFD. Through leveraging all of the campus copy volumes, the process greatly reduced the cost-per-copy for the entire campus. Other cost reduction strategies included having devices default to print double-sided copies, and copying in black and white rather than color. The MFDs are networked so that multiple offices can print to one device, eliminating the need for multiple desk-jet and laser printers, resulting in less expensive per-copy costs. What’s more, the new Energy-Star rated Xerox MFDs are more efficient than their predecessors. The savings are a combination of reductions in cost-per-copy, reduced energy use, and the purchase of paper and desk-jet and laser cartridges. The total savings for 2012 ($475,328) is almost double the initial estimates, and represents about a 36 percent savings over 2011.

**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:

<table>
<thead>
<tr>
<th>Level</th>
<th>Expenditure Per Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-29 percent</td>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>30-49 percent</td>
<td>82,578.07 US/Canadian $</td>
</tr>
<tr>
<td>50-69 percent</td>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>70-89 percent (or FSC Mix label)</td>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>90-100 percent (or FSC Recycled label)</td>
<td>114,783.51 US/Canadian $</td>
</tr>
</tbody>
</table>
Total expenditures on office paper:
217,310.70 US/Canadian $

The website URL where information about the paper purchasing policy, directive, or guidelines is available:
http://www.sustainableunh.unh.edu/paper
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?:
Yes

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

The policy, guidelines or directive governing inclusive and local purchasing:
The University System of New Hampshire Purchasing Policy dictates that:

"Small Business/Diversity Relations. USNH encourages and supports the use of local businesses and businesses owned by minorities, women, and veterans. It is USNH practice to provide these concerns maximum practicable opportunity to participate in purchasing opportunities."

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:
No

The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:
---
The website URL where information about the institution’s inclusive and local purchasing policies and/or program is available:

http://www.unh.edu/purchasing/policy/purchasing/6-001.htm
Life Cycle Cost Analysis

Responsible Party

Lisa Pollard
Purchasing Manager
UNH Purchasing and Contract Services

Criteria

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

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

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

No

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

No

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

N/A UNH Does not officially use LCCA in it's purchasing.

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

---
Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution’s sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution’s trademarked logo (“licensees”) are not included. They are covered in EN 15: Trademark Licensing.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

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

How many of the institution’s business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:

All

How many of the institution’s business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:

---
A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

USNH Vendor Code of Conduct.pdf

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

---

A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:

The University System of New Hampshire (USNH), of which UNH is a part and through which UNH does large vendor contracting, has developed a Vendor Code of Conduct that describes the fundamental ethical and behavioral principles that govern all vendors who do business with any of its institutions. We expect all vendors to honor this commitment and abide by the provisions of this Vendor Code of Conduct as a condition of doing business with USNH. In doing business with USNH, our vendors and their representatives are expected to:

- Engage in legally-compliant and ethically-sound behavior during the course of business;
- Promote Fair and Respectful interaction with University personnel and third parties;
- Display a commitment to the Environment and to Society;
- Be committed to Workplace and Product Safety;
- Reject all forms of Discrimination & Harassment;
- Display Professionalism, Fairness, and Reliability in all business relations.

Participation in conduct or practices that violate the terms and spirit of this Vendor Code of Conduct may result in termination of a vendor’s business relationship with USNH.

http://www.usnh.edu/media/press/20061010_liaisons.shtml

provides an example of how purchasing behavior has been changed in the last five years.

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

http://www.unh.edu/purchasing
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Fleet</td>
</tr>
<tr>
<td>Student Commute Modal Split</td>
</tr>
<tr>
<td>Employee Commute Modal Split</td>
</tr>
<tr>
<td>Support for Sustainable Transportation</td>
</tr>
</tbody>
</table>
Campus Fleet

Responsible Party

Steve Pesci
Special Projects Director
Campus Planning

Criteria

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

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

And/or

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

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

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

Submission Note:

http://www.sustainableunh.unh.edu/transportation

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

Total number of vehicles in the institution’s fleet:

278
Number of vehicles in the institution's fleet that are:

<table>
<thead>
<tr>
<th>Number of Vehicles</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gasoline-electric, non-plug-in hybrid</td>
<td>5</td>
</tr>
<tr>
<td>Diesel-electric, non-plug-in hybrid</td>
<td>0</td>
</tr>
<tr>
<td>Plug-in hybrid</td>
<td>0</td>
</tr>
<tr>
<td>100 percent electric</td>
<td>6</td>
</tr>
<tr>
<td>Fueled with compressed natural gas (CNG)</td>
<td>29</td>
</tr>
<tr>
<td>Hydrogen fueled</td>
<td>0</td>
</tr>
<tr>
<td>Fueled with B20 or higher biofuel for more than 4 months of the year</td>
<td>43</td>
</tr>
<tr>
<td>Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year</td>
<td>---</td>
</tr>
</tbody>
</table>

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

UNH has operated CNG fleet vehicles since 2000. As of July 2012, it operates a fleet of 29 vehicles including 13 transit buses, bi-fuel pickup trucks and passenger cars. In FY 2012, CNG vehicles logged over 200,000 miles and used over 37,000 gas gallon equivalents of CNG (replacing primarily diesel/B20).

The use of CNG in the UNH fleet over the past 12 years has reduced an estimated 600 tons of CO2 emissions and 125,000 gallons of gas/diesel fuel consumption with an estimated fleet fuel savings of over $250,000.

With current market price of CNG, the fuel cost savings for this CNG fleet to UNH was approximately $72,500 in FY 122.

Transit is our biggest CNG user. In FY 12, approx. 30% of UNH transit miles were being run on CNG.

FY 12 saw dramatic increases in CNG utilization – growing to 18% of overall campus fleet fuel share.

UNH worked cooperatively with the New Hampshire DOT to coordinate the first ultra-low sulfur B20 fuel supply at any state operated fueling facility. In August 2006, the facility, located at the UNH campus, opened and UNH began a conversion of all of its diesel fleet to year-round B20 operation.

In FY 2007, most diesel transit vehicles switched to B20 and UNH took possession of its first dedicated B20 fueled, California Air Resource Board Certified (CARB) low emission buses. In succeeding years, UNH Transit embarked on balanced fleet procurement - half B20 and half CNG. UNH continues a transition of all post-1990 diesel vehicles to B20. As of July 2012, UNH had migrated over 85% of its diesel fleet to year-round B20.

This transition has equated to a six year petroleum diesel consumption reduction of just over 90,000 gallons and estimated emission savings of 400 tons of CO2 with only minor incremental fuel cost increase. (Biofuel prices have fluctuated in a +/-5% range versus ULSD in recent years. In FY 2012 B20 was at a 5-7% premium over ULSD)
The website URL where information about the institution's support for alternative fuel and power technology is available:

---
Student Commute Modal Split

Responsible Party

Steve Pesci
Special Projects Director
Campus Planning

Criteria

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

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

Submission Note:

These figures were derived from the most recent available data in the 2011 Transportation Policy Committee Survey Report.

See also

http://www.unh.edu/transportation/tpc/

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

Total percentage of students that use more sustainable commuting options:

53

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

<table>
<thead>
<tr>
<th>Mode</th>
<th>Percentage (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commute with only the driver in the vehicle (excluding motorcycles and scooters)</td>
<td>47</td>
</tr>
<tr>
<td>Walk, bicycle, or use other non-motorized means</td>
<td>17</td>
</tr>
<tr>
<td>Vanpool or carpool</td>
<td>11</td>
</tr>
<tr>
<td>Take a campus shuttle or public transportation</td>
<td>25</td>
</tr>
<tr>
<td>Use a motorcycle, scooter or moped</td>
<td>---</td>
</tr>
</tbody>
</table>
A brief description of the method(s) used to gather data about student commuting:

---

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

http://www.sustainableunh.unh.edu/transportation
Employee Commute Modal Split

Responsible Party

Steve Pesci
Special Projects Director
Campus Planning

Criteria

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

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

Submission Note:

These figures were derived from the most recent available data from in the 2011 Transportation Policy Committee Survey Report.

See also
http://www.unh.edu/transportation/tpc/

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

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

15

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus:

<table>
<thead>
<tr>
<th>Mode</th>
<th>Percentage (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commute with only the driver in the vehicle (excluding motorcycles and scooters)</td>
<td>85</td>
</tr>
<tr>
<td>Walk, bicycle, or use other non-motorized means</td>
<td>6</td>
</tr>
<tr>
<td>Vanpool or carpool</td>
<td>6</td>
</tr>
<tr>
<td>Take a campus shuttle or public transportation</td>
<td>3</td>
</tr>
<tr>
<td>Method</td>
<td>Data Source</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Use a motorcycle, scooter or moped</td>
<td>---</td>
</tr>
<tr>
<td>Telecommute for 50 percent or more of their regular work hours</td>
<td>---</td>
</tr>
</tbody>
</table>

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

---

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

http://www.sustainableunh.unh.edu/transportation
Support for Sustainable Transportation

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus
- Other strategies

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

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for
bicycle commuters?:
Yes

A brief description of the facilities for bicycle commuters:

UNH has formal and informal indoor bike storage in several buildings and shower facilities are also available (primarily Hamel Rec Center) in or adjacent to several buildings used by bike commuters (Ritzman, James, Gregg, Whittemore Center, Memorial Union Building, Nesmith, Iddles, Horton). Most office spaces permit riders to bring bikes indoors. Bicycle theft and vandalism is not a huge issue in Durham and many riders are comfortable using outdoor racks near their building location. In Spring 2008 the total capacity of bike racks on campus was 1,770. In Spring 2010, capacity was increased to accommodate approximately 1,825 bikes. The August 2007 renovation of Main St resulted in designated bike lanes on both sides of Main St, making the road safer and more accessible for bicyclists.

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

A brief description of the bicycle parking and storage facilities:

Racks are located outside of entrances of all buildings, and covered racks/indoor storage is available at the residence halls.

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

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

UNH has bicycle lanes on most of its high traffic streets, as well as non-automotive pedestrian/bicycle walkways to and from all buildings.

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

A brief description of the bicycle sharing program:

Bicycles play an important role in the Transportation Demand Management plan at UNH. As an alternative to the single occupancy vehicle, bicycling does not contribute to greenhouse gas emission, provides good exercise and reduces traffic congestion. Managed by UNH Transportation Services, the Cat Cycles program allows any member of the university community to sign out a bike at the UNH Visitor Service Center at the entrance to the "A-lot" parking lot and have sole use of the bike for up to a week. All the bikes are durable, single-speed "cruisers" equipped with a lock, fenders, and a cargo basket. Cat Cycles provides a fuel-free mode of transportation to get to any campus and downtown location in a convenient manner, all while increasing the visibility of bicycles on campus and decreasing greenhouse gas emissions.

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a
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), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):

The University offers free transit service to faculty, staff and students. Two systems are operating offering transit opportunities in Durham and to the surrounding communities. University Transportation Services offers a number of on-campus shuttles as well as five off-campus transit routes (two Dover routes, two Portsmouth/Newington routes and one Newmarket route). The University’s transportation system is the largest in the state of New Hampshire. In 2009 there were 1.2 million trips provided, reducing an estimated 4.5 million private vehicle travel miles.

Campus Connector: Free, on-campus shuttle system is open to all in UNH Durham community (including community members). More than half of this fleet runs on compressed natural gas (CNG).

Wildcat Transit: Off campus transit system that is free to UNH ID holders and 1.50$ for general public access throughout the week and weekends. Handicap accessible with bike racks for use on all buses, Wildcat Transit connects the UNH community with surrounding communities and other transit hubs such as the Dover Transportation Center. Wildcat Transit also offers a guaranteed ride home program for transit riders during the academic year. UNH continues to grow its transit offerings, especially into the densest travel routes and off-campus housing areas used by UNH faculty, staff, and students. The service is operated without federal operating assistance.

Amtrak Downeaster rail service: Since 2001, The Amtrak Downeaster has provided five daily round trips between Boston and Portland with intermediate stops in Old Orchard Beach, Saco, and Wells in Maine; Dover, Durham and Exeter in New Hampshire; and Haverhill and Woburn in Massachusetts. Amtrak Downeaster ridership exceeded 60,000 trips to/from Durham in 2009. For the Durham station alone, this represents 318,000 trips over the eight years which equates to approximately 11 million reduced VMT.

Intercity Bus Service: Starting in fall 2010, UNH also hosted an additional fixed route intercity bus service, C&J. The service connects Durham with Boston and Logan Airports. This service compliments the existing Amtrak service.

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

A brief description of the GRT program:

Faculty/Staff and student commuters who have taken Wildcat Transit, a carpool, or vanpool. Participants may schedule up to two emergency rides per semester. There is a 40 mile limit.
**Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:**
Yes

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

Commuters with a parking pass that choose to carpool can register with Transportation Services for a carpool pass (no additional charge) to have special access to a convenient, reserved parking area within Lot C. The carpool section of Lot C offers 50 of the closest parking spaces to the student union (Memorial Union Building). Thus, the incentive is that carpoolers have a dedicated reserved section in the heart of campus, close to Campus Connector stops, at no charge. Otherwise, Lot C is available for short-term parking, at an hourly rate of $1, up to three hours maximum from 6:00 am to 6:00 pm. Carpoolers are free of these limitations.

**Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:**
Yes

**A brief description of the car sharing program:**

ZipCar launched at UNH on October 22, 2009. ZipCar is a membership-based car-sharing service available to students, faculty and staff for $35/year. Members can drive a car for $8 per hour during weekdays and $9 per hour on the weekends. There is a mix of six hybrid and fuel-efficient cars available 24 hours a day at three convenient locations around campus (adjacent to the train station, at Thompson Hall in the heart of campus, and Upper Quad on the east side of campus). ZipCar is but another way in which community members can be car-free.

**Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:**
No

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

---

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

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

Certain employees may work with their supervisors to allow telecommuting or other work from home techniques, usually for up to one day a week.

**Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:**
No
A brief description of the condensed work week program:

Certain employees may work with their supervisors to allow for work from home, usually for up to one day a week.

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

Yes

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

Since 2004, UNH has been designated by U.S. Environmental Protection Agency and U.S. Department of Transportation as a “Best Workplace for Commuters.” UNH actively works with the state department of transportation and regional MPO to coordinate transit and intermodal transportation activities, and is a critical player in the regional transit system. UNH’s commitment to sustainable transportation is part of its Climate Education Initiative. Under a framework of Transportation Demand Management (TDM), which seeks to reduce our use of single occupancy vehicle private vehicles, UNH takes a holistic approach that includes expanded free transit services, increased on-campus housing, development of improved transit and bicycle/pedestrian infrastructure, support of the Amtrak Downeaster regional rail service, and ongoing educational and information programs aimed at providing expanded mobility without private vehicle use.

UNH offers special parking for employees who carpool and lesser cost Amtrak Downeaster tickets between Exeter, Durham and Dover stops.

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

---

A brief description of other sustainable transportation initiatives and programs:

---

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

---
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waste Minimization</td>
</tr>
<tr>
<td>Waste Diversion</td>
</tr>
<tr>
<td>Construction and Demolition Waste Diversion</td>
</tr>
<tr>
<td>Hazardous Waste Management</td>
</tr>
</tbody>
</table>
Waste Minimization

Responsible Party

Bennett Susanne
DIR ADMIN, FACILITIES OPT & MAINT
UNH Facilities

Criteria

Part 1

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

Part 2

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

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

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

Submission Note:

Data for FY 2005 (Academic year 2004/2005; July 1, 2004 to June 30, 2005) was gathered from:
http://www.sustainableunh.unh.edu/biodiv_ed/wasteprocess.html#data

Data for performance year was collected from IWM Annual Report (June 2010) using FY2009 data. Data are currently being collected to include FY10-12.

The Sustainability Institute provides information on their website about off-campus recycling and proper disposal of cell phones and other electronic materials.

University System of NH employees can also donate and sell used electronic and other items through USNH Surplus:
www.unh.edu/purchasing/surplus/index.html
Also, UNH IT manages the disposal of computers for UNH Durham faculty and staff.

As for ink cartridges, UNH Facilities holds all the printer cartridges until they have a truckload (1 ton pickup), then delivers them to Reliable Technologies in Manchester, NH. The company sorts through the cartridges, keeps those that can be recycled (paying UNH for these) and destroying those that cannot. To create fewer cartridges in the first place, UNH Printing Services offers a “Refill, Don’t Landfill” program in which cartridges can be refilled with ink through Cartridge World.

More information on waste reduction available at:
Waste generated::

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials recycled</td>
<td>661.48 Tons</td>
<td>677.40 Tons</td>
</tr>
<tr>
<td>Materials composted</td>
<td>93.33 Tons</td>
<td>134.10 Tons</td>
</tr>
<tr>
<td>Materials reused, donated or re-sold</td>
<td>35 Tons</td>
<td>---</td>
</tr>
<tr>
<td>Materials disposed in a solid waste</td>
<td>1,159.10 Tons</td>
<td>2,202 Tons</td>
</tr>
<tr>
<td>landfill or incinerator</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figures needed to determine "Weighted Campus Users":

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of residential students</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Number of residential employees</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Number of in-patient hospital beds</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Full-time equivalent enrollment</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
Full-time equivalent of employees | --- | ---
Full-time equivalent of distance education students | --- | ---

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

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline Year</td>
<td>Jan. 1, 2005</td>
<td>Dec. 31, 2005</td>
</tr>
</tbody>
</table>

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:

The University System of New Hampshire Purchasing Office facilitates the Surplus Property program. Through the Surplus Property website individuals can browse and/or upload to an online inventory of surplus items (furniture, miscellaneous, audio/visual equipment, computers, research equipment, vehicles) available for sale to university departments and the general public. Surplus may also be transferred to another department, donated to a non-profit organization, create an advertisement for the sale of surplus, or request to scrap obsolete equipment.

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

In the spirit of sustainability and in accordance with President Mark Huddleston’s call to restrict printing and mailing costs, after this printing the UNH Campus Directory will be available only online starting in 2010. The online UNH directory for faculty/staff is currently available from the UNH homepage, and the online directories for students and faculty/staff are currently available at blackboard.unh.edu

under the My UNH Resources tab:
Moreover, the undergraduate course catalog complete its transition to online-only delivery with the 2010-2011 edition. The Graduate School's course catalog has been online-only since the 2009-2010 edition. Through Blackboard, students can also view syllabi and course schedules uploaded by instructors, as well as submit papers and exams electronically and register for courses, among other things:

http://blackboard.unh.edu

http://www.unh.edu/undergrad-catalog/choosecatalog.cfm

http://www.unh.edu/grad-catalog/choosecatalog.cfm

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

The majority of Student Computer Clusters (SCCs) require Cats Cash to enable printing. Cats Cash is very much like a debit card onto which students (and parents) can deposit money. Standard printing rates are 10 cents per page. There are computer labs on campus where free printing is available. Such locations are monitored by a computer lab technician, and students are instructed to limit their use of free printing to five pages.

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

UNH has instituted many strategic activities to reduce the amount of waste produced on campus. Recycle Everything New & Used (RENU) was a volunteer-run program started at UNH by a student in 2002. The Ecological Advocates student organization now facilitates RENU. In 2009, RENU collected a total of 2,220 lbs of clothes and shoes for Planet Aid by placing collection boxes throughout campus dormitories. Students use these boxes to discard nonperishable foods and unwanted clothing. RENU donated 20 boxes of food of a variety of types with an average weight of 25 pounds per box and a total of 500 pounds to the Cornucopia Food Pantry in Durham. Recent years have seen as much as 4,800 pounds of food collected. Kitchen items are also donated to the Good Will in nearby Dover.

In an effort to reduce UNH's impact on landfills, the UNH Student Environmental Action Coalition (SEAC) initiated a program called Trash 2 Treasure (T2T) in 2010, which absorbed UNH-RENU. T2T collects furniture, electronics and other reusable items that students throw away each year, storing it all over the summer, and then holds a large 3-day yard sale during move-in weekend to sell it all back to students. The goal is to create a sustainable program where we will be able to run the program next year with the money we make at the yard sale this year, and so on, for years to come.
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:

There are three dining halls on the UNH campus. Stillings Hall and Philbrook Hall are completely trayless (Philbrook November since 2008, Stillings Hall since January 2009). Holloway Commons, the largest of the three dining halls, began eliminating trays from its facility through “Trayless Tuesdays” in January 2008. Though trays are still available at Holloway Commons, the result of “Trayless Tuesdays” has been that many students have voluntarily ceased using trays.

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

---

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:

Reusable UNH Dining mugs are given out at the beginning of every year to incoming freshmen and customers for use at UNH retail locations to encourage waste reduction. By presenting the "mug club" mug, customers receive $0.25 off their coffee/tea.

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

---

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

http://www.sustainableunh.unh.edu/waste
Waste Diversion

Responsible Party

Bennett Susanne
DIR ADMIN,FACILITIES OPT&MAINT
UNH 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:

See www.sustainableunh.unh.edu/waste.

Other contacts: Sara Cleaves and Jackie Furlone, UNHSI

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

Materials diverted from the solid waste landfill or incinerator:
789.80 Tons

Materials disposed in a solid waste landfill or incinerator:
1,159.10 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:

As described in Dining Services (Tier 2 - 5 and 6), a major element to UNH's growing waste diversion rates is our strong composting program. UNH University Hospitality Services collects between 25,000 - 40,000 lbs. of pre-consumer and post-consumer food waste per month. All three dining halls plus Huddleston Hall process food waste for composting.

UNH participates in RecyleMania each spring and through this effort encourages faculty, staff and students to waste less and recycle more.

A brief description of any food donation programs employed by the institution:
UNH Dining donates excess packaged and canned goods to the local food bank and excess fresh foods and milk are donated between semesters to various non-profit organizations:

http://www.unh.edu/dining/community/

UNH Trash-2-Treasure donates non-perishable food from the residence halls to local shelters during spring move-out days:

http://www.sustainableunh.unh.edu/biodiv_ed/moveout.html

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

UNH University Hospitality Services collects between 25,000 - 40,000 lbs. of pre-consumer and post-consumer food waste per month. All UNH dining areas - Holloway Commons, Stillings, Philbrook, Huddleston, and the Memorial Union Building - have installed food-waste pulpers to pulverize food waste into very small pieces and to extract liquid. The result is a dry paste-like material that composts quickly due to increased surface area, thereby increasing the speed with which the food waste decomposes which eliminates the problem of odor. The University Hospitality Services staff load buckets of waste onto their compost truck and take them out to Kingman Farm for composting. 100% of UNH Dining Halls run pre-consumer food waste composting programs. The total amount of pre-consumer food waste composted material is unknown, but combined with post-consumer food waste composted material totaled 92 tons in FY09.

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

UNH University Hospitality Services collects between 25,000 - 40,000 lbs. of pre-consumer and post-consumer food waste per month. All UNH dining - Holloway Commons, Stillings, Philbrook, Huddleston, and the Memorial Union Building have installed food-waste pulpers to pulverize food waste into very small pieces and to extract liquid. The result is a dry paste-like material that composts quickly due to increased surface area, thereby increasing the speed with which the food waste decomposes which eliminates the problem of odor. The University Hospitality Services staff load buckets of waste onto their compost truck and take them out to Kingman Farm for composting. 100% of UNH Dining Halls run pre-consumer food waste composting programs. The total amount of pre-consumer food waste composted material is unknown, but combined with post-consumer food waste composted material totaled 92 tons in FY09.

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

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

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

---
Construction and Demolition Waste Diversion

Responsible Party

Brenda Whitmore  
Facilities Project Manager II  
Facilities Design + Construction

Criteria

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

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

Submission Note:

The data reported herein is reflective of the James Hall renovation which earned a LEED Gold certification. James Hall happens to be the home to the department of Natural Resources & The Environment. Construction began in September 2008 and the building was reopened for classes in January 2010. The James Hall renovation was the only major construction project during its time, and thus is reflective of data for Fiscal Year 2009 and Fiscal Year 2010. Data will be updated to include FY11-12 and the Peter T. Paul College new construction.

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

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

2,244.10 Tons

Construction and demolition materials landfilled or incinerated :

187.68 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate for construction and demolition waste:

Following is the Waste Recycling Plan set forth by UNH Facilities Design & Construction and Shawmut Design & Construction for the James Hall Renovation, in concert with the LEED-NC 2.2 Submittal Template, MR Credit 2.1/2,2: Construction Waste Management.

Waste Recycling Plan:

• Shawmut Design and Construction will provide a Recycling Area with several dumpsters / collection containers for the separation of materials. The amount and size of containers / dumpsters will be determined by the on site Recycling Coordinators and will be dependent on the phase of construction activity and the level of specific waste being generated.

• Dumpsters will be hauled off site to licensed recyclable material receivers and will be processed. An itemized description of the load including weight and manifest will be required from recycler / material processor. The recycling coordinator will keep a detailed record of recycled materials and will submit this information pursuant to LEED Credit MR2.2.

• The majority of waste will be separated on site and recycled using the specific materials containers. For the remaining, miscellaneous
waste, a General Refuse Dumpster will be placed on site. This dumpster will be hauled to a general recycling facility to be separated and recycled to the greatest extent possible. Remaining debris will be disposed of in a landfill.

- Recycling containers will be located in close proximity to the existing building and the ongoing work. Each container will be clearly labeled with acceptable / unacceptable material lists. All subcontractors will be contractually bound to the recycling effort and informed of the importance of non-contamination with other waste materials.
- Recycling coordinators will inspect containers regularly to ensure that no contamination is occurring and that public waste is not being deposited into the containers.

The UNH Planning, Design and Construction Guidelines also describe that attention must be given to the proper sorting and recycling of construction and demolition materials. More here:

http://www.unh.edu/ecd/design_standards/chapter_1.html
Hazardous Waste Management

Responsible Party

Brad Manning
Director
Environmental Health & Safety

Criteria

Part 1

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

Part 2

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

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

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

Yes

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

In support of the University’s ongoing efforts to minimize costs, control liability, and maintain a sound environmental program, every effort is be made by UNH to minimize the generation of hazardous waste. To accomplish this objective, the USNH Council on Environmental Health and Safety has developed a Waste Minimization Strategy designed to identify and develop opportunities to control chemical use and reduce waste generation. Various methods have been identified and implemented. These include such actions as:

Purchasing Control: Review of chemical purchases to ensure that appropriate materials and quantities are purchased. This helps to prevent purchasing too much of a material or material of the wrong type that could become a regulated waste.

Periodic Inventory Evaluation: Evaluation of laboratory reagents for current use, transfer to virtual stockroom or disposal.

Surplus List: An online system to match on-campus chemicals with university researchers to avoid the disposal of useful materials.

Environmental Management System: The Solid Waste and Environmental Management Plan (SWEMP) is expected to reduce the volume of the solid waste stream, reduce the toxicity of the solid waste stream, increase re-use and recycling efforts, and promote pollution prevention at the University.
A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:

In accordance with the 2009 Hazardous Waste Management Plan, hazardous waste is safely disposed of in several ways. Proper packaging of hazardous waste is necessary to ensure safe transportation from point of origin to ultimate disposal. The selection of appropriate containers helps prevent leaks and spills that may result in human exposure or environmental release during material handling, storage and transport. Routine handling occurs on the campus, in transit to the disposal facility or during the disposal process. The selection of appropriate containers is only to be completed by the Coordinator of Hazardous Waste or the Hazardous Waste Specialist.

Universal wastes are managed in accordance with the New Hampshire Department of Environmental Services' "Requirements for Universal Waste Management (Env-Wm 1100)." The Universal Waste Management Plan has been developed that outlines the procedures the University will take to properly manage universal wastes.

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

---

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

UNH uses a home-made inventory program called UNHCEMS. The program tracks chemicals in labs, radioactive materials, biological materials, msds, prints out door signs, etc.

Specifically for chemicals, there is a surplus list that allows faculty to offer chemicals they no longer use to others. The two parties are responsible for the transfer of that chemical. But beside that, many times a researcher will perform a chemical search in UNHCEMS to ask to use a small quantity of a chemical without the need to purchase a new container.

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

Yes

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

Yes

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

The SEED program began its first collection day with great success on March 5, 2010. The program includes the wiping of hard drive/disks and tapes to help University community members comply with the USNH System Access Policy on equipment with data storage capability. This program provides for the disposal of surplus equipment containing circuit boards such as computers, monitors, printers, peripherals, scientific equipment and audio-visual equipment. Materials are collected monthly at an on-campus drop-off site (1 Leavitt Lane).
A brief description of steps taken to ensure that e-waste is recycled responsibly, workers’ basic safety is protected, and environmental standards are met:

All employee electronic equipment collected through the Safe Electronic Equipment Disposal (SEED) program is transferred to LifeSpan, a national e-waste recycling firm. The nearest location is an hour to the south in Boston, MA. LifeSpan works exclusively with EPA-registered and regulation-compliant partners to maintain the highest standards of environmental protection and ethical business practices. At UNH, workers’ basic safety is addressed in two primary ways. First, SEED collection staff do not dismantle electronic equipment. Rather, they merely collect it. Second, all equipment must be registered for drop-off and is verified upon being received to ensure that no radioactive or hazardous materials are brought in (such materials are instead handled by USNH Surplus). LifeSpan states that environmental standards are met by complying with all federal, state, and local environmental regulations.

Students during move-out days at the end of the spring semester can participate in Trash-2-Treasure. Starting in spring 2011 and in an effort to reduce UNH’s impact on landfills, the UNH Student Environmental Action Coalition (SEAC) will be collecting all of the stuff that students throw away each year, storing it all over the summer, and then holding a large 3-day yard sale during move-in weekend to sell it all back to students. The goal is to create a sustainable program where we will be able to run the program next year with the money we make at the yard sale this year, and so on, for years to come:

http://unh.edu/trash2treasure/index.html

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

http://www.unh.edu/ehs/pdf/HWMP.pdf
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water Use</td>
</tr>
<tr>
<td>Rainwater Management</td>
</tr>
<tr>
<td>Wastewater Management</td>
</tr>
</tbody>
</table>
Water Use

Responsible Party

Matt O'Keefe
Campus Energy Manager
Energy Office

Criteria

Part 1

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

Part 2

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

Part 3

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

Submission Note:

Baseline year is 2005.

FTE enrollment numbers include credit and non-credit/continuing education students and are accurate as of Fall 2006.

Employee FTE data for baseline year as of 1/31/2005. HR data for 2005 have some inconsistencies: UNH HR was just beginning to transact HR activity in a new Banner system and there was little consistency in how FTE values were recorded. Headcounts were more accurate than rather than FTE, but this credit calls for FTE. The FTE employee 2005 number listed does not include adjunct staff as those data are suspect.

Water data are for FY2005 (through June 30, 2005) and FY13 (through June 30, 2013).

Potable water use excludes irrigation meters at the UNH Field House, agriculture and recreation fields, and outdoor pool and plant makeup.

UNH's co-generation heat and power plant uses cooling towers that use water as part of the process for generating heat and electricity. Therefore, not all of this water consumption is used by faculty, staff and students on campus directly.

Landscaping/irrigation contacts: Robert Bennett (UNH Facilities, (603) 862-9202, r.bennett@unh.edu) and Ronald Lavoie (UNH Facilities, (603) 608-9207, Ronald.Lavoie@unh.edu)
Level of water risk for the institution’s main campus:
Medium to High

Total water use:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total water use</td>
<td>154,045,851 Gallons</td>
<td>137,038,629 Gallons</td>
</tr>
</tbody>
</table>

Potable water use:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potable water use</td>
<td>114,622,998 Gallons</td>
<td>121,092,867 Gallons</td>
</tr>
</tbody>
</table>

Figures needed to determine "Weighted Campus Users":

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of residential students</td>
<td>7,821</td>
<td>6,274</td>
</tr>
<tr>
<td>Number of residential employees</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>Number of in-patient hospital beds</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalent enrollment</td>
<td>14,182</td>
<td>13,740.53</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>3,286.70</td>
<td>2,986.80</td>
</tr>
<tr>
<td>Full-time equivalent of distance education students</td>
<td>28</td>
<td>0</td>
</tr>
</tbody>
</table>

Gross floor area of building space:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross floor area</td>
<td>5,737,899 Square Feet</td>
<td>5,716,733 Square Feet</td>
</tr>
</tbody>
</table>
Area of vegetated grounds:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetated grounds</td>
<td>395 Acres</td>
<td>395 Acres</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Year</td>
<td>July 1, 2012</td>
<td>June 30, 2013</td>
</tr>
<tr>
<td>Baseline Year</td>
<td>July 1, 2004</td>
<td>June 30, 2005</td>
</tr>
</tbody>
</table>

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

The baseline year of 2005 was set by our STARS 2011 submission as 2005 was the required baseline year.

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:

The 2009 renovation of James Hall included a gray water system that captures rainwater from the building’s roof and gutters for use in toilets and urinals.

UNH typically does not install irrigation as part of building projects. IPM policies, including limited irrigation only where necessary, are followed.

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

Every building is metered for end use consumption of water, electric, gas, hot water heat, steam heat, and chilled water for A/C. Water meters are basic flow meters that spin a display device based on the volume of water passing through the meter. Like all other meters, they are read manually once a month for data collection and analysis. We are in the process of upgrading all meters to an automated meter reading system (AMR), so we can monitor the meters remotely and more frequently (every hour). This allows us to look at building consumption more frequently and to allow us to analyze real time loads being used in the building for better energy management. This data will soon be available on the web for the campus community to select data by building.
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):

Although UNH is located in an area that receives ample precipitation throughout the year, the Landscape Master Plan recognizes the importance of drought-resistant plants. For all recommended native tree, shrub, and vine species, the Landscape Master Plan identifies the moisture requirements of each plant species. Moreover, the Plan emphasizes that native plants are better adapted to local climate and soil conditions.

UNH typically does not install irrigation as part of building projects. Integrated Pest Management policies, including limited irrigation only where necessary, are followed.

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

Because UNH is located in a region that receives ample precipitation, irrigation is used very little on campus. The athletic fields are the primary sites for irrigation, and they use weather data to determine irrigation schedules as necessary.

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

Under UNH's Biodiversity Education Initiative and EcoSystem Task Force, the university strives to conserve water and preserve its quality.

- UNH departments and offices have been installing hydration stations across campus. UNH Dining does not provide bottled water in the dining halls. Hydration stations are available for students to fill their reusable water bottles at the Memorial Union Building and several residence halls on campus.

- UNH Housing uses Symmons Hyda pipe shower valves with low flow shower heads, SymmonsTouch Free low flow toilet Valves, and SymmonsTouch free low flow Sink Faucets in Williamson, Christensen and Hubbard Halls.

- UNH Dining uses low water use fixtures and urinals in dining halls.

- "Tap In" Educational Series" In 2010-2011, student interns worked with the non-profit group Food & Water Watch and the Sustainability Institute to conduct a "Take Back the Tap" Campaign to educate students and staff on the negative social and environmental issues surrounding the use of bottled water. Student interns continue to educate the UNH community about water use on campus.

- In academic year 2013-2014, the UNH University-wide Dialogue was on water and included an April 2014 event about UNH water sources and usage:
The website URL where information about the institution’s water conservation and efficiency initiatives is available:
http://www.sustainableunh.unh.edu/water
Rainwater Management

Responsible Party

Bradford Manning
Director
Environmental Health & Safety

Criteria

Part 1

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

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

Part 2

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

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

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

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

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

Yes

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

The University of New Hampshire has developed a Storm Water Management Plan that encompasses six components:

* Public Education and Outreach
* Public Participation / Involvement
* Illicit Discharge Detection and Elimination
UNH and the New Hampshire Seacoast Storm Water Coalition have written Guidelines and Standard Operation Procedures for Illicit Discharge Detection and Elimination, Pollution Prevention and Good Housekeeping.

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

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

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

A brief description of any living or vegetated roofs on campus:
The completed 2009 renovation of James Hall, designed and constructed in pursuit of LEED Silver Certification, included the implementation of a "green" roof. The rooftop plantings will help to clean and conserve water.

A brief description of any porous (i.e. permeable) paving employed by the institution:
The Stormwater Center at the University of New Hampshire has utilized a portion of the West Edge parking lot to study porous asphalt in order to provide technology demonstrations and workshops. The pervious concrete parking facility installed in 2007 adjacent to Williamson Hall was the first of its kind in New England. The project is overseen by researchers at the UNH Stormwater Research Center, who are studying its effectiveness as a stormwater management tool. In addition, the UNHSC was instrumental in implementing the first porous asphalt road in the state of New Hampshire (more here):

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

A brief description of any rain gardens on campus:
---

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

A retention pond system can be observed on the periphery of the West Edge parking lot, the largest parking lot on the UNH campus. The retention pond is utilized by the Stormwater Center to study its effectiveness in removing pollutants from stormwater runoff.

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

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

James Hall features a gray water system that captures rainwater from the building’s roof and gutters for use in toilets and urinals, thus decreasing the amount of precipitation that would otherwise reach surrounding impervious surfaces.

The website URL where information about the institution’s rainwater management initiatives, plan or policy is available:
http://www.unh.edu/ecd/stormwater.html
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainability Coordination</td>
</tr>
<tr>
<td>Sustainability Planning</td>
</tr>
<tr>
<td>Governance</td>
</tr>
</tbody>
</table>
Sustainability Coordination

Responsible Party

Tom Kelly
Chief Sustainability Officer
University Office of Sustainability

Criteria

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

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

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

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

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

UNH is home to the oldest endowed sustainability program in U.S. higher education -- the Sustainability Institute (UNHSI). Run by UNH's Chief Sustainability Officer, Dr. Tom Kelly, UNHSI has four full-time staff, eight faculty scholars, three full-time/part-time hourly staff, and anywhere from 5-7 student interns at any one time.

Over the last three years (2011-2014), UNHSI has coordinated and/or housed the NH Farm to School program, Food Solutions New England, Climate Solutions New England, and Climate Counts; sponsored countless lecture series and films, including Sustainability Unbound; completed UNH's greenhouse gas emissions inventory and collected and reported other sustainability data; presented at conferences and published articles; worked with students on initiatives like UNH Unplugged, RecycleMania, and Trash 2 Treasure; supported faculty teaching and research in sustainability; and much more.

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:
UNH has many committees that work on sustainability issues, including but not limited to:

- Energy Task Force
- Ecosystem Task Force
- Sustainable Food System Task Force
- Culture and Sustainability Task Force
- Transportation Policy Committee
- Lands Committee
- Campus Aesthetics Committee
- Trash 2 Treasure/Post Landfill Action Network Advisory Committees
- UNH President's Commission on the Status of Gay, Lesbian, Bisexual and Transgender Issues
- UNH President's Commission on the Status of People of Color
- UNH President's Commission on the Status of Women
- UNH President’s Commission on the Status of People with Disabilities
- Undergraduate Research Conference Committee

And many others.

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

Each group has its own membership. Membership information for the four main task forces can be found at

http://www.sustainableunh.unh.edu/taskforces

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

http://sustainableunh.unh.edu/taskforces

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

Yes

A brief description of each sustainability office:

UNH is home to the oldest endowed sustainability program in U.S. higher education -- the Sustainability Institute (UNHSI). Run by UNH's Chief Sustainability Officer, Dr. Tom Kelly, UNHSI has four full-time staff, eight faculty scholars, three full-time/part-time hourly staff, and anywhere from 5-7 student interns at any one time.

Other offices and departments work on sustainability, including but not limited to the following:

- Energy Office
- Campus Planning
- Facilities
- Dining
- Housing
- Residential Life

http://www.sustainableunh.unh.edu/taskforces
- Communications and Marketing
- Each college, school, center and institute

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

9

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

http://www.sustainableunh.unh.edu/

**Does the institution have at least one sustainability officer?:**

Yes

**Name and title of each sustainability officer:**

Tom Kelly, Ph.D.

**A brief description of each sustainability officer position:**

Chief Sustainability Officer Dr. Tom Kelly collaborates with faculty, staff, students, and stakeholders across the state, region, nation and globe in the development of curriculum, operations, research and engagement policies, practices and initiatives related to sustainability.

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

http://www.sustainableunh.unh.edu/staff
Sustainability Planning

Responsible Party

Tom Kelly
Chief Sustainability Officer
University Office of Sustainability

Criteria

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Current and Formal Plans (Yes or No)</th>
<th>Measurable Objectives (Yes or No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Research (or other scholarship)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Campus Engagement</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Public Engagement</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Air and Climate</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Buildings</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Dining Services/Food</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Energy</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Grounds</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Purchasing</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Transportation</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Waste</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Water</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Diversity and Affordability</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Health, Wellbeing and Work</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

"---" indicates that no data was submitted for this field
<table>
<thead>
<tr>
<th>Investment</th>
<th>No</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>Yes</td>
<td>---</td>
</tr>
</tbody>
</table>

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

http://unh.edu/strategicplanning/ten-initiatives-interdisciplinary-schools-and-academies

UNH faculty are also currently developing an undergraduate dual major in sustainability.

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

---

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

UNH faculty across campus led by Dr. Paula Salvio, UNH Dept. of Education.

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

http://unh.edu/strategicplanning/ten-initiatives-interdisciplinary-schools-and-academies

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

---

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

Associate Provost for Research, Dr. Jan Nisbet.

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:

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

UNH Facilities
UNH Office of the President
UNH Advancement

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


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

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

UNH Associate Vice Provost for Engagement and Outreach
UNH Cooperative Extension, including its Dean

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

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

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

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


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

---

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

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

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

---

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

---

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

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

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

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


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

---

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

---

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

---

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

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

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


http://www.sustainableunh.unh.edu/wildcap

and

http://www.sustainableunh.unh.edu/transportation
The measurable objectives, strategies and timeframes included in the Transportation plan(s):
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Accountable parties, offices or departments for the Transportation plan(s):
UNH Facilities, including Campus Planning and Transportation Services
Transportation Policy Committee
Energy Task Force

A brief description of the plan(s) to advance sustainability in Waste:
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The measurable objectives, strategies and timeframes included in the Waste plan(s):
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Accountable parties, offices or departments for the Waste plan(s):
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A brief description of the plan(s) to advance sustainability in Water:
---

The measurable objectives, strategies and timeframes included in the Water plan(s):
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Accountable parties, offices or departments for the Water plan(s):
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A brief description of the plan(s) to advance Diversity and Affordability:
The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

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Accountable parties, offices or departments for the Diversity and Affordability plan(s):

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A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

Healthy UNH is a campus-wide initiative at the University of New Hampshire that encourages faculty, staff, and students to improve their health while simultaneously decreasing health care costs. Its goal is to make UNH the healthiest campus community in the country by 2020.

Healthy UNH has identified major health issues that need to be addressed, including rising rates of chronic disease; the need for better information about resources to promote health; evidence of increasing rates of stress, anxiety, and other mental health issues; and spiraling health care costs.

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

http://www.healthyunh.unh.edu/Measure

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

New Hampshire Institute for Health Policy and Practice.
USNH Cost Containment
Vice President for Finance and Administration
Dean of the College of Health and Human Services

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

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The measurable objectives, strategies and timeframes included in the Investment plan(s):
Accountable parties, offices or departments for the Investment plan(s):

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

Campus Aesthetics and Public Art Guidelines:

http://www.unh.edu/facilities/aesthetics.html

http://www.unh.edu/facilities/ac/public_art.html

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

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

UNH Facilities, UNH Dept. of Art & Art History

The institution’s definition of sustainability:

We define sustainability as what sustains us as diverse people and communities—from clean air and water to healthcare, education and art—and making decisions in our individual and collective lives with this big picture in mind.

http://www.sustainableunh.unh.edu/whatissustainability

Does the institution’s strategic plan or equivalent guiding document include sustainability at a high level?:

Yes
A brief description of how the institution’s strategic plan or equivalent guiding document addresses sustainability:


The website URL where information about the institution’s sustainability planning is available:

http://www.sustainableunh.unh.edu/strategicplanning
Governance

Responsible Party

Mark Huddleston
President
Office of the President

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.

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?

Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

Students can participate in sustainability at UNH in a variety of ways, including but not limited to:

- Becoming Student Sustainability Task Force Ambassadors or other student rep members on UNH sustainability task forces:

  http://www.sustainableunh.unh.edu/taskforces

  http://www.sustainableunh.unh.edu/task-force-ambassadors

- Running to become a residence hall Ecological Advocate:

  http://www.residential-life.unh.edu/living/hallcouncils.html
Is there at least one student representative on the institution’s governing body who was elected by peers or appointed by a representative student body or organization?:
Yes

A brief description of student representation on the governing body, including how the representatives are selected:
The Student Body President represents UNH students to the university president, as well as other governing bodies such as the provost council. In addition the Student Body President and Vice President seek to serve the UNH Student Body, advocating on the students' behalf at the University, Town, State, and National levels.

Do students have a formal role in decision-making in regard to the following?:

<table>
<thead>
<tr>
<th>Area</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing organizational mission, vision, and/or goals</td>
<td>Yes</td>
</tr>
<tr>
<td>Establishing new policies, programs, or initiatives</td>
<td>---</td>
</tr>
<tr>
<td>Strategic and long-term planning</td>
<td>Yes</td>
</tr>
<tr>
<td>Existing or prospective physical resources</td>
<td>Yes</td>
</tr>
<tr>
<td>Budgeting, staffing and financial planning</td>
<td>No</td>
</tr>
<tr>
<td>Communications processes and transparency practices</td>
<td>No</td>
</tr>
<tr>
<td>Prioritization of programs and projects</td>
<td>No</td>
</tr>
</tbody>
</table>

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:
Student representatives were involved in every part of the development of UNH's 2020 strategic plan, including the committee planning the Sustainability Academy (now the Sustainability Institute), and had an active voice as the Campus Master Plan is updated.

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:

Three staff councils on which elected staff sit exist: the Professional, Administrative, and Technical Council; the Operating Staff Council; and the Extension Educators Council.

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?:

<table>
<thead>
<tr>
<th>Area</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing organizational mission, vision, and/or goals</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Strategic and long-term planning</td>
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</tr>
<tr>
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<td>---</td>
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<tr>
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<td>---</td>
</tr>
<tr>
<td>Prioritization of programs and projects</td>
<td>---</td>
</tr>
</tbody>
</table>

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

Staff representatives were involved in every part of the development of UNH's 2020 strategic plan, including the committee planning the Sustainability Academy (now the Sustainability Institute), and had an active voice as the Campus Master Plan is updated.

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:

Faculty Senate, Faculty Union (AAUP), Research Faculty Council, Lecturers Union (coming in 2014)

Is there at least one teaching or research faculty representative on the institution’s governing body who was elected by peers or appointed by a representative faculty body or organization?:

No

A brief description of faculty representation on the governing body, including how the representatives are selected:

---

Do faculty have a formal role in decision-making in regard to the following?:

<table>
<thead>
<tr>
<th>Area</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing organizational mission, vision, and/or goals</td>
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<td>---</td>
</tr>
<tr>
<td>Prioritization of programs and projects</td>
<td>---</td>
</tr>
</tbody>
</table>

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

Faculty representatives were involved in every part of the development of UNH's 2020 strategic plan, including the committee planning the Sustainability Academy (now the Sustainability Institute) and college and school plans, and had an active voice as the Campus Master Plan is updated.

The website URL where information about the institution’s governance structure is available:

---
Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit

<table>
<thead>
<tr>
<th>Diversity and Equity Coordination</th>
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</thead>
<tbody>
<tr>
<td>Assessing Diversity and Equity</td>
</tr>
<tr>
<td>Support for Underrepresented Groups</td>
</tr>
<tr>
<td>Support for Future Faculty Diversity</td>
</tr>
<tr>
<td>Affordability and Access</td>
</tr>
</tbody>
</table>
Diversity and Equity Coordination

Responsible Party

Chris Shea
Interim Chief Diversity Officer
Office of the Provost

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
- Staff
- Faculty
- Administrators

Submission Note:

Number of people employed in the Diversity Office includes 12 from the Diversity Initiatives offices (http://www.unh.edu/diversity/contacts.html, except for Presidents Commission employees) and 3 from Office of Multicultural Student Affairs (http://www.unh.edu/omsa/about_us.htm).

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:
Yes

Does the committee, office and/or officer focus on one or both of the following?:

<table>
<thead>
<tr>
<th>Yes or No</th>
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</thead>
</table>
A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The University of New Hampshire Diversity Council provides oversight for monitoring, assessing, and supporting the implementation of the seven diversity strategies identified in the 2004-2009 Diversity Plan. The Council’s work supports and sustains an educational community that is inclusive, diverse and equitable. The specific roles of the Diversity Council include working closely with the Vice Provost for Diversity to provide guidance in the implementation of diversity initiatives for the University and various units relative to Action Steps, Assessment Measures, Campus Climate Surveys, Professional Development Activities, Funding Solicitation & Distribution and Centralized Programming. The council also works to provide recommendations for institutional practices and policies that foster inclusion, diversity, and equity. The council reviews, revises and recommends diversity action steps to achieve the seven diversity strategies. The council also reviews, revises and recommends accountability measures for assessing the achievement of the seven strategies of the diversity strategic plan.

The full-time equivalent of people employed in the diversity and equity office:

3

The website URL where information about the diversity and equity committee, office and/or officer is available:

http://www.unh.edu/diversity/diversitycouncil.html

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Yes</td>
</tr>
<tr>
<td>Staff</td>
<td>Yes</td>
</tr>
<tr>
<td>Faculty</td>
<td>---</td>
</tr>
<tr>
<td>Administrators</td>
<td>---</td>
</tr>
</tbody>
</table>

A brief description of the cultural competence trainings and activities:

Social Justice Educator Training is a professional development opportunity for UNH faculty, staff, and graduate students to further their understanding of social justice and diversity issues. The eight-hour training, which is divided into two days, covers issues of oppression, social injustice, social identity, and facilitation in a small-group setting (limited to 25 - no cost to attend).
Also, Safe Zones Trainings are professional development opportunities for UNH faculty, staff, and graduate students to advance awareness, knowledge, and skills around the services and support that we provide to lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) students and colleagues. Participants of Safe Zones Trainings are a campus-wide network of allies who are supportive of LGBTQ faculty, students, and staff and are committed to contributing to a campus climate of inclusion at UNH. Trainings are 1.5 hours in length. Safe Zones offers department-specific trainings, and some trainings that are open to mixed groups of faculty and staff from various departments.

Leading as Diversity Champions
Focusing on employees as leaders, the University of New Hampshire is sponsoring Leading as Diversity Champions (LDC) staff development program to highlight the benefit of employees being diversity champions who value excellence in the workplace. The goal of the LDC program is to encourage participants to prepare themselves and their departments and units for the future opportunities and challenges. The series of diversity in the workplace workshops and keynote address will offer participants the awareness, knowledge and skills to become active in building an engaged and inclusive living, learning and working community at UNH.

The website URL where information about the cultural competence trainings is available:

http://www.unh.edu/diversity/facstaff.html
Assessing Diversity and Equity

Responsible Party

Chris Shea
Interim Chief Diversity Officer
Office of the Provost

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups

2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution

3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution

4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

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

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate assessment(s) :

Starting in 2006, the University of New Hampshire’s Office of the Provost/Diversity Initiatives has composed and released an annual Diversity Progress Report. The recent 2008 Diversity Progress Report highlights the initiatives and strategic actions taken to enhance the inclusive learning community and achieve educational equity at UNH. The report examines measurable successes as outlined in the 2004-2009 Diversity Plan’s five strategic areas: organizational structure, recruitment and retention, curriculum, campus climate, and outreach and engagement.

Has the institution assessed student diversity and educational equity?:

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A brief description of the student diversity and educational equity assessment(s):
Has the institution assessed employee diversity and employment equity?:

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A brief description of the employee diversity and employment equity assessment(s):

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Has the institution assessed diversity and equity in terms of governance and public engagement?:

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A brief description of the governance and public engagement assessment(s):

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

http://www.unh.edu/diversity/data.html
Support for Underrepresented Groups

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Responsible Party

Chris Shea
Interim Chief Diversity Officer
Office of the Provost

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Criteria

**Part 1**

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

**Part 2**

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

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Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

---

A brief description of the programs sponsored by the institution to support underrepresented groups:

Connect Pre-Orientation Program for Students of Color: Established in 1993, the program brings together new first-year and transfer students on campus a week before fall orientation. During that week, students meet with faculty and staff and with the help of student Connect mentors become acquainted with the campus and other students of color. In 2008, 60 students participated in the program. The Re-connect Program continues those activities throughout the academic year, providing students with academic and personal support. Upper class Connect students are encouraged to participate in the Diversity Network Program, where they receive mentoring to support them as they identify post-graduation opportunities whether employment, graduate school or professional education.

The Connors Writing Center provides free writing assistance to students and members of the UNH community in a no-pressure environment. Our highly skilled peer consultants have backgrounds in many different academic disciplines and are trained to work with students on all forms of writing during any stage of the writing process. The Writing Center also offers assistance with speeches and oral presentations.

The Center for Academic Resources (C-FAR) offers a wide range of academic support services. Services are available to all undergraduate students enrolled in at least one course at UNH. The Center also assists faculty and staff in improving the academic skills of undergraduate students. CFAR offers students: peer support for academic and personal concerns, ongoing and individualized learning
skills instruction in time management, note-taking, and test-taking, weekly peer-led study groups for select highly-enrolled courses, and much more.

Office of Multicultural Student Affairs: OMSA’s mission is to create opportunities for people to participate in an inclusive community and to explore and understand diversity, injustice and equity. OMSA is grounded in understanding diversity, that is includes people of all abilities, ages and ethnicities, genders, nationalities, races, religions/spiritual traditions, socioeconomic classes and sexual orientations. One of OMSA’s primary goals and the heart of their work is to provide support and development for African American/Black, Latina/o, Native American and Asian/Pacific Islanders, as well as lesbian, gay, bisexual, transgender, queer, and questioning students. The ability to contain and develop an office like OMSA at UNH provides prospective students and new students with the knowledge that they will have continual support from an on-campus and student-oriented program. Encouraging programs like OMSA help to attract a more diverse campus population. Programs OMSA implemented and/or continued:

Safe Zones Program: This program offers training for students, faculty, and staff. This is an educational program to raise awareness of Lesbian, Gay, Bisexual, Transgendered, Queer, Questioning, Allied issues and contribute to a campus climate of inclusion.

Northeast Passage: Northeast Passage (NEP) is a service/research program of UNH’s Recreation Management & Policy Department and an Affiliate of Disabled Sports, USA. NEP works to create an environment where individuals with disabilities can experience life and recreation with as much freedom of choice and independence as their non-disabled peers. Nationally recognized as a leader in innovative recreation programs for person with disabilities, NEP provides our students with a broad array of excellent practical learning experiences.

GLBT Pancake Breakfast: This breakfast program showcases the mission of the Gay, Lesbian, Bisexual & Transgender community at UNH. The breakfast features the recognition of individuals who have worked to build a safe and welcoming UNH campus. Kidder Awards were given to those who served as role models in contributing to a campus climate of equity and inclusiveness. The breakfast is an important program that helps to recognize the efforts in fostering understanding and advancing opportunities for those whose sexual orientation, gender identity or expression differ from the majority in our culture. The program is an important aspect of introducing and inviting new and prospective students to the GLBT life on the UNH campus.

The website URL where more information about the support programs for underrepresented groups is available:
http://www.unh.edu/diversity/resources.html

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:
Yes

A brief description of the institution’s discrimination response policy, program and/or team:

The University of New Hampshire is a public institution with a long-standing commitment to equal opportunity for all. It does not discriminate on the basis of race, color, religion, sex, national origin, age, veteran’s status, gender identity or expression, sexual orientation, marital status, or disability in admission or access to, or treatment or employment in, its programs, services, or activities.

ReportIt! is the place to report and learn about incidents of bias, discrimination and/or harassment. By submitting a report or learning more about this type of behavior, you help us to improve our campus and community climate. If you have observed or experienced an incident of bias, discrimination, or harassment, please report the incident by using either ReportIt! Online or contacting the Affirmative Action and Equity Office at 603-862-2930 voice/tty.

The University System of New Hampshire has a longstanding commitment to providing a safe workplace and a comfortable learning environment for students and employees. To affirm that commitment, and because education is the most effective way to provide a
harassment-free working and learning environment, the University of New Hampshire is providing Faculty and Staff an interactive training program from Workplace Answers that informs the participant about relevant laws, followed by sample situations. Employees will be registered to participate in this web-based training upon their hire and activation of their University e-mail account.

The website URL where more information about the institution’s discrimination response policy, program and/or team is available:
http://unh.edu/affirmativeaction/pdf/bias-response-protocol-updated-3-4-2013.pdf

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:
Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:
Yes
Support for Future Faculty Diversity

Responsible Party

Chris Shea
Interim Chief Diversity Officer
Office of the Provost

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

A brief description of the institution’s programs that help increase the diversity of higher education faculty:

UNH enhances recruitment and retention of a widely diverse faculty through funding, partnering, and retention programs with a particular emphasis on the next 35 years on racial and ethnic minorities, as well as on women in traditionally under-represented fields with particular focus on the STEM disciplines.

Career Center’s Diversity Network Program: Students in the DNP attend three (3) career seminars throughout the year to learn about career development and planning, internship opportunities and networking skills. In addition to the three seminars, there are three (3) Networking Lunches where career mentors dedicated to the value of diversity in the workforce, connect with students to provide an opportunity to practice their career skills and gain advice from those in the “real world.” The DNP encourage students of color, international students, GLBT students, students with disabilities, low-income/first generation college students, and students in fields traditionally under-represented such as women in the sciences and engineering, to join us for this program.

McNair Graduate Program: This graduate school preparation program is part of the federal TRIO programs (Educational Talent Search, Upward Bound, Student Support Services, and Educational Opportunity Centers) and is administered nationally by the U.S. Department of Education (USED). The USED provides monies to selected institutions through competitive grants as part of its efforts to increase the number of individuals from underrepresented groups (low-income, first-generation, and/or racial minority) who are interested in pursuing and obtaining doctoral degrees and careers in academia. The McNair Program at the University of New Hampshire aims to promote and nurture the next generation of faculty, researchers, and scholars by providing academic and social support services in the form of...
academic year internships and summer research fellowships. The University has been home to the McNair Scholars Program since 1991. The program’s academic internships and summer fellowships are awarded annually, on a competitive basis, to eligible undergraduates.

The Faculty Mentoring and Professional Development Program assists junior faculty in their academic career development through the guidance and support of experienced University faculty members who serve as role models, advisors and mentors. The Program also offers knowledge-based, skill-enhancing and leadership development seminars to department chairs and senior faculty on issues facing pre-tenured faculty, higher education and academia. The overarching goal of the FMPDP is to nurture and cultivate junior faculty to become the next generation of academic leaders while offering tenured faculty necessary professional development opportunities to build and expand professional skills. Additionally, the mentoring program was designed to address challenges faced by junior faculty, as well as, attend to specific concerns experienced by faculty from under-represented groups (faculty of color, women, GLBT status, women in STEM, etc).

The annual Diversity Progress Report closely examines statistical data with regards to the recruitment and retention of minorities.

The UNH Graduate School also has a strong diversity initiative:

http://www.gradschool.unh.edu/diversity.html

The website URL where more information about the faculty diversity program(s) is available:

http://www.unh.edu/mcnair/
Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution’s faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

A. The percentage of entering students that are low-income

B. The graduation/success rate for low-income students

C. The percentage of student financial need met, on average

D. The percentage of students graduating with no interest-bearing student loan debt

Submission Note:

UNH Parents Association:

http://www.unh.edu/parents/

"---" indicates that no data was submitted for this field
Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:
Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

McNair Program: Congress established the Ronald E. McNair Postbaccalaureate Achievement Program in 1986 to honor the memory of the Challenger astronaut and noted laser physicist. This graduate school preparation program is part of the federal TRIO programs (Educational Talent Search, Upward Bound, Student Support Services, and Educational Opportunity Centers) and is administered nationally by the U.S. Department of Education (USED). The USED provides monies to selected institutions through competitive grants as part of its efforts to increase the number of individuals from underrepresented groups (low-income, first-generation, and/or racial minority) who are interested in pursuing and obtaining doctoral degrees and careers in academia. The McNair Program at the University of New Hampshire aims to promote and nurture the next generation of faculty, researchers, and scholars by providing academic and social support services in the form of academic year internships and summer research fellowships. The university has been home to the McNair Scholars Program since 1991. The program’s academic internships and summer fellowships are awarded annually, on a competitive basis, to eligible undergraduates.

http://www.unh.edu/mcnair/about.html

A brief description of any programs to equip the institution’s faculty and staff to better serve students from low-income backgrounds:

UNH Student & Academic Services offers a workshop for faculty and staff titled, "Working with Low-income, First-Generation College Students." This one-and-a-half hour workshop identifies issues distinctive to the 40% of UNH undergraduates who are low-income students and/or among the first in their families on the college track. From this interactive workshop participants will take away insights, tools, and resources for teaching, advising, counseling, and working with this population.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

The University of New Hampshire Upward Bound program is one of over 700 Upward Bound programs nationwide that help eligible high school students achieve their dreams of going on to and being successful in higher education. The students that Upward Bound serves must come from low-income families (with incomes at or below 150% of poverty) and/or are first generation potential college students (neither parent/guardian has earned a bachelor's degree).

The University of New Hampshire has successfully sponsored an Upward Bound project since 1966. A federal TRIO program, UNH Upward Bound is 100% funded by the US Department of Education through a competitive grant competition every four years. As one of only two Upward Bound projects in New Hampshire, UNH Upward Bound serves 91 students in six high schools located in southern and eastern New Hampshire.

The purpose of Upward Bound (UB) is to provide its high school students with the skills and motivation to succeed in and graduate from a college or university of their choice. To that end, UB has both summer and academic year components.

http://www.upwardbound.unh.edu/
A brief description of the institution's scholarships for low-income students:

New Hampshire leads the nation in percentage of students attending college from low-income families. In the Granite state, it’s 39 percent, compared to 26 percent nationally.

Even though New Hampshire has some of the highest tuition prices in the country, UNH works hard to make education affordable and accessible for all students, whether in-state or out-of-state. The University System of New Hampshire has increased financial aid funding by an average of 15 percent in the last nine years.

Less than 14 percent of UNH’s budget comes from the state. At the same time, 82 percent of our students receive some form of financial aid.

The Thomas Trout Scholarship is available to students who have shown the need for financial assistance through FAFSA. The scholarship is named in memory a UNH linguistics professor. Throughout his career, Trout actively and tirelessly promoted international studies as a vital part of the college curriculum. He was equally dedicated to the development of study abroad programs for undergraduates, convinced that expanding the range of international study opportunities for American college students was integral to their understanding of a complicated world. The fund supports academically outstanding College of Liberal Arts students, allowing them to participate in a UNH-managed study abroad program in the college. Examples of student stories of low-income families who have received the scholarship can be viewed here:


A brief description of any programs to guide parents of low-income students through the higher education experience:

The UNH Parents Association is the central resource of all parents of UNH students. Parents are automatically members of the UNH Parents Association, which connects parents to campus life in positive, creative ways. The Parents Association provides a host of resources and information to parents regarding student services, life on campus, transitioning to college, student rules, health and safety, and visiting UNH.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

An example of UNH's commitment to making higher education affordable and accessible to students of low-income families is a program called Educational Talent Search. The mission of Educational Talent Search is to encourage academically qualified limited income, first generation New Hampshire youth to complete secondary school and undertake a program of postsecondary education. By providing academic advising, career, college and financial aid information, ETS increases educational opportunities for these youth. More information on ETS is available here:
A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

None Applicable

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

None Applicable

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

None Applicable

Does the institution have policies and programs in place to support non-traditional students?:

---

A brief description of any scholarships provided specifically for part-time students:

---

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

---

A brief description of other policies and programs to support non-traditional students:

---

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

---

Indicators that the institution is accessible and affordable to low-income students:

<table>
<thead>
<tr>
<th>Percentage (0-100)</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>The percentage of entering students that are low-income</td>
<td>---</td>
</tr>
<tr>
<td>The graduation/success rate for low-income students</td>
<td>---</td>
</tr>
<tr>
<td>The percentage of student financial need met, on average</td>
<td>---</td>
</tr>
<tr>
<td>The percentage of students graduating with no interest-bearing student loan debt</td>
<td>---</td>
</tr>
</tbody>
</table>

The percentage of students that participate in or directly benefit from the institution’s policies and programs to support low-income and non-traditional students:
---

The website URL where information about the institution's affordability and access programs is available:
http://financialaid.unh.edu/
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Compensation</td>
</tr>
<tr>
<td>Assessing Employee Satisfaction</td>
</tr>
<tr>
<td>Wellness Program</td>
</tr>
<tr>
<td>Workplace Health and Safety</td>
</tr>
</tbody>
</table>
Employee Compensation

Responsible Party

Kathy Neils
Assistant Vice President
Human Resources

Criteria

Part 1

Institution’s employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or “living wage”) standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution’s employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.

2. A sustainable compensation standard that is in use in the institution’s locality. The standard may be formal (e.g. a “living wage” ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).

3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.

- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.
Submission Note:

These numbers and policies do not include UNH contractors, only UNH employees (faculty and staff).

http://www.usnh.edu/olpm/USY/V.Pers/F.htm

http://www.usnh.edu/olpm/UNH/V.Pers/F.htm

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

Number of employees:
3,873

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:
---

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:
Yes

Number of employees of contractors working on campus:
---

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:
---

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:
---

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:
---

Number of staff and faculty that receive sustainable compensation:
---
Number of employees of contractors that receive sustainable compensation:
---

A brief description of the standard(s) against which compensation was assessed:
---

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid regular, full-time employees:
---

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid regular, part-time employees:
---

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid temporary (non-regular) staff:
---

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid temporary (non-regular, adjunct or contingent) faculty:
---

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid student employees (graduate and/or undergraduate, as applicable):
---

The local legal minimum hourly wage for regular employees:
---

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:
Yes

Does the institution offer a socially responsible investment option for retirement plans?:
Yes
The website URL where information about the institution’s sustainable compensation policies and practices is available:

http://www.unh.edu/hr/cmp.htm
Assessing Employee Satisfaction

Responsible Party

Kathy Neils
Assistant Vice President
Human Resources

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:
---

A brief description of the institution’s methodology for evaluating employee satisfaction and engagement:

Faculty and staff at UNH participated in an online survey in February and March of 2009 in an effort to discover areas where UNH is doing well as an employer and to identify areas to improve. Baird Borling Associates were contracted to conduct the survey and provide an analysis of the results. A total of 303 faculty and 1,394 staff completed the questionnaires (30% of faculty and 61% of staff). The survey included an overall 7-point satisfaction rating, which revealed that both faculty and staff were above the norm based on results from 30 institutions nation-wide. Other items that faculty and staff were surveyed for included coworker/collegial relations, supervision, work itself, benefits/medical services, university communications, working conditions, senior leadership, management of diversity, workloads, rewards and recognition, interdepartmental and upward communication, and management of change. The results have been discussed with the President’s Cabinet, Deans and RC Unit Heads and each has been provided results for their respective areas.

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 year the employee satisfaction and engagement evaluation was last administered:
2,009

The website URL where information about the institution’s employee satisfaction and engagement assessment is available:
http://www.unh.edu/hr/workplace-survey/UNH-Workplace-Survey-Results.htm
Wellness Program

Responsible Party

Kathy Neils
Assistant Vice President
Human Resources

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
- Staff
- Faculty

Submission Note:

See also
http://www.unh.edu/healthyunh/resources

"---" 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?:

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Yes</td>
</tr>
<tr>
<td>Staff</td>
<td>Yes</td>
</tr>
<tr>
<td>Faculty</td>
<td>Yes</td>
</tr>
</tbody>
</table>

A brief description of the institution’s wellness and/or employee assistance program(s):

The USNH Health & Wellness programs and services are dedicated to educating, motivating, and empowering individuals to make healthy lifestyle choices. The UNH Human Resources page offers a host of resources to assist employees in striving to live healthy and active lifestyles. The "Healthy UNH Initiative" launched in 2009 by the New Hampshire Institute for Health Policy and Practice perhaps best capitulates the University's focus on health and wellness by striving to become "the healthiest campus community in the country by 2020." To learn more about Healthy UNH, please visit:
http://www.unh.edu/healthyunh/

http://www.unh.edu/healthyunh/wellness.html

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

http://www.usnh.edu/hr/health-wellness/index.html
### Workplace Health and Safety

**Responsible Party**

Brian Cournoyer  
Coordinator  
Environmental Health & Safety

---

**Criteria**

**Part 1**

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

**Part 2**

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

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**Please enter data in the table below:**

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of reportable workplace</td>
<td>309</td>
<td>324</td>
</tr>
<tr>
<td>injuries and occupational disease</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>---</td>
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</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
</table>
A brief description of when and why the workplace health and safety baseline was adopted:

UNH created an Occupational Safety Committee (OSC) to ensure that all students, faculty, staff, and visitors are provided a safe environment on campus. This committee serves as an advisory group concerned with safety, health, and environmental protection. Its purpose is to assist in the identification and control of workplace hazards. The OSC meets on a quarterly basis and makes recommendations to the UNH Environmental Health and Safety Committee for addressing hazards and improving safety.

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:

---
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee on Investor Responsibility</td>
</tr>
<tr>
<td>Sustainable Investment</td>
</tr>
<tr>
<td>Investment Disclosure</td>
</tr>
</tbody>
</table>
Committee on Investor Responsibility

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution’s investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

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

Responsible Party

Tina Sawtelle
Vice President and Treasurer
UNH Foundation

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

Submission Note:

UNH Foundation endowment value as of 12/31/2013 = $163,378,503  
Vanguard Energy Fund value as of 12/31/2013 = $3,462,804

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

Total value of the investment pool:

163,378,503 US/Canadian $

Value of holdings in each of the following categories:

<table>
<thead>
<tr>
<th>Value of Holdings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainable industries (e.g. renewable energy or sustainable forestry) 0 US/Canadian $</td>
</tr>
<tr>
<td>Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy) 0 US/Canadian $</td>
</tr>
<tr>
<td>Sustainability investment funds (e.g. a renewable energy or impact investment fund) 3,462,804 US/Canadian $</td>
</tr>
<tr>
<td>Community development financial institutions (CDFIs) or the equivalent 0 US/Canadian $</td>
</tr>
<tr>
<td>Socially responsible mutual funds with positive screens (or the equivalent) 0 US/Canadian $</td>
</tr>
<tr>
<td>Green revolving loan funds that are funded from the endowment ---</td>
</tr>
</tbody>
</table>

A brief description of the companies, funds, and/or institutions referenced above:

As of July 2009, part of UNHF’s endowment is being invested in Vanguard Energy Fund Investor Shares, which invests in common stocks of U.S. and foreign companies engaged in the production, transmission, control, or research of energy sources, including newer
sources such as geothermal, nuclear, and solar.

**Does the institution have a publicly available sustainable investment policy?:**

No

**A copy of the sustainable investment policy:**

---

**The sustainable investment policy:**

In 2014, the UNH Foundation will be launching a sustainability sleeve into which donors can choose to have their funds invested.

**Guidelines for Sustainable Investment Sleeve**

A key responsibility of the UNH Foundation board is to optimize the financial return of gifts made to the University, in both short and long term horizons, in order to advance the long-term financial interests of the University and support its mission. This remains a primary tenant for the creation and management of the University’s sustainable investment sleeve option.

**Key Guidelines**

In evaluating potential investment selections for the sustainable investment sleeve, the Foundation will look for:

- Demonstrated returns that are substantially similar to the equivalent investment fund/index in the Foundation’s existing endowment pool.
- Investment funds that are sensitive towards using environmental, social and governance (ESG) in their investment analysis and security selections.

**Does the institution use its sustainable investment policy to select and guide investment managers?:**

Yes

**A brief description of how the policy is applied, including recent examples:**

The UNH Foundation will be working with its fund managers to develop the sustainability sleeve in 2014, and examples will be forthcoming.

**Does the institution's sustainable investment policy include negative screens?:**

No

**A brief description of the negative screens and how they have been implemented:**

---

**Approximate percentage of the endowment that the negative screens apply to:**
Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

No

A copy of the proxy voting guidelines or proxy record:

---

A brief description of how managers are adhering to proxy voting guidelines:

The UNH Foundation Board of Directors does not have the ability to vote proxies.

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

In early 2008, the UNH Foundation Board sent a letter to all investment managers used by the university stating that UNH has deep concerns over the atrocities occurring in the Darfur region of Sudan and requested that UNH investment funds not be directed to any company that directly or indirectly supports Sudan. The letter included a UNH student body suggestion that the investment firms use www.SudanDivestment.org as a guide for selecting companies in which to invest (http://www.seacoastonline.com/apps/pbcs.dll/article?AID=/20080218/NEWS/802180325/-1/).

UNH and the UNH Foundation continually explore investments in areas like renewable energy and community development in partnership with the UNHF Board of Directors and UNHF’s fund managers.

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

No

A brief description of the investor networks and/or collaborations:
The UNH Foundation will be participating in Second Nature's Intentionally Designed Endowment Conference April 3-4 2014 in Boston, MA.

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

---
Investment Disclosure

Responsible Party

Tina Sawtelle
Vice President and Treasurer
UNH Foundation

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Does the institution make a snapshot of its investment holdings available to the public?:
Yes

The percentage of the total investment pool included in the snapshot of investment holdings:
100

A copy of the investment holdings snapshot:
---

The website URL where the holdings snapshot is publicly available:
http://www.foundation.unh.edu/
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.

<table>
<thead>
<tr>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>Innovation 1</td>
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<tr>
<td>Innovation 2</td>
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<tr>
<td>Innovation 3</td>
</tr>
<tr>
<td>Innovation 4</td>
</tr>
</tbody>
</table>
Innovation 1

Responsible Party

Matt O'Keefe
Campus Energy Manager
Energy Office

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution’s region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Submission Note:
Title or keywords related to the innovative policy, practice, program, or outcome:
Revolving Energy Efficiency Fund and Leadership

A brief description of the innovative policy, practice, program, or outcome:

Launched in 2009 with a $650,000 grant from the American Recovery and Reinvestment Act (ARRA), UNH’s Energy Efficiency Fund (EEF) has already seen more than $500,000 in energy savings “returns,” including over $250,000 in FY12 alone. The UNH Energy Task Force (ETF) estimates that after a decade, the university will realize about $3 million in energy savings and prevent more than 8,500 metric tonnes of greenhouse gases from being emitted -- the equivalent of over 1,600 passenger vehicles or 19,000 barrels of oil.

“UNH operates with serious financial constraints like so many public universities, but we continue to use creativity and collaboration to push beyond those constraints and model sustainability in everything we do. Our revolving fund was launched two years ago as a vital part of our climate action plan,” says Dr. Tom Kelly, UNH chief sustainability officer and director of the Sustainability Institute at UNH. “By showing that we can do this and make it work we hope to inspire many others to do the same. It’s urgent that these kinds of solutions are embraced by all institutions.”

How the EEF works

The EEF is a “revolving” fund: savings from the energy efficiency projects are estimated using a combination of sub metering and engineering estimates that follow the International Performance Measurement and Verification Protocol. Savings are captured through a System’s Benefit Charge (SBC) included in the utility costs charged to campus units. Thus a slightly higher rate offsets lower consumption due to the energy efficiency improvements and the net impact of funding the EEF on campus units is cost neutral. Gas and electric utility companies recover similar costs from their customers using similar system benefit rate structures. The UNH Energy Office targets an average five-year payback on projects funded. Project selections are approved by the UNH Energy Task Force, which is comprised of administrators, faculty, staff and students from across campus.

The EEF has already invested in many projects, including:
Efficient lighting retrofits across campus.
Digital lighting controls in the main library.
Insulating steam distribution piping.
Upgrading a lab ventilation system in the engineering building. The building will also see one of the next investments, a passive solar heating system.
Updated equipment in UNH's cogeneration plant.
A recently initiated retro-commissioning program which targets 5 to 20 year old energy-intense buildings where we believe returning HVAC systems to peak performance can result in significant efficiency improvements.

How the EEF is part of UNH's Climate Action Plan

As part of UNH’s commitment to climate protection and sustainability more broadly, the EEF helps the university address increasing energy intensity on campus -- or energy used per square foot of building space -- and prevents greenhouse gas emissions. The fund is part of UNH’s climate action plan, WildCAP, and will help UNH meet its American College and University Presidents Climate Commitment obligations.
Billion Dollar Green Challenge

UNH is part of the Billion Dollar Green Challenge. In 2011, UNH joined 32 other colleges and universities to launch a national challenge to invest in revolving funds that finance energy efficiency upgrades on campus. Called the Billion Dollar Green Challenge, the effort is being coordinated by the Sustainable Endowments Institute. As part of the Founding Circle, UNH is the only public institution in New England to take the lead in making this commitment. The challenge is inspired by the exceptional performance of existing green revolving funds, which have a median annual return on investment of 32 percent, as documented by “Greening The Bottom Line,” a report published by the Sustainable Endowments Institute. 33 institutions, including UNH, joined the challenge’s Founding Circle by committing to invest a cumulative total of more than $65 million in green revolving funds. In addition to UNH, Dartmouth College, Green Mountain and Middlebury colleges in Vermont, and Unity College in Maine joined the Founding Circle.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

UNH’s Energy Efficiency Fund (EEF) has already seen more than $500,000 in energy savings “returns,” including over $250,000 in FY12 alone.

A letter of affirmation from an individual with relevant expertise:

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Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

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<th>Subcategory</th>
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<tr>
<td>Research</td>
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<tr>
<td>Campus Engagement</td>
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<td>Air &amp; Climate</td>
<td>Yes</td>
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<tr>
<td>Buildings</td>
<td>Yes</td>
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<tr>
<td>Dining Services</td>
<td>No</td>
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<tr>
<td>Energy</td>
<td>Yes</td>
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<tr>
<td>Grounds</td>
<td>No</td>
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<tr>
<td>Topic</td>
<td>Yes/No</td>
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<td>--------------------------------------------</td>
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<tr>
<td>Purchasing</td>
<td>No</td>
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<tr>
<td>Transportation</td>
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<tr>
<td>Waste</td>
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<td>Water</td>
<td>No</td>
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<tr>
<td>Coordination, Planning &amp; Governance</td>
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<tr>
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<tr>
<td>Health, Wellbeing &amp; Work</td>
<td>No</td>
</tr>
<tr>
<td>Investment</td>
<td>No</td>
</tr>
</tbody>
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Other topic(s) that the innovation relates to that are not listed above:

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The website URL where information about the innovation is available:

http://sustainableunh.unh.edu/revolvingfund
Criteria

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Title or keywords related to the innovative policy, practice, program, or outcome:
Slow Fish event

A brief description of the innovative policy, practice, program, or outcome:
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A brief description of any positive measurable outcomes associated with the innovation (if not reported above):
---

A letter of affirmation from an individual with relevant expertise:
---

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

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**Other topic(s) that the innovation relates to that are not listed above:**

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

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Title or keywords related to the innovative policy, practice, program, or outcome:
Culture & Sustainability Summer Seminar

A brief description of the innovative policy, practice, program, or outcome:
---

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):
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A letter of affirmation from an individual with relevant expertise:
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Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

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The website URL where information about the innovation is available:
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Innovation 4

Responsible Party

Paul Chamberlin
Associate Vice President for Facilities
Facilities

Criteria

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Title or keywords related to the innovative policy, practice, program, or outcome:
Durham/UNH Oyster River Integrated Watershed Plan

A brief description of the innovative policy, practice, program, or outcome:
---

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):
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A letter of affirmation from an individual with relevant expertise:
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Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

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<tr>
<td>Purchasing</td>
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<tr>
<td>Other topic(s) that the innovation relates to that are not listed above:</td>
<td>---</td>
</tr>
<tr>
<td>The website URL where information about the innovation is available:</td>
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</table>