University of North Carolina at Greensboro

The following information was submitted through the STARS Reporting Tool.

Date Submitted:  Feb. 28, 2014

STARS Version:  1.2
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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.
Co-Curricular Education

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.

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Student Sustainability Educators Program

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

Criteria

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

- Selects or appoints students to serve as educators and formally designates the students as educators,
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or 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.

Student clubs or groups, which are covered by Co-Curricular Education Tier Two Credit 1, are not eligible for this credit unless the group meets the criteria outlined above.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Student Sustainability Outreach Campaign

Responsible Party

Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

Criteria

Institution holds at least one sustainability-related outreach campaign directed at students. The campaign 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.

To measure if the campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign.

The campaign could take the form of a competition (such as a residence hall conservation competition), or a collective challenge (such as a campus-wide drive to achieve a specific sustainability target).

The campaign may focus on one or more sustainability issues, but educating students is a primary feature of the campaign.

The campaign may reach additional campus members (faculty, staff, visitors, etc.) as long as students are one of the audiences of the campaigns.

The following impacts are not sufficient for this credit:

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

Submission Note:

UNCG profile, past results, and general info on RecycleMania participation available here:
http://www.recyclemania.cs.org/scoreboard/participating-schools/list?node_id=9979

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

Does the institution hold a campaign that meets the criteria for this credit?:

Yes

The name of the campaign(s):

RecycleMania

A brief description of the campaign(s):
UNCG competed with more than 520 other schools in the United States and Canada during the 2013 RecycleMania Tournament, which took place between the February 3rd and March 30th. This was the third year in a row UNCG has participated in the eight-week competition that ranks schools according to how much recycling, trash and food waste they collect. During the competition, the Office of Waste Reduction and Recycling (OWRR) conducted outreach activities and held events on campus to promote recycling and increase participation. As a result, UNCG recycled over 26% of its waste and recovered 91,295 pounds of organic and recyclable materials during the course of the 2013 competition.

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

MEASUREMENT NOTES:

Results in the GRAND CHAMPION category are calculated using the following equation:
(recyclables weight / (recyclables weight + trash weight)) X 100 = recycling rate (%)

Results in the PER CAPITA CLASSIC category are calculated using the following equation:
c recyclables weight / campus population (FTE students and staff) = lbs. / person

Results in the PAPER category are calculated using the following equation:
c recycled paper weight / campus population (FTE students and staff) = lbs. / person

POSITIVE IMPACTS MEASURED:

BASELINE PERFORMANCE (prior to 8-week campaign):

Grand Champion = 21.30% recycling rate (preseason week result)
Per Capita Classic = 0.40 lbs. / person (preseason week result)
Per Capita Classic = 3.20 lbs. / person (cumulative projection)
Paper = 0.04 lbs. / person (preseason week result)
Paper = 0.32 lbs. / person (cumulative projection)

COMPARATIVE PERFORMANCE (end of 8-week campaign):

Grand Champion = 26.25% recycling rate (cumulative result)
Per Capita Classic = 0.75 lbs. / person (week 8 result)
Per Capita Classic = 4.66 lbs. / person (cumulative result)
Per Capita Classic = 0.58 lbs. / person (average weekly result)
Paper = 0.15 lbs. / person (week 8 result)
Paper = 0.83 lbs. / person (cumulative result)
Paper = 0.10 lbs. / person (average weekly result)

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

http://facrecycling.uncg.edu/recyclemania.html
Sustainability in New Student Orientation

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

Criteria

Institution includes sustainability prominently in its new student orientation activities and programming. Sustainability activities and programming are made available to all new students and are intended to educate about the principles and practices of sustainability.

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context.

As this credit is intended to measure sustainability being infused throughout the institution, program or discipline-level orientations are not included in this credit.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Sustainability Outreach and Publications

Sustainability Coordinator
Sustainability Office

Criteria

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

- A central sustainability website that consolidates information about the institution’s sustainability efforts
- A sustainability newsletter
- 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 strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- 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

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

Does the institution have a central sustainability website that consolidates information about the institution's sustainability efforts?:
Yes

A brief description of the central sustainability website that consolidates information about the institution's sustainability efforts:

The website for the UNCG Office of Sustainability contains information regarding the physical plant of the university as well as community outreach projects, opportunities for student involvement (announcements and a calendar), and academic projects related to sustainability. A second website is the UNCG Office of Sustainability blog, "Where Blue and Gold Become Green" (http://uncgsustainability.wordpress.com/).
The website URL for the central sustainability website that consolidates information about the institution's sustainability efforts:
http://www.uncg.edu/fac/sustainability/

Does the institution have a sustainability newsletter?:
No

A brief description of the sustainability newsletter:
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The website URL for the sustainability newsletter:
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Does the institution have a vehicle to publish and disseminate student research on sustainability?:
Yes

A brief description of the vehicle to publish and disseminate student research on sustainability:
UNCG publishes a "UNCG Research" magazine and the "Discovery: Research News at UNCG" newsletter. Both publish and disseminate student research, including sustainability-focused projects.

The website URL for the vehicle to publish and disseminate student research on sustainability:
http://www.uncg.edu/rsh/researchmag.htm

Does the institution have building signage that highlights green building features?:
Yes

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

The website URL for building signage that highlights green building features:
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Does the institution have food service area signage and/or brochures that include information about sustainable food systems?:
Yes
A brief description of food service area signage and/or brochures that include information about sustainable food systems:

UNCG Dining Services provides information about their Project Clean Plate program, which encourages students to reduce food waste by only taking the amount of food they will eat. Dining Services also provides information about cage free eggs, sustainable seafood practices, and local produce.

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

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

Does the institution have signage on the grounds about sustainable grounds-keeping strategies employed?:

No

A brief description of signage on the grounds about sustainable grounds-keeping strategies employed:

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The website URL for signage on the grounds about sustainable grounds-keeping strategies employed:

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Does the institution have a sustainability walking map or tour?:

Yes

A brief description of the sustainability walking map or tour:

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

The website URL of the sustainability walking map or tour:

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

Does the institution have a guide for commuters about how to use alternative methods of transportation?:

Yes

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

Parking Operations and Campus Access Management at UNCG has made information about alternative transportation options available online. Options for students and employees are detailed, including public transportation, walking, cycling, carpooling, and car sharing (ZipCar). The site links to a commuter cost calculator, which helps commuters estimate their potential cost savings from various transportation options.
The website URL for the guide for commuters about how to use alternative methods of transportation:
http://parking.uncg.edu/sustainable.html

Does the institution have a guide for green living and incorporating sustainability into the residential experience?:
Yes

A brief description of the guide for green living and incorporating sustainability into the residential experience:
The Office of Sustainability worked with students to create "Green Living Guides" for two sets of residence halls, the Quad (recently renovated to LEED Gold) and Spartan Village (LEED Silver new development).

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

Does the institution have regular coverage of sustainability in the main student newspaper (either through a regular column or a reporter assigned to the sustainability beat)?:
Yes

A brief description of regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:
The student newspaper has not developed a regular column for sustainability; however, it does cover sustainability events such as Landfill on the Lawn, Earth Day, and Recyclemania.

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

Does the institution produce another sustainability publication or outreach material not covered above? (1st material):
Yes

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

The website URL for this material:
Does the institution produce another sustainability publication or outreach material not covered above? (2nd material):
Yes

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

The website URL for this material:
http://facsustainability.uncg.edu/green-office-certification-program/

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:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (4th material):
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A brief description of this material:
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The website URL for this 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:
The website URL for this 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:
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The website URL for this 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:
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The website URL for this material:
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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:
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The website URL for this material:
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StARS Reporting Tool | AASHE

Student Group

Responsible Party

Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

Submission Note:

Information about other student groups that address sustainability available here:

Geography Club -
http://www.uncg.edu/geo/geoclub.html

Wine to Water -
https://www.facebook.com/UncgWineToWater

Student Garden Club -
http://www.uncg.edu/aas/uncg_gardens/scofficers.html

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

Does the institution have an active student group focused on sustainability?:

Yes

The name and a brief description of each student group:

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

List up to 4 notable recent activities or accomplishments of student group(s):

1. Vampire Energy Slayers program
2. Visiting classes and info tabling at the EUC to recruit and raise awareness
3. Green Fund - Drafting a formal proposal and getting support cards signed
4. Hosting a post-screening discussion for the UNCG Sustainability Film Series

List other student groups that address sustainability:

Geography Club, Wine to Water, Student Garden Club

The website URL where information about student group(s) is available:
Organic Garden

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

Submission Note:

Some information for this credit was received from Dr. Susan Andreatta, co-chair of the UNCG Gardens committee.

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

Does the institution have an on-campus garden where students are able to gain organic farming and/or gardening experience?:
Yes

A brief description of the garden:

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

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

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

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

The website URL where information about the garden is available:

http://www.uncg.edu/aas/uncg_gardens/
Model Room in a Residence Hall

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

Responsible Party

Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

Submission Note:

Information about the Sustainable Entrepreneurship: Spartan Startup Living-Learning Community is available here:
http://learningcommunities.uncg.edu/lc/susent.php

Information about the Make a Difference House (MADH) Living-Learning Community is available here:
http://learningcommunities.uncg.edu/lc/madh.php

Information about the Mosaic Living-Learning Community is available here:
http://learningcommunities.uncg.edu/lc/mosaic.php

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

Does the institution have sustainability-themed housing (residential floor or hall, or theme house) where residents learn about sustainability together and to which residents must apply?:

Yes

A brief description of the themed housing, including name(s) and descriptions of theme(s):

Sustainable Entrepreneurship: Spartan Startup is a Living-Learning Community open to freshmen and sophomores studying Entrepreneurship. Students live and collaborate with other creative entrepreneurs in UNCG's Jefferson Suites Residence Hall, which has been awarded LEED Silver certification by the USGBC.

Make a Difference House (MADH) is a freshman-sophomore Living Learning community that focuses on volunteer work to create positive change in the Greensboro Triad community. Make a Difference House is devoted to helping its participants become active citizens through education, service-learning, volunteerism, and personal responsibility to the community.

Mosaic is a Living-Learning Community open to all first year students interested in expanding their understanding of social justice, multiculturalism, and global citizenship. Students have the opportunity to engage in dialogue and activities related to the social justice principals of human rights, equality, and affecting global change with local action.

The website URL where information about the themed housing is available:
http://learningcommunities.uncg.edu/lc/llc.php

The total number of residents in themed housing. :

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Sustainable Enterprise

Responsible Party

Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

Submission Note:

Information for this credit was received from Dr. Dianne Welsh, Spartan Trader Manager and Director of the UNCG Entrepreneurship Cross-Disciplinary Programs.

Information about the UNCG Entrepreneurship Cross Disciplinary Programs available here:
http://bae.uncg.edu/ecdp/

CRS 421 Entrepreneurship Practicum in Apparel and Consumer Retailing: Store Operations (3:1:6) Pr. completion of 30 semester hours at UNCG. Operation of student-run on-campus retail store. Application of industry knowledge and skills to maintain financial success using appropriate customer service, inventory management, and merchandise display techniques. (Same as ENT 421).

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

Does the institution have a student-run enterprise, such as a cafe, through which students gain sustainable business skills?:

Yes

A brief description of the enterprise:

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

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

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

The ST is operated through the Entrepreneurship Cross Disciplinary Programs (ECDP) Office in the Bryan School of Business and Economics at UNCG. The cross-disciplinary structure of UNCG’s Entrepreneurship program allows students from a variety of schools across campus to implement ideas at all levels of the store from marketing strategies to 5-year plans. See public notes for more detailed information on the courses involved with ST operations.
The website URL where information about the sustainable enterprise is available:
http://bae.uncg.edu/spartantrader/
# Sustainability Events

## Responsible Party

**Chad Carwein**  
Sustainability Education and Outreach Specialist  
Sustainability Office

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### Submission Note:

See also:  
http://facsustainability.uncg.edu/calendar-of-events/

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

### Does the institution hold major events related to sustainability, such as conferences, speaker series, or symposia, that have students as the intended audience?:

Yes

### A brief description of the event(s):

UNCG has held several events related to sustainability:

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

* UNCG has held Campus Sustainability Day since 2010.

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

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

* Throughout 2013, UNCG hosted the 7th Annual Sustainability Film & Discussion Series. This monthly event features the latest documentaries about environmental education, climate change, and sustainable living. The post-screening discussions are led by local experts, which gives the participants a chance to ask questions and learn more about relevant sustainability issues in our community. All films are free, open to the public, and screened in the Weatherspoon Art Museum Auditorium.

* In Spring 2013, UNCG hosted the 4th Annual Sustainability Shorts Film Competition. Judging was based on relation to sustainability as well as concept, cinematography, acting, production quality, costuming, writing, etc. All entries were screened as part of the UNCG Sustainability Film Series. After the film screening, three winners were announced and celebrated at the event.

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

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

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

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

http://uncgsustainability.wordpress.com/
Outdoors Program

Responsible Party
Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

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

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

Does the institution have a wilderness or outdoors program that organizes hiking, backpacking, kayaking, or other outings for students and follows Leave No Trace principles?:
Yes

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

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

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

The website URL where information about the program is available:
http://campusrec.uncg.edu/oa/
Themed Semester or Year

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

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Sustainability Course Identification

**Responsible Party**

Aaron Allen  
Asst. Professor  
Music

**Criteria**

**Part 1**

Institution has developed a definition of sustainability in the curriculum. The definition was developed by a committee comprised of at least three faculty members who teach courses in different departments. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

In order to report on other STARS Curriculum credits, the definition of sustainability in the curriculum should distinguish between courses that focus or concentrate on the concept of sustainability throughout the course and courses that relate to an aspect of sustainability or include sustainability as part of the course.

- **Sustainability-focused courses** concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.
- **Sustainability-related courses** incorporate sustainability as a distinct course component or module or concentrate on a single sustainability principle or issue.

**Part 2**

Institution has identified its sustainability-focused and sustainability-related course offerings. A course is either sustainability-focused or sustainability-related; no course should be identified as both sustainability-focused and sustainability-related. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 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.

**Part 3**

Institution makes its sustainability course inventory publicly available online. The identification can be incorporated into the course catalog or posted as a stand-alone document.

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

**Has the institution developed a definition of sustainability in the curriculum?:**

Yes

**A copy of the institution's definition of sustainability in the curriculum?:**
The Academic Subcommittee of the Climate Action Plan (CAP) team was tasked with establishing a definition of sustainability in academics (curriculum and research). The CAP was published and adopted in 2013, and team's definition is as follows (from pp. 84-85):

The UNCG Strategic Plan, UNCG Tomorrow, defines sustainability as “Academics, operations, and outreach… conducted with careful attention to the enduring interconnectedness of social equity, the environment, the economy, and aesthetics.” Ensuring that students acquire a basic understanding of the individual elements of sustainability identified in this definition only serves as the beginning of sustainability in academics at UNCG, however. The centrality of the natural environment is essential to the entire idea of sustainability; the core of the concept is how the environment shapes, and is shaped by, economic, social and aesthetic factors. Because of this characteristic, imparting a robust understanding of the natural environment to students is vital to any attempt to infuse sustainability into our academic programs.

Infusing sustainability into academics at UNCG will produce graduates who are able to:

• Communicate the basics of sustainability;
• Employ and promote sustainable practices during their time at UNCG; and
• Apply relevant sustainable practices in their career paths.

Other important aspects of this philosophy include conveying current insights and best practices (instruction) and generating new knowledge (research) that explain and enhance the links between the various elements of sustainability. Emphasizing the intentionality of these connections and broadening the scopes in which students think and act are significant outcomes for sustainability in academics. UNCG will provide training and resources to faculty to build the programs needed to achieve these goals.

**Has the institution identified its sustainability-focused and sustainability-related course offerings?:**

Yes

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

Two inventories have been completed.

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

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

**Does the institution make its sustainability course inventory publicly available online?:**

Yes

**The website URL where the sustainability course inventory is posted:**

http://facsustainability.uncg.edu/students/
Sustainability-Focused Courses

Responsible Party

Aaron Allen
Asst. Professor
Music

Criteria

Institution offers sustainability-focused academic courses.

This credit does not include continuing education and extension courses, which are covered by PAE Credit 21: Sustainability in Continuing Education.

Submission Note:

Course inventory data compiled in 2013-2014, although not all classes necessarily offered in that academic year.

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

The number of sustainability-focused courses offered:

51

The total number of courses offered:

1,439

Number of years covered by the data:

One

A list of sustainability-focused courses offered:

ATY 213 Introduction to Cultural Anthropology
ATY 253 Introduction to Biological Anthropology/ATY 253L
ATY 450 Anthropology in the Environment
ATY 520 Economic Anthropology
BIO 105 Major Concepts of Biology/BIO105L (lab required)
BIO 111 Principles of Biology I
BIO 301 Principles of Ecology (lab not required)
BIO 361 Biology and Conservation of Sea Turtles
BIO 431 The Biosphere
BIO 526 Conservation Biology
CHE 103 General Descriptive Chemistry I/CHE 110
CHE 111 General Chemistry I/CHE 112
CHE 252 Chemistry and the Human Environment
ECO 100 Economics of a Global Sustainable Society
ECO 201 Principles of Microeconomics
ECO 300 The International Economy
ECO 380 Environmental and Natural Resource Economics
ENG 380 Literature and the Environment
ENT/BUS 340 Social Entrepreneurship
ENV 100 Introduction to Environmental Studies
ENV 110 Introduction to Sustainability Studies
GEO 106 Geosystems Science/106L
GEO 205 Environmental Change: Its Nature and Impact
GEO 303 World Population Problems
GEO 305 Environmental Hazards Assessment
GEO 311 Weather and Climate/311L
GEO 313 Natural Resource Regions of North America
HEA 207 International Health
HEA 316 Environmental Health
HIS 334 United States Environmental
IAR 124 Introduction to Sustainable Design
IAR 221 History and Theory of Design I
IAR 222 History and Theory of Design II
LLC 130 Global Green: Sustainability and Cultures of Production and Consumption
MTD 223 Music and the Environment
PCS 505 Environmental Justice: Interdisciplinary Response for Sustainability
PHI 361 Ethical Issues in Business
PHL 363 Environmental Ethics
PSC 312 Environmental Law and Policy
PSC 313 Natural Resources Law and Policy
REL 250 Religious Traditions and the Care of the Earth
SOC 202 Social Problems in Global Context
SOC 346 Population Problems
SOC 370 Environmental Sociology
SOC 377 Disaster Self and Society
STH 101 Introduction to Sustainable Development
STH 201 Corporate Social Responsibility
STH 232 Tourism Impacts and Alternatives
STH 311 Sustainable Food and Beverage
STH 332 Sustainable Destination Planning and Management
STH/GEO 331 Sustainable Tourism and Transportation

The website URL where the publicly available sustainability course inventory that includes a list of sustainability-focused courses is available:
http://facsustainability.uncg.edu/sustainability-focused-courses/

A copy of the sustainability course inventory:
STARS Sustainability Focused Courses.doc
Sustainability-Related Courses

Responsible Party

Aaron Allen
Asst. Professor
Music

Criteria

Institution offers sustainability-related academic courses.

This credit does not include continuing education and extension courses, which are covered by PAE Credit 21: Sustainability in Continuing Education.

Submission Note:

Note that this course inventory data is from 2011.

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

The number of sustainability-related courses offered:

264

The total number of courses offered:

4,310

Number of years covered by the data:

Three

A list of sustainability-related courses offered:

AFS 201 Introduction to African American Studies
AFS 210 Blacks in American Society
ARH 213 Classical Architecture and Classicisms
ART 281 Ceramics I
ART 381 Ceramics II
ART 481 Ceramics III
ATY 212 Introduction to Anthropology
ATY 213 Introduction to Cultural Anthropology
ATY 253 Introduction to Physical Anthropology
ATY 253L Introduction to Physical Anthropology Laboratory
ATY 312 Experimental Course – The Anthropology of Children
ATY 330 Cultures of North American Indians
ATY 510 Archaeology of South America
ATY 583 Culture and Society
BIO 110 Introduction to Biology
BIO 111 Principles of Biology I
BIO 111L Principles of Biology Laboratory
BIO 112 Principles of Biology II
BIO 280 Fundamentals of Microbiology
BIO 301 Principles of Ecology
BIO 302 Introductory Ecology Laboratory
BIO 322 Plant Diversity
BIO 341 Invertebrate Zoology
BIO 354 Plant Systematics
BIO 355 Cell Biology
BIO 356 Cell Biology Laboratory
BIO 370 Vertebrate Zoology
BIO 420 Marine Biology
BIO 424 Plant Physiology and Biotechnology
BIO 425 Biological Clocks
BIO 438 Animal Behavior
BIO 439 Animal Behavior with Laboratory
BIO 477 Animal Physiology
BIO 481 General Microbiology
BIO 499 Undergraduate Research
BIO 501 Advanced Topics in Animal Ecology
BIO 505 Advanced Topics in Ecological Physiology
BIO 510 Advanced Topics in Plant Ecology
BIO 511 Advanced Topics in Plant Physiology
BIO 520 Ecosystem Ecology
BIO 522 Landscape Ecology
BIO 523 Landscape Ecology Laboratory
BIO 526 Conservation Biology
BIO 527 Terrestrial Plant Ecology
BIO 528 Microbial Ecology
BIO 529 Aquatic Ecology
BIO 530 Aquatic Ecology Laboratory
BIO 536 Biology of Aging
BIO 541 Entomology
BIO 579 Environmental Physiology
BIO 583 Virology
BIO 584 Immunology
BIO 586 Cell Cycle and Cancer
BIO 587 Epigenetics
BIO 589A Experimental Course – Ecology of Infectious Diseases
BIO 591 Population Genetics and Molecular Evolution
BIO 601 Seminar in Animal Ecology
BIO 605 Seminar in Ecology
BIO 649 Research Lab Rotations
BIO 692 Genomics
BUS 300 Ideas to Opportunities
BUS 607 Entrepreneurship
CCI 336 Language Change
CED 605 Counseling Diverse Populations
CED 662 Multicultural Considerations in School Counseling
CHE 101 Introductory Chemistry
CHE 252 Chemistry and the Human Environment
CHE 351 Organic Chemistry I
CNR 589 Experimental Course – Sports, Conflict, and Peace Global Issues with Local Solutions
CNR 633 Restorative Justice
CRS 221 Culture, Human Behavior, and Clothing
CRS 321 Social Psychology of Dress
CRS 530 Economics of the Textile and Apparel Complex
CSC 312 Ethics in Computer Science
CSD 627 Multicultural Issues in Communication Sciences and Disorders
CST 200 Communication and Community
CST 210 Communicating Ethically
CST 337 Intercultural Communication
CST 460 Special Topics in Communication Research
CST 506 Speaking Out for Community Change
CST 562 Organizational Change
CST 601 Engaging Communication Theories
CST 605 Communicating for Social Change
CST 635 Identity, Culture, and Communication
DCE 205 Dance History I
DCE 505 Contemporary Dance
ECO 201 Principles of Microeconomics
ECO 202 Principles of Macroeconomics
ECO 312 Economics of Technology
ECO 346 Intermediate Macroeconomic Theory
ECO 365 The Economics of European Integration
ECO 523 Topics in Public Policy
ECO 731 Applied Policy Methods
ELC 381 The Institution of Education
ELC 615 Foundations of Curriculum
ELC 616 Culturally Responsive Leadership
ELC 659 Educational Finance
ELC 694 Cultural and Political Dimensions of Schooling
ELC 695 Comparative Education
ELC 700 Critical Perspectives in Education, Leadership, and Culture
ENG 103 Essentials of Professional and Business Writing
ENG 316 Studies in Human Rights and Literature
ENG 505 Cultural Studies
FRE 599 Community-Based Service Learning in Francophone Studies
GEO 103 Introduction to Earth Science
GEO 106 Geosystems Science
GEO 106L Geosystems Science Laboratory
GEO 304 Introduction to Transportation Analysis
GEO 305 Environmental Hazards Assessment
GEO 306 World Economic Geography
GEO 311 Weather and Climate
GEO 311L Climatology Laboratory
GEO 312 Geomorphology of North America
GEO 315 The Geography of World Affairs
GEO 330 Elements of Hydrology
GEO 333 Geography of Europe
GEO 338 Regions of Latin America
GEO 340 Geography of East Asia
GEO 344 Geography of the United States and Canada
GEO 502 Urban Planning
GEO 510 Biogeography
GEO 511 Advanced Weather and Climate—Synoptic Climatology
GEO 522 Seminar in Population and Urban Studies
GEO 533 Regional Economic Development
GEO 560 Seminar in Regional Geography
GEO 570 Applied Physical Geography
GEO 602 Regional Planning
GEO 631 Transportation Planning
GEO 633 Advanced Topics in European Geography
GEO 635 Geography of Asia
GEO 792 Seminar in Regional Economic Development
GRO 633 Long Term Care Public Policy
HDF 341 Social Emotional Competence in Inclusive Settings
HDF 407 Issues Affecting Women and Families
HDF 409 Family Diversity
HDF 410 Families and Children in Global Perspective
HDF 422 Interrelationships between Families and the Community
HDF 468 Diversity in Inclusive Early Care and Education
HDF 610 Child Development in Cultural Context
HDF 626 Social and Economic Problems of the Family
HDF 710 The Ecology of Human Development
HEA 207 International Health
HEA 307 Topics in International Health
HEA 308 Introduction to Public Health
HEA 315 Epidemiology
HEA 333 Health of Women
HEA 334 Community Health
HEA 340 Community Observation and Assessment
HEA 407 Experimental Course – Community Service Learning in International Health
HEA 471 Immigrant and Refugee Health
HEA 602 Epidemiology
HEA 640 Global Health Issues
HEA 648 Applied Program Planning
HEA 671 Immigrant and Refugee Health
HED 745 Higher Education – Equity, Inclusion, and Learning
HHP 110 Bridging Differences through Community Relationships
HIS 334 United States Environmental History
HIS 543 Historic Preservation Principles and Practice
HIS 548 Architectural Conservation
HIS 624 History of American Landscapes and Architecture
HSS 198 Honors Colloquium
HTM 151 Introduction to Hospitality and Tourism Management
HTM 351 Hotel Operations
HTM 423 Meeting and Event Planning and Management
IAR 101 & 102 Environmental Design I, II
IAR 110 Design Visualization I
IAR 201 & 202 Basic Environmental Design III, IV
IAR 211 & 212 Visual Communication I, II
IAR 221 & 222 History and Theory of Design I, II
IAR 301 Interior Architecture
IAR 332 Materials, Methods, and Technologies of Interior Architecture I
IAR 333 Materials, Methods, and Technologies of Interior Architecture II
IAR 355 Housing and Community
IAR 411 Interior Architecture IIIS
IAR 431 Interior Lighting Design
IAR 501 & 502 Advanced Interior Architecture I, II
IAR 552 History and Theories of Material Culture
IAR 565 Materials and Methodologies Seminar
ISC 289 Experimental Course – Endings How Civilization, Earth, and Universe May Perish
KIN 330 Sociocultural Analyses of Sport and Exercise
KIN 630 Sport and Society – Social Inequalities
KIN 632 Sport and Society – Global and Ethnic Relations
KIN 635 Gender Issues in Kinesiology
KIN 658 Multiculturalism and Physical Education Curriculum
KIN 710 Sport and Feminisms
MBA 703 Economic Environment of the Firm
MGT 354 Managing Diversity in Organizations
MLS 620 Human Nature and Society
MST 320 Multimedia for Social Entrepreneurship and Civic Engagement
MST 410 Experimental Course – Ecomusicology
MST 423 Movies that Matter
MTD 211 Topics in Pop Music
MUE 468 Teaching Music in a Multicultural Population
MUE 627 Issues in Multicultural Music Education
MUP 151, 152 Performance Studies
MUP 302, 303 Keyboard Harmony I, II
MUS 343 Music Cultures of the World
MUS 697 Directed Study in Music Composition, Ethnomusicology, Musicology and Theory
NTR 103 Food Selection and Preparation
NTR 213 Introductory Nutrition
NTR 423 Community and International Nutrition
NUR 310 Nursing Care of Individuals with Psychosocial Problems
NUR 390 Culture and Health Care
NUR 420 Nursing Care in the Community
PHI 121 Contemporary Moral Problems
PHI 331 Social and Political Philosophy
PHI 338 Ethics and International Affairs
PSC 290 The Politics of the Non-Western World
PSC 312 Environmental Law and Policy
PSC 314 Wildlife Law and Policy
PSC 510 Topics in Public Policy
PSC 620 Urban Development Policy
PSC 630 Community and Economic Development Theory and Practice
PSY 341 Abnormal Psychology
PSY 370 Ethnicity, Development, and Psychopathology
PSY 646 Social Bases of Personality
PSY 745 Multicultural Issues in Clinical Psychology
RCO 121 Ashby Residential College Seminar in Language and Culture
RCO 149 Experimental Course – The Good Life Living Well and Doing Well in a Global
RCO 252 Introductory Concepts in Biology
RCO 255 Introductory Concepts in Earth Science
RCO 306 Explorations in Music and Nature
RCS 464 Multicultural and Multichannel Retailing
REL 309 Spirituality and Culture in the West
RPM 101 Leisure and American Lifestyles
RPM 102 Creating a Meaningful Life
RPM 202 Environmental Education
RPM 203 Fundamentals of Outdoor Leadership
RPM 314 Recreation Services with Underrepresented Groups
RPM 401 Strategic Community Leadership
RPM 627 Conceptual Foundations of Travel and Tourism
SES 245 Introduction to the Deaf Community
SES 455 Rural Education I – Deaf and Hard of Hearing
SES 498 Interpreting in Social Service Settings
SES 508 International Service-Learning in Special Education
SES 605 Diversity and Inclusive Early Care and Education
SOC 101 Introduction to Sociology
SOC 201 Social Problems
SOC 225 Race, Class, and Gender Social Inequalities
SOC 261 Health and Society
SOC 301 Introduction to Methods and Research
SOC 317 Criminal Justice
SOC 329 Sociological Perspectives on Gender
SOC 341 Sociological Perspectives on Social Psychology
SOC 371 Immigration, Ethnicity, and Race in a Global Context
SOC 374 Experimental Course
SOC 526 Comparative Minority Relations
SOC 552 Sociology of Science and Technology
SOC 616 Advanced Research Methods
SOC 643 Urban Sociology
SWK 522 Comparative Study of Cross-cultural Social Work Practice
SWK 621 Social Welfare Policy and Analysis I
SWK 625 Human Behavior and Social Functioning II
SWK 638 Social Work in Health and Mental Health I
SWK 643 Social Work in Health and Mental Health II
TED 402 Student Engagement in the Classroom
TED 403 Teaching English Learners with Diverse Abilities
TED 452 Educational Psychology for the Middle Grades
TED 523 Legal, Historical, and Cultural Issues in ESL
TED 561 Nature of Science, Technology, and Society
TED 622 Differentiated Instruction
TED 623 Environmental Education
TED 747 Doctoral Seminar in Learning and Cognition
WGS 589 Experimental Course Social Entrepreneurship and Feminist Praxis

The website URL where the sustainability course inventory that includes a list of sustainability-related courses is posted:

http://facsustainability.uncg.edu/sustainability-related-courses/

A copy of the sustainability course inventory:

STARS Sustainability-Related Courses.doc
Sustainability Courses by Department

Responsible Party

Aaron Allen
Asst. Professor
Music

Criteria

Institution’s academic departments (or equivalent) offer sustainability-related and/or sustainability-focused courses.

Submission Note:

See also
http://facsustainability.uncg.edu/sustainability-focused-courses/

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

The number of departments that offer at least one sustainability-related or -focused course:

51

The total number of departments that offer courses:

52

A list of departments that offer sustainability courses:

African American Studies
Anthropology
Art History
Ashby Residential College
Business Administration
Chemistry and Biochemistry
Classical Civilization
Communication Sciences and Disorders
Communication Studies
Computer Science
Consumer, Apparel, and Retail Studies
Counseling and Educational Development
Dance
Economics
Educational Leadership and Cultural Foundations
English
French
Geography
Gerontology
Health and Human Performance
Higher Education
History
Honors Programs
Human Development and Family Studies
Integrated Science
Interior Architecture
Kinesiology
Management
Master of Arts in Liberal Studies
Master of Business Administration
Media Studies
Music
Music Education
Music Performance
Nursing
Nutrition
Peace and Conflict Studies
Philosophy
Political Science
Psychology
Public Health
Recreation and Parks Management
Religious Studies
Retailing and Consumer Studies
Social Work
Sociology
Specialized Education Services
Studio Art
Sustainable Tourism & Hospitality
Teacher Education
Women’s and Gender Studies

The website URL where the publicly available sustainability course inventory that includes a list of departments that offer sustainability courses is available:

http://facsustainability.uncg.edu/sustainability-related-courses/

A copy of the sustainability course inventory:

STARS Sustainability Courses All.doc
Sustainability Learning Outcomes

Responsible Party

Aaron Allen
Asst. Professor
Music

Criteria

Institution’s students graduate from programs that include sustainability as a required learning outcome or include multiple sustainability learning outcomes.

For this credit, learning outcomes at the course level count if the course is required to earn the degree. This credit includes graduate as well as undergraduate programs. For this credit, "programs" include majors, minors, concentrations, certificates, and other academic designations. Programs that include co-curricular aspects may count as long as there is an academic component of the program.

Submission Note:

The data on undergraduate degrees awarded are from the 2011-12 UNCG Factbook (latest complete data set):

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

(Graduate degrees are not included.)

Learning outcomes for various programs can be found here:

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

In addition to the program-level learning outcomes of the departments listed above, the Bryan School of Business and Economics adopted "sustainability" as one of the core elements of its mission (see http://bae.uncg.edu/about-bryan/mission/), with an attendant requirement that all students in all departments take a course that significantly emphasizes sustainability. The students impacted by this requirement should begin to graduate in 2014-15, when the number of graduates covered by sustainability learning outcomes will increase significantly.

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

The number of graduates covered by the sustainability learning outcomes:

377

Total number of graduates:

2,958
A list of degree programs that have sustainability learning outcomes:

Biology
Community Health Education
Environmental Studies
Geography
Interior Architecture
Sociology / Social Problems in a Global Society
Social Work

The website URL where the publicly available sustainability course inventory that includes a list of degree programs that have specified sustainability learning outcomes is available:

http://facsustainability.uncg.edu/students/

A copy of the sustainability course inventory:

STARS Sustainability Learning Outcomes_1.doc

A list or sample of the sustainability learning outcomes associated with the degree programs:

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

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

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

Responsible Party

Aaron Allen
Asst. Professor
Music

Criteria

Institution offers at least one sustainability-focused undergraduate major, degree program, or equivalent.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a major (e.g. a concentration on sustainable business within the business major) do not count for this credit.

Submission Note:

The Environmental Studies Program includes a broad range of content relating to sustainability issues. The Program just created a minor in sustainability and has renamed itself (effective 1 August 2014) the "Environmental and Sustainability Studies Program."

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

Does the institution offer an undergraduate degree program that meets the criteria for this credit?:

Yes

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

Environmental Studies

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

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

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

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

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

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

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

---
Graduate Program in Sustainability

Responsible Party

Aaron Allen
Asst. Professor
Music

Criteria

Institution offers at least one sustainability-focused degree program or equivalent for graduate students.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count for this credit as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a degree program (e.g. a concentration on sustainable business within an MBA program) do not count for this credit.

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

Does the institution offer a graduate degree program that meets the criteria for this credit?:
Yes

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

The website URL for the program (1st program):
http://www.uncg.edu/bio/gradprograms/PhD_Environ_Health_Sci.html

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

The website URL for the program (2nd program):
---

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

The website URL for the program (3rd program):
---
The name and website URLs of all other sustainability-focused, graduate-level degree program(s):

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Sustainability Immersive Experience

Responsible Party
Aaron Allen
Asst. Professor
Music

Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program(s) may take place off-campus, overseas, or on-campus.

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

- it concentrates on sustainability, including its social, economic, and environmental dimensions or
- it examines an issue or topic using sustainability as a lens.

Immersive programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

Submission Note:

Other Learning Communities include:
Emerging Energy,
http://learningcommunities.uncg.edu/lc/energy.php

and
Global Connections, Local Impacts,
http://learningcommunities.uncg.edu/lc/impact.php

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

Does the institution offer a program that meets the criteria for this credit?:

Yes

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

The Sustainable Entrepreneurship Living-Learning Community immerses students in a creative and collaborative "think-tank" environment. The program is focused on building transferable entrepreneurship knowledge and skills for business success in a dynamic global economy that is increasingly restructured by concerns about sustainability.
The website URL where information about the immersive experience is available:
http://learningcommunities.uncg.edu/lc/susent.php
Sustainability Literacy Assessment

Criteria

Part 1

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics, not values or beliefs.

Part 2

Institution conducts a follow-up assessment of the same cohort group using the same instrument.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Incentives for Developing Sustainability Courses

Responsible Party

Aaron Allen
Asst. Professor
Music

Criteria

Institution has an ongoing program or programs that offer incentives for faculty in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. The program 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 a program that meets the criteria outlined above?:

Yes

A brief description of the program(s):

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

The goals of these workshops are:
1) to increase the number of new and existing sustainability courses at UNCG,
2) to improve the quality of sustainability education at UNCG, and
3) to strengthen the community of scholars and teachers involved in sustainability education at UNCG.

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

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

In addition to all meals and snacks, and the camaraderie and edification, faculty participants receive add pay of $250 if they successfully complete the workshop and submit a new or revised syllabus.
The website URL where information about the program is available:
http://ure.uncg.edu/prod/cweekly/2013/11/19/sustainabilityinthecurriculum/
# Research

This subcategory seeks to recognize institutions that are conducting research related to or focused on sustainability. 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.

<table>
<thead>
<tr>
<th>Credit</th>
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<tbody>
<tr>
<td>Sustainability Research Identification</td>
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<td>Faculty Engaged in Sustainability Research</td>
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<tr>
<td>Sustainability Research Incentives</td>
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<tr>
<td>Interdisciplinary Research in Tenure and Promotion</td>
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</tbody>
</table>
Criteria

Part 1
Institution has developed a definition of sustainability research. The definition was developed by a committee comprised of at least three faculty members from different departments who conduct research. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

Part 2
Institution has identified its sustainability research activities and initiatives. This research inventory should include all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

Part 3
Institution makes its sustainability research inventory publicly available online.

Has the institution developed a definition of sustainability research?:
Yes

A copy of the institution's definition of sustainability research:
The Academic Subcommittee of the Climate Action Plan (CAP) team was tasked with establishing a definition of sustainability in academics (curriculum and research). The CAP was published and adopted in 2013, and team's definition is as follows (from pp. 84-85):

The UNCG Strategic Plan, UNCG Tomorrow, defines sustainability as “Academics, operations, and outreach… conducted with careful attention to the enduring interconnectedness of social equity, the environment, the economy, and aesthetics.” Ensuring that students acquire a basic understanding of the individual elements of sustainability identified in this definition only serves as the beginning of sustainability in academics at UNCG, however. The centrality of the natural environment is essential to the entire idea of sustainability; the core of the concept is how the environment shapes, and is shaped by, economic, social and aesthetic factors. Because of this characteristic, imparting a robust understanding of the natural environment to students is vital to any attempt to infuse sustainability into our academic programs.

Infusing sustainability into academics at UNCG will produce graduates who are able to:
• Communicate the basics of sustainability;
• Employ and promote sustainable practices during their time at UNCG; and
• Apply relevant sustainable practices in their career paths.
Other important aspects of this philosophy include conveying current insights and best practices (instruction) and generating new knowledge (research) that explain and enhance the links between the various elements of sustainability. Emphasizing the intentionality of these connections and broadening the scopes in which students think and act are significant outcomes for sustainability in academics. UNCG will provide training and resources to faculty to build the programs needed to achieve these goals.

Has the institution identified its sustainability research activities and initiatives?:
Yes

A brief description of the methodology the institution followed to complete the inventory:
Two inventories have been completed.

In 2011, a survey was created by interior architecture professor and campus sustainability leader Dr. Anna Marshall-Baker for UNCG faculty to identify sustainability in their research activities; the university's definition of sustainability in its Strategic Plan was used to guide respondents, and results were reviewed by Dr. Marshall-Baker and Sustainability Coordinator for Operations Trey McDonald.

In 2014, Academic Sustainability Coordinator and associate professor of musicology Dr. Aaron Allen, together with his research assistant, examined the biographies and/or CVs of every full-time tenured and tenure-track faculty member.

These two inventories include, obviously, many overlapping individuals. In addition, self-selecting faculty who have expressed interest in sustainability research and/or teaching have signed up for a sustainability faculty "Google Group."

Does the institution make its sustainability research inventory publicly available online?:
Yes

The website URL where the sustainability research inventory is posted (required if claiming Part 3 of the credit):
http://facsustainability.uncg.edu/uncg-faculty-research-in-sustainability/
Faculty Engaged in Sustainability Research

Responsible Party

Aaron Allen
Asst. Professor
Music

Criteria

Institution’s faculty members conduct research on sustainability topics.

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

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

The number of faculty members engaged in sustainability research:
94

The total number of faculty members engaged in research:
643

Names and department affiliations of faculty engaged in sustainability research:

Anita S Tesh, Adult Health
Elizabeth R Van Horn, Adult Health
Tara T Green, African-American Studies Prog.
Susan Andreatta, Anthropology
Charles P Egeland, Anthropology
Linda F Stine, Anthropology
Christopher M Cassidy, Art
Amy J Lixl-Purcell, Art
Stanley H Faeth, Biology
Vincent C Henrich, Biology
Anne E Hershey, Biology
Matina C Kalcounis-Ruppell, Biology
Bruce K Kirchoff, Biology
Elizabeth P Lacey, Biology
John J Lepri, Biology
David L Remington, Biology
Parke A Rublee, Biology
Olav Rueppell, Biology
Malcolm D Schug, Biology
Robert H Stavn, Biology
Tsz-Ki M Tsui, Biology
Gideon Wasserberg, Biology
Robert B Banks, Chemistry & Biochemistry
Nadja B Cech, Chemistry & Biochemistry
Mitchell P Croatt, Chemistry & Biochemistry
Liam M Duffy, Chemistry & Biochemistry
Alice E Haddy, Chemistry & Biochemistry
Nicholas Oberlies, Chemistry & Biochemistry
Sharon L Bracci, Communication Studies
Etsuko Kinefuchi, Communication Studies
Marianne E Legreco, Communication Studies
Beth E Barba, Community Practice
Melanie R Carrico, Consumer, Apparel, & Ret Stds
Seoha Min, Consumer, Apparel, & Ret Stds
Larry E Lavender, Dance
Garth A Heutel, Economics
Stephen P Holland, Economics
Albert N Link, Economics
Rebecca Black, English
Karen L Kilcup, English
Hephzibah C Roskelly, English
Stephen R Yarbrough, English
Keith G Debbage, Geography
Corey M Johnson, Geography
Paul A Knapp, Geography
Michael E Lewis, Geography
Zhi-Jun Liu, Geography
Roy S Stine, Geography
Selima Sultana, Geography
Susan M Walcott, Geography
Warren G O'Brien, History
Linda L Hestenes, Human Develop & Family Studies
Mary Y Morgan, Human Develop & Family Studies
Jonathan R Tudge, Human Develop & Family Studies
Larry R Taube, Info Sys and Supply Chn Mngmt
Laura B Cole, Interior Architecture
Travis L Hicks, Interior Architecture
Carl T Lambeth, Interior Architecture
Anna Marshall-Baker, Interior Architecture
Hannah R Mendoza, Interior Architecture
Tina Sarawgi, Interior Architecture
Susanne Rinner, Languages Literatures Cultures
Carmen T Sotomayor, Languages Literatures Cultures
Erick T Byrd, Marketing, ENT, HTM
Bonnie M Canziani, Marketing, ENT, HTM
Zachary D Cole, Marketing, ENT, HTM
Yu-Chin Hsieh, Marketing, ENT, HTM
Jiyoung Hwang, Marketing, ENT, HTM
Sevil Sonmez, Marketing, ENT, HTM
Dianne H Welsh, Marketing, ENT, HTM
Jonathan T Rowell, Mathematics and Statistics
Matthew Barr, Media Studies
Aaron S Allen, Music Studies
Daniel J Herr, Nanoscience
Joseph M Starobin, Nanoscience
Keith M Erikson, Nutrition
Cathryne L Schmitz, Peace and Conflict Studies
Allison F Bramwell, Political Science
Ruth H DeHoog, Political Science
Gregory E McAvoy, Political Science
Carisa R Showden, Political Science
George F Michel, Psychology
Mark R Schulz, Public Health Education
Paige H Smith, Public Health Education
Robert J Wineburg, Social Work
Gwendolyn C Hunnicutt, Sociology
J. S Kroll-Smith, Sociology
Stephen J Sills, Sociology
Catherine E Matthews, Teacher Ed & Higher Ed
Sarah B Dorsey, University Libraries
Lynda M Kellam, University Libraries
Elisabeth F Williams, University Libraries
Danielle M Bouchard, Women's and Gender Studies
Sarah J Cervenak, Women's and Gender Studies

The website URL where the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research is posted:

http://facsustainability.uncg.edu/faculty-research-in-sustainability/

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

STARS Sustainability Research Inventory.xlsx

Brief descriptions of up to 4 recent notable accomplishments by faculty engaged in sustainability research, including names and department affiliations:

Dr. Aaron S. Allen, associate professor of musicology and UNCG Academic Sustainability Coordinator, participated in a parallel plenary entitled "Sustainability and Sound" at the AASHE 2013 national meeting in Nashville.

Dr. Karen Kilcup, professor of English, published the book "Fallen Forests: Emotion, Embodiment, and Ethics in American Women’s Environmental Writing, 1781-1924," which considers how these writers anticipated contemporary environmental concerns, ranging from resource depletion and resource wars to voluntary simplicity and environmental justice.
Dr. Catherine Matthews, professor of education, collaborated with biology lecturer Ms. Ann Somers on the HERP project (Herpetology Education in Rural Places), a multi-million dollar NSF grant.

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

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

http://facsustainability.uncg.edu/faculty-research-in-sustainability/
Departments Engaged in Sustainability Research

**Responsible Party**

Aaron Allen  
Asst. Professor  
Music

**Criteria**

Institution's academic departments include faculty members who conduct sustainability research.

Any level of sustainability research by a faculty member in a department is sufficient for this credit.

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

The total number of academic departments that conduct research:  
51

The number of academic departments in which at least one faculty member engages in sustainability research:  
33

A list of academic departments in which at least one faculty member engages in sustainability research:

- Adult Health  
- African-American Studies Prog.  
- Anthropology  
- Art  
- Biology  
- Chemistry & Biochemistry  
- Communication Studies  
- Community Practice  
- Consumer, Apparel, & Ret Stds  
- Dance  
- Economics  
- English  
- Geography  
- History  
- Human Develop & Family Studies  
- Info Sys and Supply Chn Mngmt  
- Interior Architecture  
- Languages Literatures Cultures  
- Marketing, ENT, HTM  
- Mathematics and Statistics
Media Studies
Music Studies
Nanoscience
Nutrition
Peace and Conflict Studies
Political Science
Psychology
Public Health Education
Social Work
Sociology
Teacher Ed & Higher Ed
University Libraries
Women's and Gender Studies

The website URL where the sustainability research inventory that includes the departments engaged in sustainability research is posted:
http://facsustainability.uncg.edu/uncg-faculty-research-in-sustainability/

A copy of the sustainability research inventory that includes the departments engaged in sustainability research:
STARS Sustainability Research Inventory.xlsx
Sustainability Research Incentives

Responsible Party

Aaron Allen
Asst. Professor
Music

Criteria

Part 1
Institution has 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.

Part 2
Institution has 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.

---

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

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

Yes

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

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

Students submit proposals for awards of $500. The projects are in the following categories:
• Visual arts: sculpture, art, multi-media, broadcast, etc.
• Performing arts: music, dance, theater, etc.
• Textual arts: languages, creative writing, fiction, poetry, etc.
• Applied arts: design, interior architecture, etc.

The website URL where information about the student research program is available:
http://facsustainability.uncg.edu/clover-project/
Does the institution have a program to encourage faculty sustainability research that meets the criteria for this credit?:

No

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

---

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

---
**Interdisciplinary Research in Tenure and Promotion**

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**Responsible Party**

Aaron Allen  
Asst. Professor  
Music

---

**Criteria**

Institution gives positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and tenure decisions.

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**Submission Note:**

https://provost.uncg.edu/documents/personnel/interdisciplinary.pdf

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

---

**Does the institution's treatment of interdisciplinary research meet the criteria for this credit?:**

Yes

---

**A brief description or a copy of the institution’s policy regarding interdisciplinary research:**

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

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

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

http://provost.uncg.edu/documents/personnel/evaluationPT.pdf
Operations

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.

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<tr>
<td>Indoor Air Quality</td>
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</tbody>
</table>
Building Operations and Maintenance

Responsible Party
Trey McDonald
Sustainability Coordinator
Sustainability Office

Criteria

Institution owns and operates buildings that are:

1) Certified under the LEED® for Existing Buildings: Operations & Maintenance (O&M) Green Building Rating System,

and/or

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

- Impacts on the surrounding site
- Energy consumption
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Building Design and Construction

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

Criteria

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

1) Certified under the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems,

and/or

2) Designed and built in accordance with green building guidelines and policies that cover the following topics:

- Impacts on the surrounding site
- Energy consumption
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption

Submission Note:

Information for this credit was received from Fred Patrick, Director of Facilities Design and Construction at UNCG.

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


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

New building space that meets "Eligible Buildings Criteria":

1,015,021 Square Feet

New building space that was designed and constructed in accordance with green building policies or guidelines but not LEED certified:

511,712 Square Feet

New building space that is LEED Certified :

0 Square Feet
New building space that is LEED Silver certified:
117,000 Square Feet

New building space that is LEED Gold certified:
384,052 Square Feet

New building space that is LEED Platinum certified:
0 Square Feet

The website URL where a copy of the institution's guidelines or policies for green building is available:

An electronic copy of the guidelines or policies:
---

The date(s) the policies or guidelines were adopted:
January 2011

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

All new buildings and major renovations must comply with standards established by NC Senate Bills 668 and 1946. These established a new Sustainable, Energy Efficient Buildings Program, with specific energy and water efficiency requirements for major new and renovated State-funded facilities that enter their schematic design phase on or after August 8, 2008. These requirements have been incorporated into State construction requirements (http://www.nc-sco.com/documents/guidelines/EEREPORT.pdf).

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

UNCＧ’s Design and Construction Guidelines, General Design Standards state: "Designers shall consider long-term durability and maintainability when selecting and specifying materials and equipment. The University is a permanent facility and as such "first cost" should not be the prime consideration in specifications. When appropriate, "life-cycle" costs should be the determining factor." These guidelines complement the state mandates (http://www.uncg.edu/fpl/sustain-news.html).

). NOTE that these are currently being updated to incorporate many LEED criteria. The new guidelines are expected to complete in early March 2014.
All designers are required to design new and renovated buildings in accordance with these guidelines. The professional design staff reviews the design documents and monitors the construction to ensure all guidelines and policies are followed. Either the design consultant or a member of the FDC staff submits the templates to USGBC for certification on those projects seeking LEED certification. UNCG has 4 LEED APs and 1 LEED Green Associate on staff.

The names of all buildings that are certified under the LEED for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems:

- School of Education Building (LEED-NC Gold)
- Jefferson Suites Residences (LEED-NC Silver)
- Quad Residence Halls (7 buildings, all LEED-NC Gold)

The names of all buildings designed and constructed in accordance with green building guidelines and policies but not LEED certified:

- Spartan Village Residences (application for LEED has been submitted)
- Moran Commons (application for LEED has been submitted)
- Baseball Locker Room & Training Facility
Indoor Air Quality

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

Criteria

Institution has adopted an indoor air quality management policy, plan, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints. Policies and plans adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Submission Note:

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

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

Occupied building space covered by an indoor air quality plan, policy, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints:

5,545,556 Square Feet

Total occupied building space:

5,545,556 Square Feet

A brief description of the institution's indoor air quality plan, policy, and/or practices:

An indoor air quality program was developed by the UNCG Department of Environmental Health and Safety approximately 9 years ago, and is reviewed and incorporated into the investigation of IAQ concerns on the campus. The objectives of this program include:

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

Should building occupants suspect an IAQ issue, they may contact the EH&S Dept. to arrange an investigation. The EH&S Dept. works in collaboration with the Facilities Operations Dept. in the investigation. At that time, an initial Phase I investigation is conducted on site where an Occupant Interview Form is completed, and the details of the nature/origin of the concern are evaluated. If possible, all available resources are used to mitigate or eliminate the origins of the concern during this phase. Based on the information gathered during the Phase I evaluation, the EH&S Dept. will determine if a Phase II IAQ investigation is necessary. Common parameters tested during the Phase II assessments include an extended study of the temperature, Volatile Organic Compounds (VOCs), relative humidity, CO and CO2 levels in the affected areas. If appropriate, a Phase III assessment may be completed. A Phase III assessment is performed when evidence of potential air quality problems have been identified, but a definitive cause for the symptoms was not determined during the Phase I or II assessments. A Phase III assessment consists of a more in-depth evaluation of the indoor environment and building
envelope, which may include sampling for suspected air contaminants. The EH&S Dept. documents these investigation results and works with the Facilities Operations Dept. and outside vendors (where applicable) to implement any needed remedial measures.

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

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

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas emissions. Global warming is expected to have 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 expected to be particularly pronounced for poor communities and countries.

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</tbody>
</table>
Greenhouse Gas Emissions Inventory

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

Criteria

Part 1

Institution has conducted a GHG emissions inventory covering its Scope 1 and Scope 2 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents’ Climate Commitment reporting site, the institution’s website, or another public website.

Part 2

Institution has conducted a GHG emissions inventory covering Scope 3 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents’ Climate Commitment reporting site, the institution’s website, or another public website.

Submission Note:

The Clean Air Cool Planet calculator was used to determine GHG emissions for UNCG. In FY2008-09, version 6.4 was used, while version 6.6 was used for FY2009-10 - 11-12. In 2012-13, version 6.85 was employed.

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

The website URL where the GHG emissions inventory is posted:

http://facsustainability.uncg.edu/58-2/

Does the inventory include all Scope 1 and 2 emissions?:

Yes

Does the inventory include emissions from air travel?:

Yes

Does the inventory include emissions from commuting?:

Yes

Does the inventory include embodied emissions from food purchases?:

No
Does the inventory include embodied emissions from other purchased products?:
Yes

Does the inventory include emissions from solid waste disposal?:
Yes

Does the inventory include another Scope 3 emissions source not covered above?:
Yes

If yes, please specify:
Wastewater

Does the inventory include a second Scope 3 emissions source not covered above?:
Yes

If yes, please specify:
"Other" travel - automobile mileage.

Does the inventory include a third Scope 3 emissions source not covered above?:
No

If yes, please specify:
---

Does the inventory include a fourth Scope 3 emissions source not covered above?:
No

If yes, please specify:
---
Greenhouse Gas Emissions Reduction

Responsible Party
Trey McDonald
Sustainability Coordinator
Sustainability Office

Criteria

Institution reduced its net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a 2005 baseline.

For this credit, off-site, institution-catalyzed carbon offsets (i.e. those popularly known as “local offsets”) count in full. Purchased carbon offsets that have been verified by a third party may count towards a portion of the reduction. Purchased offsets that have not been third-party verified do not count.

To conduct a GHG emissions inventory, campuses may use any methodology and/or calculator that is consistent with the Greenhouse Gas Protocol's Corporate Accounting and Reporting Standards.

The baseline GHG emissions inventory should include the same emissions sources as the performance year emissions inventory.

Submission Note:

2005-06 for baseline year, 2012-13 for performance year. Demographic data from IRE website and from Mark Davenport, Office of Institutional Research. GHG data from Trey McDonald, Sustainability Coordinator. Baseline GHG measurement has changed slightly due to utilizing an updated version of CACP Calculator (v. 6.85). Demographic data of 2005-06 updated with revisions from IRE.

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

Scope 1 and 2 gross GHG emissions, 2005:
60,303.60 Metric Tons of CO2 Equivalent

Off-site, institution-catalyzed carbon offsets generated, 2005:
0 Metric Tons of CO2 Equivalent

Third-party verified carbon offsets purchased, 2005:
0 Metric Tons of CO2 Equivalent

On-campus residents, 2005:
3,923

Non-residential/commuter full-time students, faculty, and staff members, 2005:
10,134
Non-residential/commuter part-time students, faculty, and staff members, 2005:
4,437

Scope 1 and 2 gross GHG emissions, performance year:
54,878.80 Metric Tons of CO2 Equivalent

Off-site, institution-catalyzed offsets generated, performance year:
0 Metric Tons of CO2 Equivalent

Carbon offsets purchased, performance year:
0 Metric Tons of CO2 Equivalent

List the start and end dates of the GHG emissions performance year:
July 1, 2012 through June 30, 2013

On-campus residents, performance year:
4,428

Non-residential/commuter full-time students, faculty, and staff members, performance year:
12,255

Non-residential/commuter part-time students, faculty, and staff members, performance year:
4,221

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with GHG performance year):
July 2012 - June 2013
Air Travel Emissions

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

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

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

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

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water, which has potentially dangerous impacts on wildlife and human health. Furthermore, the often long-distance transportation of food to institutions produces greenhouse gas emissions and other pollution. Additionally, farm workers are often paid substandard wages, subjected to harsh working conditions, and exposed to dangerous pesticides. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly farming methods; and help alleviate poverty for farmers.

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.

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<td>Recycled Content Napkins</td>
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<tr>
<td>Reusable Container Discounts</td>
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<tr>
<td>Reusable To-Go Containers</td>
</tr>
</tbody>
</table>
Food and Beverage Purchasing

Responsible Party

Anneliese Hitchco
Student Worker
Office of Sustainability

Criteria

This credit includes food and beverage purchases for on-campus dining services operated by the institution or the institution’s primary on-site contractor. Institution purchases food and beverages that meet at least one of the following criteria:

- Grown and processed within 250 miles of the institution
- Third-party certified (USDA Certified Organic, Marine Stewardship Council Blue Ecolabel, Food Alliance, Fair Trade, Certified Humane Raised and Handled)

Food and beverage purchases that meet multiple criteria listed above should not be double-counted.

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 machines, or concessions are excluded from this credit unless they are operated by the institution or the institution’s primary on-site contractor.

Submission Note:

Information for this credit was received from Kevin Deans, Exec. Director of UNCG Dining Services.

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

Percentage of food expenditures that meet one or more of the criteria for this credit (0 - 100):

12.20

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

Dining Services follows Monterey Bay Aquarium Seafood Watch standards for all seafood purchases. Dining buys Fair Trade coffee and HFAC certified cage free shell eggs. The “Buy Local” campaign was created to support local economies and reduce food miles, as well as to educate the community on the benefits of buying local, fresh produce. To further support this effort, UNCG Dining has pledged to support the NC 10% Campaign, committing to spend 10% of its food budget on locally grown foods.

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

http://www.dineoncampus.com/uncg/show.cfm?cmd=sustainability
Trayless Dining

Responsible Party
Anneliese Hitcho
Student Worker
Office of Sustainability

Submission Note:
The date of implementation is an approximation, established to coincide with the beginning of the 2008-09 school year.

Information provided by Kevin Deans, Executive Director of UNCG Dining Services.

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

Does the institution have a trayless dining program in which trays are removed from or not available in dining halls?: Yes

A brief description of the trayless dining program:
A program to remove trays from campus dining facilities began in 2008. During 2012-13, approximately 95% of meals served on campus were "trayless."

List the year the program was started:
Aug. 17, 2008

The overall percentage of meals served on campus that are trayless:
95

The percentage of meal plan meals served on campus that are trayless:
100

The percentage of retail facility meals served on campus that are trayless:
90

The percentage of conference meals served on campus that are trayless:
100

The website URL where information about the program is available:
http://www.dineoncampus.com/uncg/show.cfm?cmd=sustainability
Vegan Dining

Responsible Party
Anneliese Hitcho
Student Worker
Office of Sustainability

Submission Note:
Information provided by Kevin Deans, Executive Director of UNCG Dining Services.

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

Does the institution offer diverse, complete-protein vegan dining options during every meal?:
Yes

A brief description of the vegan dining program:
UNCG Dining Services ensures that all diners with special dietary considerations are guaranteed a vegan, vegetarian or organic meal.

The website URL where information about the program, policy, or practice is available:
http://www.dineoncampus.com/uncg/show.cfm?cmd=nutrition
Trans-Fats

Responsible Party
Anneliese Hitcho
Student Worker
Office of Sustainability

Submission Note:
Information from Kevin Deans, Executive Director, UNCG Dining Services.

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

Does the institution use frying oil that does not include trans-fats and seek to avoid foods that include trans-fats in its dining operations?:
Yes

A brief description of the trans-fats avoidance program, policy, or practice:
All oils used in UNCG kitchens have been transitioned to zero trans-fat oils. Additionally, Dining Services uses and provides spreads containing 0 grams of trans fat per serving to customers, and avoids products containing saturated fats when versions with unsaturated fats are available.

The website URL where information about the program, policy, or practice is available:
http://www.dineoncampus.com/uncg/show.cfm?cmd=nutrition
Guidelines for Franchisees

Responsible Party
Anneliese Hitcho
Student Worker
Office of Sustainability

Submission Note:
Information received from Scott Milman, Director of Auxiliary Services at UNCG.

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

Has the institution adopted sustainability policies or guidelines for food service franchisees operating on campus?:
Yes

A brief description of the guidelines for franchisees:
When possible, all franchisees serving the UNCG campus operate under the same sustainability guidelines as UNCG Dining Services. These guidelines include recycling their waste cooking oil, minimum local purchase of 10% (higher if brand allows), adherence to Monterey Bay Seafood Watch program, use of cage free eggs, availability of reusable and recyclable cups and procurement of compostable or recycled materials (napkins, etc.) for their operations.

The website URL where information about the guidelines is available:
---
Pre-Consumer Food Waste Composting

Responsible Party
Anneliese Hitchco
Student Worker
Office of Sustainability

Submission Note:
Information provided by Kevin Deans, UNCG Dining Services.

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

Does the institution have a pre-consumer food waste composting program?:
Yes

A brief description of the pre-consumer food waste composting program:
Beginning February of 2011, UNCG Dining Services entered into an agreement with Brooks Contractor Composting Service (http://www.brookscontractor.com/) to haul food waste and other compostables from the Dining Hall and Catering Operations on campus to their facility in Goldston, NC. UNCG Dining Services staff collects pre-consumer food waste from kitchen preparation areas. This food waste is placed in a specially marked compost dumpster located behind the Dining Hall. Brooks services the dumpster three days a week. Total material composted, including both pre- and post-consumer waste, is averaging 21-22 tons per month.

The overall percentage of meals for which pre-consumer scraps are composted:
65

The percentage of meal plan meals for which pre-consumer scraps are composted:
100

The percentage of retail facility meals for which pre-consumer scraps are composted:
---

The percentage of conference meals for which pre-consumer scraps are composted:
60

The website URL where information about the composting program is available:
---
PostConsumer Food Waste Composting

Responsible Party

Anneliese Hitcho
Student Worker
Office of Sustainability

Submission Note:

Information provided by Kevin Deans, Executive Director of UNCG Dining Services, and Ben Kunka, Manager of the Office of Waste Reduction and Recycling.

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

Does the institution have a postconsumer food waste composting program?:

Yes

A brief description of the postconsumer food waste composting program:

In February of 2011, UNCG Dining Services hired Brooks Contractor Composting Service (http://www.brookscontractor.com/) to haul post-consumer food waste from its Dining Hall and Catering Operations. All compostable materials are collected at the "back of the house" by UNCG Dining Services staff. UNCG’s Catering Services group provides additional food and material waste pickups at events utilizing compostable service ware and takes these wastes to the specially marked compost dumpster at the Dining Hall. All disposable service products used for catering functions are 100% compostable. These include paper fiber plates, starch cold cups, paper hot cups, starch knife, fork, spoon, wood stirrers, paper napkins & starch straws.

The food waste and compostable serviceware are placed into the industrial-scale windrow compost operation that Brooks has established. Their operation allows disposable compostable wastes (PLA plastic utensils, paper plates, paper cups) to be fully utilized. Food scraps and disposables from catering are added to the main dining compost stream which is picked up by the commercial compost hauler.

The percentage of overall meals for which postconsumer composting is available:

---

The percentage of meal plan meals for which postconsumer composting is available:

---

The percentage of retail facilities for which postconsumer composting is available:

---
The percentage of conference meals for which postconsumer composting is available:
---

The website URL where information about the composting program is available:
---
Food Donation

Responsible Party

Anneliese Hitcho
Student Worker
Office of Sustainability

Submission Note:

Information provided by Kevin Deans, Executive Director of UNCG Dining Services.

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

Does the institution donate leftover or surplus food?:

Yes

A brief description of the food donation program:

Excess food is donated to the Urban Ministry of Greensboro, NC. The Urban Ministry is an ecumenical outreach agency that provides crisis intervention and emergency services in part by providing the basics of food and shelter. The Ministry also helps individuals and families break the cycles of poverty, hunger, addiction, and homelessness. Its work is supported by more than 200 congregations.

The website URL where information about the food donation program is available:

---
Recycled Content Napkins

Responsible Party

Anneliese Hitchco
Student Worker
Office of Sustainability

Submission Note:

Information from Kevin Deans, Executive Director, UNCG Dining Services.

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

Does the institution use recycled content napkins in its dining service operations?:

Yes

A brief description of the purchasing behavior:

Napkins purchased by Dining Services are 100% recycled fiber, unbleached single-layer paper.

The website URL where information about the purchasing is available:

---
Reusing Container Discounts

Responsible Party
Anneliese Hitcho
Student Worker
Office of Sustainability

Submission Note:
Mug refills are $0.99, which represents a $0.56 discount per cup. Information provided by Kevin Deans, Executive Director of UNCG Dining Services.

Does campus dining operations offer discounts to customers who use reusable mugs instead of disposable cups in to-go food service operations?:
Yes

A brief description of the reusable mug program:
The "Project Green Thumb" refillable mug program gives customers a discount on coffee and soda refills while protecting the environment by reducing the amount of disposables utilized on campus. Mugs are sold in retail dining locations.

Amount of the discount offered for using reusable mugs:
0.56

Description of other reusable food- or beverage-related programs (e.g. incentives for use of reusable bags, dishware, to-go containers):
---

The website URL where information about the reusable mug discount program is available:
http://www.dineoncampus.com/uncg/show.cfm?cmd=sustainability
Reusable To-Go Containers

Responsible Party

Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
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 warming. Global warming is expected to have 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 expected to be particularly pronounced for poor communities and countries. In addition to causing global warming, 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 floods habitat and disrupts fish migration.

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.

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</table>
Building Energy Consumption

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

Criteria

Institution has reduced its total building energy consumption per gross square foot of building space compared to a 2005 baseline.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu
1 MWh = 3.412 MMBtu
1 therm = 0.1 MMBtu
1 kBu = 0.001 MMBtu
1 ton-hour = 0.012 MMBtu
1 MJ = 0.000948 MMBtu

Submission Note:

Note: a typographical error in the 2011-12 submission indicated baseline consumption was 623,403.4 instead of 620,403.4. Though the impact on the point total was minimal, we regret the error.

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

Total building energy consumption, 2005:
620,403.40 MMBtu

Building space, 2005:
5,177,689 Gross Square Feet

Total building energy consumption, performance year:
605,902 MMBtu

Building space, performance year:
5,716,735 Gross Square Feet
List the start and end dates of the energy consumption performance year:

July 1, 2012 - June 30, 2013
Clean and Renewable Energy

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

Criteria

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

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

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

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

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

Option 5: Using cogeneration technologies to generate electricity more efficiently. Note: generating electricity using cogeneration technology and a renewable fuel, such as biomass, is considered Option 1 and should not be counted twice.

Since this credit is intended to recognize institutions that are generating new sources 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.

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 are captured by OP Credit 5: Greenhouse Gas Emissions Reductions and OP Credit 7: Building Energy Consumption.

Transportation fuels, which are covered by OP Credit 14: Campus Fleet, are not included in this credit.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu
1 kBtu = 0.001 MMBtu
1 ton-hour = 0.012 MMBtu
1 MJ = 0.000948 MMBTU

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

Option 1: Total clean and renewable electricity generated on site during the performance year and for which the institution retains or has retired the associated environmental attributes:
6.82 MMBtu

Option 2: Non-electric renewable energy generated:
0 MMBtu

Option 3: Total clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes:
0 MMBtu

Option 4: Total RECs and other similar renewable energy products that the institution purchased during the performance year that are Green-e certified or meet the Green-e standard's technical requirements and are third party verified:
0 MMBtu

Option 5: Total electricity generated with cogeneration technology using non-renewable fuel sources:
0 MMBtu

Total energy consumed during the performance year:
605,902 MMBtu

A brief description of on-site renewable electricity generating devices:
UNCG installed its first on-site solar PV modules in July 2013. This is a 3.1 kW system mounted on the university's sports turf maintenance shop.

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

A brief description of off-site, institution-catalyzed, renewable electricity generating devices:
---
A brief description of RECs or other similar renewable energy products purchased during the previous year, including contract timeframes:

---

A brief description of cogeneration technologies deployed:

---

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

http://facsustainability.uncg.edu/turf-shop-solar-module/
Timers for Temperature Control

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

Submission Note:

Information received from the UNCG Energy Engineer and UNCG Utilities Manager.

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

Does the institution use timers to regulate temperatures based on occupancy hours in at least one building?:

Yes

A brief description of the technology used:

Many of the buildings on campus follow occupancy schedules programmed through a building automation system (BAS). Temperature is controlled during unoccupied hours through upper and lower limit setpoints, depending on the season.

Temperature controls in the buildings are programmed to adjust space temperature setpoints at specific times of day. The setpoints and hours of occupation were formalized in buildings controlled by the BAS through a new university policy adopted in October 2011 and phased in during spring and summer 2012. Should changes be necessary, schedules can be remotely adjusted using the BAS.

The percentage of building space (square footage) with timers for temperature control:

---

The website URL where information about the practice is available:

http://facsustainability.uncg.edu/energy-conservation-measures-at-uncg/
**Lighting Sensors**

---

**Responsible Party**

Trey McDonald  
Sustainability Coordinator  
Sustainability Office

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

Does the institution use motion, infrared, and/or light sensors to reduce energy use for lighting in at least one building?:

Yes

**A brief description of the technology used:**

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

**The percentage of building space with lighting sensors:**

---

**The website URL where information about the institution's use of the technology is available:**

http://facsustainability.uncg.edu/energy-conservation-measures-at-uncg/
Does the institution use Light Emitting Diode (LED) technology in at least one lighting application? LED applications in exit signs and remote controls do not count for this credit:

Yes

A brief description of the technology used:

As a pilot project, one Holophane GranVille LED Outdoor fixture was used to retrofit a post-mounted lighting fixture near the UNCG Facilities Design and Construction office. In summer 2012, seven more Holophane GranVille LED outdoor retrofit fixtures were placed along the same pathway, with the potential to reduce electrical consumption in these fixtures up to 65%.


The percentage of building space with LED lighting:

0.10

The percentage of parking deck space with LED lighting:

0

The percentage of outdoor space that uses LED lighting:

1

The percentage of building space with efficient, non-LED lighting (compact fluorescent, automatic daylight shutoff, or other energy-saving features):

67.50

The website URL where information about the institution's use of the technology is available:
**Vending Machine Sensors**

**Responsible Party**

Trey McDonald  
Sustainability Coordinator  
Sustainability Office

**Submission Note:**

Light bulbs have been removed from most vending machines across the campus in lieu of installing motion sensors.

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

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

Submission Note:

Information from the UNCG Mechanical Engineer and the UNCG Utilities Manager.

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

Does the institution use a centralized energy management system that allows it to track energy consumption and performance in multiple buildings in a central location?:
Yes

A brief description of the management system:

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

The percentage of building space monitored with a centralized energy management system:
---

A description of what systems are shut down during unoccupied periods:

HVAC systems are not totally shut down, but revert to a broader temperature range setting.

The website URL where information about the institution's use of the technology is available:
http://facsustainability.uncg.edu/energy-conservation-measures-at-uncg/
Energy Metering

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

Submission Note:

Information from the UNCG Campus Engineer and UNCG Utilities Manager.

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

Does the institution meter all energy consumption (electricity, natural gas, purchased steam, etc.) for at least one building?:

Yes

A brief description of the metering system:

The School of Education building has individual meters for electricity, chilled water, and steam (both chilled water and steam are generated on-campus). These meter types were also a part of the Quad renovation (7 buildings). The electricity consumption in the School of Ed is also sub-metered in this new building to separately measure plug-loads and lighting.

Several other campus buildings have individual meters for electricity, chilled water, and condensate, which is used as an analogue for steam.

The percentage of building space with energy metering:

---

The website URL where information about the metering system is available:

Grounds

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

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<td>Landscape Waste Composting</td>
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</tbody>
</table>
Integrated Pest Management

Responsible Party
Anneliese Hitchco
Student Worker
Office of Sustainability

Criteria

Institution’s grounds are developed and maintained in accordance with an integrated pest management plan that adheres to the following four-tiered approach:

1) Set action thresholds
2) Monitor and identify pests
3) Prevention
4) Control

Submission Note:

Information for this credit was received from Kevin Siler, Grounds Department at UNCG.

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

The size of the campus grounds:
230 Acres

The size of campus grounds that are maintained in accordance with a four-tiered IPM plan:
230 Acres

A brief description of the IPM plan(s):

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

The website URL where information about the IPM plan(s) is available:
Native Plants

Responsible Party

Anneliese Hitcho
Student Worker
Office of Sustainability

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

Responsible Party
Anneliese Hitchco
Student Worker
Office of Sustainability

Submission Note:

Information for this credit was retrieved from:

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

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

Also, the Sustainability Coordinator and Sustainability Outreach Specialist serve on the Peabody Park Preservation Committee.

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

Does the institution have programs in place to protect and/or create wildlife habitat on institution-owned land?:
Yes

A brief description of the wildlife habitat program, policy, or practice:

Peabody Park is a 34 acre area at the north end of the UNCG campus. The Park contains forest, grassy areas, and streams, providing habitat for many flora and fauna that characterize the Carolina Piedmont. The Park’s woods provide a glimpse of the native oak-hickory beech-maple forest that once covered this region of the United States. Branches of Buffalo Creek that flow through the Park are part of the headwaters of North Carolina’s Cape Fear river system (http://www.uncg.edu/reg/Catalog/0910/UnivComm/peabody.html).

The importance of championing the remaining natural habitat on campus, i.e., Peabody Park, is noted in the university’s 2007 Master Plan Update. This plan channels all future development to the south of the existing campus.

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

The website URL where information about the program, policy, or practice is available:
http://www.uncg.edu/bio/facilities/peabody%20park/index.html
Tree Campus USA

Responsible Party

Anneliese Hitcho
Student Worker
Office of Sustainability

Submission Note:

Information for this credit was received from Kevin Siler, Grounds, UNCG.

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

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program?:
Yes

A brief description of the institution's Tree Campus USA program:

UNCG was the first university of the University of North Carolina System to receive the Tree Campus USA award, and has been recognized as a Tree Campus USA each year from 2009-2012. UNCG has also applied for a 2013 award.

Tree Campus USA colleges and universities successfully meet five core standards, each of which UNCG has developed programs and policies for:
• Campus Tree Advisory Committee - Peabody Park Preservation Committee.
• Campus Tree Care Plan - updated annually.
• Campus Tree Program with Dedicated Annual Expenditures
• Arbor Day Observance
• Service Learning Project - multiple tree planting and invasive species removal events for students every school year (e.g.,

http://ure.uncg.edu/prod/news/faculty-staff/arbor-day-every-day/

}

The website URL where information about the program, policy, or practice is available:

---
Snow and Ice Removal

Responsible Party

Anneliese Hitchco
Student Worker
Office of Sustainability

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

Has the institution implemented technologies or strategies to reduce the environmental impacts of snow and ice removal?:
Yes

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

The website URL where information about the program, policy, or practice is available:
---
Landscape Waste Composting

Responsible Party

Anneliese Hitcho
Student Worker
Office of Sustainability

Submission Note:

Information for this credit was received from Ben Kunka, Manager of the Office of Waste Reduction and Recycling, and Kevin Siler Grounds Department.

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

Does the institution compost or mulch waste from grounds keeping, including grass trimmings?:
Yes

A brief description of the composting or mulching program:

The Grounds Sports Turf Maintenance Team comports all grass clippings. Grass clippings are left after mowing the warm season sports fields. During aerification of the sports fields, the resultant plugs are composted and used as top-dressing over the fields. Clippings from the golf greens are added into the pile of aerification plugs and mixed for a top-dressing as well.

Campus turf clippings are not removed when mowing. All rotary mowers are equipped with mowing blades which pulverize and leave grass clippings behind during the mowing operation, cycling the nutrients back into the soil. During leaf-drop in the fall the same mowers mulch as much leaf litter as possible on turf areas. If the level of leaf drop is so heavy that it may impact over-seeding, the leaves are vacuumed up. Some of these leaves are transported to an off-campus site to be broken down naturally.

Some of the leaf litter is transported to both Piney Lake (a UNCG-owned recreational site approximately 8 miles from the main campus), and the City of Greensboro Arboretum, where it is composted. In 2012-13, 12 tons of leaves were diverted to these two locations from the landfill.

The percentage of landscape waste that is mulched or composted onsite:
---

The percentage of landscape waste that is mulched or composted off-site:
---

The website URL where information about the program, policy, or practice is available:
---
Purchasing

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

**Credit**

- Computer Purchasing
- Cleaning Products Purchasing
- Office Paper Purchasing
- Vendor Code of Conduct
- Historically Underutilized Businesses
- Local Businesses
Computer Purchasing

Responsible Party

Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state 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 Electronic Product Environmental Assessment Tool (EPEAT) Silver and/or Gold registered products for standard desktop and notebook/laptop computers and monitors. This credit does not include specialized computers for which no EPEAT certified products are available.

Submission Note:

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

All Apple Products were reported as EPEAT Gold.

Due to vendor technical issues, the Lenovo e-store was turned off for nearly half a year.

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

Does the institution have an institution-wide stated preference to purchase EPEAT Silver or higher computers and monitors?:

Yes

The website URL where the EPEAT policy, directive, or guidelines are posted:

http://its.uncg.edu/About/TTS_Annual_Report_10-11_Full_Assessment.pdf

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:
Information Technology Services (ITS) promotes the purchase of EPEAT Gold and Energy Star compliant client technology devices through the campus-wide hardware Procurement Program (CHP).

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

**Does the institution wish to pursue points for Part 2 of this credit (expenditures on EPEAT computers)?:**

Yes

**Expenditures on EPEAT Gold desktop and laptop computers and monitors:**

1,232,890.87 US/Canadian $

**Expenditures on EPEAT Silver desktop and laptop computers and monitors:**

21,626.02 US/Canadian $

**Total expenditures on desktop and laptop computers and monitors:**

1,270,548.85 US/Canadian $
Cleaning Products Purchasing

Responsible Party

Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogo™ certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning products. Policies and directives adopted by entities of which the institution is part (e.g. state 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 EcoLogo certified cleaning products. This credit does not include cleaning products for which no Green Seal or EcoLogo certified products are available.

Submission Note:

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

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

http://www.slideshare.net/uncfocusforward/adabaldwin

http://www.doa.state.nc.us/PandC/435a.pdf

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

Does the institution have an institution-wide stated preference to purchase Green Seal (tm) or EcoLogo (tm) certified cleaning products?:

Yes

The website URL where the green cleaning product purchasing policy, directive, or guidelines are posted:
A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:

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

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

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

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

Yes

Expenditures on Green Seal and/or EcoLogo certified cleaning products:

53,778.40 US/Canadian $

Total expenditures on cleaning products:

86,246.48 US/Canadian $

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

---
Office Paper Purchasing

Responsible Party

Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

Criteria

Part 1

Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper. Policies and directives adopted by entities of which the institution is part (e.g. state 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 recycled content office paper.

Submission Note:

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

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

Does the institution have an institution-wide stated preference to purchase recycled content office paper?:
Yes

The URL where the recycled paper policy, directive, or guidelines are posted:
http://purchasing.uncg.edu/purchasingpolicies.html

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

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

Does the institution wish to pursue points for Part 2 of this credit (expenditures on recycled paper)?:
Yes
Expenditures on 10-29 percent recycled-content office paper:
12,505.99 US/Canadian $

Expenditures on 30-49 percent recycled-content office paper:
34,602.48 US/Canadian $

Expenditures on 50-69 percent recycled-content office paper:
6,495.28 US/Canadian $

Expenditures on 70-89 percent recycled-content office paper (required if claiming points for Part 2):
9,634.17 US/Canadian $

Expenditures on 90-100 percent recycled-content office paper:
14,576.23 US/Canadian $

Total expenditures on office paper:
142,491.34 US/Canadian $
Criteria

Institution has and acts on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business. Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Historically Underutilized Businesses

Responsible Party
Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

Submission Note:
Information received from Tony Phillips, HUB Coordinator.

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

Does the institution seek to support historically underutilized businesses, minority-owned businesses, and women owned-businesses?:
Yes

A brief description of how the institution meets the criteria:

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

* Inform the HUB Community of the bidding process, procurement, and contracting opportunities at UNCG.
* Strive to exceed the State's goal of 10% by establishing a UNCG goal of 15% HUB participation.
* Encourage the participation of the HUB designers and contractors in all aspects of the UNCG construction process.
* Partner with surrounding Universities and State agencies, community, and trade organizations in outreach initiatives directed at increasing the participation and success rate of the HUB designers, contractors, and vendors.

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

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

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

The website URL where information about the program, policy, or practice is available:
http://www.uncg.edu/fac/hub/
Local Businesses

Responsible Party

Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

Submission Note:

Executive Order 50 is found at:


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

Does the institution give preference to local products and businesses in its purchasing decisions? Local food purchases, which are covered in OP Credit 6: Food Purchasing, are not included in this credit.

Yes

A brief description of the program:

North Carolina General Statute 143-59 (Preference given to North Carolina products and citizens, and articles manufactured by State agencies; reciprocal preferences) and Executive Order 50 (ENHANCED PURCHASING OPPORTUNITIES FOR NORTH CAROLINA BUSINESSES) give preference to North Carolina products and businesses whenever practicable. GS 143-59 also establishes preferential pricing for local goods on state contracts.

The website URL where information about the program, policy, or practice is available:

http://www.ncga.state.nc.us/enactedlegislation/statutes/pdf/bysection/chapter_143/gs_143-59.pdf
Transportation

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

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

### Credit

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</table>
Campus Fleet

Responsible Party

Anneliese Hitchco
Student Worker
Office of Sustainability

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet (cars, trucks, tractors, buses) vehicles that are:

1. Gasoline-electric hybrid
2. Diesel-electric hybrid
3. Plug-in hybrid
4. 100 percent electric
5. Fueled with Compressed Natural Gas (CNG)
6. Hydrogen fueled
7. Fueled with B20 or higher biofuel for more than 6 months of the year; and/or
8. Fueled with E85 or higher ethanol for more than 6 months of the year.

For this credit, the institution’s motorized fleet includes all institution-owned and operated vehicles that are used for transporting people and/or goods. Heavy construction equipment (e.g. excavators and pavers) and maintenance equipment (e.g. lawn-mowers and leaf blowers) are not included in this credit.

Submission Note:

Information received from Vickie Debari, Facilities, Woody Burkhead, Housing, and Suzanne Williams, POCAM

*Note that UNCG has 16 vehicles that are capable of operating on E85, but UNCG only provides E10 on campus. Also, though not counted as part of the campus fleet, UNCG has 2 CNG powered lawn mowers.

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

Gasoline-electric, non-plug-in hybrid vehicles in the institution’s fleet :
0

Diesel-electric, non-plug-in hybrid vehicles in the institution’s fleet :
0

Plug-in hybrid vehicles in the institution’s fleet :
0
100 percent electric vehicles in the institution’s fleet: 
35

Vehicles in the institution's fleet that are fueled with Compressed Natural Gas (CNG): 
0

Hydrogen fueled vehicles in the institution’s fleet: 
0

Vehicles in the institution’s fleet that are fueled with B20 or higher biofuel for more than 6 months of the year: 
22

Vehicles in the institution’s fleet that are fueled with E85 or higher ethanol for more than 6 months of the year: 
0

Total number of vehicles in the institution’s fleet, including all of the above: 
167
Student Commute Modal Split

Responsible Party

Anneliese Hitcho
Student Worker
Office of Sustainability

Criteria

Institution's students commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options. Students who live on campus should be included in the calculation based on how they get to and from their classes.

Submission Note:

Information received from Suzanne Williams, Associate Director of Campus Access and Travel Demand Management and from the UNCG GHG Audit. Data are for FY 2012-13.

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

The percentage (0-100) of institution's students who use more sustainable commuting options:
80

The percentage (0-100) of institution’s students who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation:
20

The percentage (0-100) of institution’s students who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents :
47

The percentage (0-100) of institution’s students who vanpool or carpool as their primary method of transportation:
5

The percentage (0-100) of institution’s students who take a campus shuttle or public transportation as their primary method of transportation :
28

The percentage (0-100) of institution’s students who use a motorcycle, scooter or moped as their primary method of transportation:
---
The website URL where information about alternative transportation is available:
http://parking.uncg.edu/sustain.html
Employee Commute Modal Split

Responsible Party
Anneliese Hitcho
Student Worker
Office of Sustainability

Criteria
Institution's employees (faculty, staff, and administrators) commute to and from campus using more sustainable 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. Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

Submission Note:
Information received from Suzanne Williams, Associate Director of Campus Access and Travel Demand Management, and the UNCG GHG Audit. Data are for FY 2012-13.

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

The percentage (0-100) of institution's employees that use more sustainable commuting options:
24.80

The percentage (0-100) of institution’s employees who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation:
75.20

The percentage (0-100) of institution’s employees who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents:
3

The percentage (0-100) of institution’s employees who vanpool or carpool as their primary method of transportation:
6

The percentage (0-100) of institution’s employees who take a campus shuttle or public transportation as their primary method of transportation:
15

The percentage (0-100) of institution's employees who use a motorcycle, scooter, or moped as their primary method of transportation:
The website URL where information about alternative transportation is available:
http://parking.uncg.edu/sustain.html
Bicycle Sharing

Responsible Party

Anneliese Hitchco
Student Worker
Office of Sustainability

Submission Note:

See also:

http://hrl.uncg.edu/services/transportation.php

http://healthy.uncg.edu/spartan_cycles.php

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

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

Yes

A brief description of the program, including an indication of its scope (e.g., the number of bicycles the program makes available, participation levels, etc.):

The Spartan Cycles Bike Share allows UNCG students, staff and faculty to check out refurbished bikes for personal use. Bikes are taken from the inventory of bikes left at the end of each semester by UNCG Police and are then cleaned and repaired by a local non-profit, Biking In Greensboro (BIG). For a small fee, participants get not only usage of the bike, but also get a lock, helmet, and basic maintenance and repair with the check-out. In 2013, the fleet was expanded from 40 to 60 bicycles.

To ensure the bikes remain in good working condition, those checking bikes out for long terms are asked to return monthly for inspections. The day to day operation is housed in the Spartan Trader, a retail shop by students in the Sustainable Entrepreneurship Living Learning Community.

The website URL where information about the program, policy, or practice is available:

http://bae.uncg.edu/spartantrader/bike-rentals/
Facilities for Bicyclists

Responsible Party

Anneliese Hitchco
Student Worker
Office of Sustainability

Submission Note:

See also:

http://parking.uncg.edu/bike.html

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

Does the institution have indoor and secure bike storage, shower facilities, and lockers for bicycle commuters in at least one building?:

Yes

A brief description of the facilities:

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

The website URL where information about the program, policy, or practice is available:

http://ure.uncg.edu/prod/inspirechange/2011/07/01/if-these-bikes-could-talk/
Bicycle and Pedestrian Plan

Has the institution developed a bicycle plan?:
Yes

A brief description of the plan:
In May 2008, the UNCG Campus Bicycle Master Plan was completed. The Plan was created with the guidance of an outside consultant, the Louis Berger Group. This effort included the first comprehensive study of bicycling on campus, and led to the creation of strategies to serve the entire campus community. The Plan focuses on creating a safe biking environment and providing more convenient bicycle opportunities for University commuters and recreational riders alike. The study included an evaluation of 2008 conditions, a bicycle circulation plan, design guidelines and recommendations for bicycling facilities and infrastructure, a bicycle parking plan, program and policy recommendations, and implementation ideas. The implementation section identifies potential funding sources and community partners.

Cycling is also a key component of the 2012 Transportation Master Plan Update.

The website URL where information about the plan is available:
http://parking.uncg.edu/docs/UNCGBicycleMasterPlanFullFINAL.pdf
Mass Transit Programs

Responsible Party

Anneliese Hitchco
Student Worker
Office of Sustainability

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

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

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

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

The website URL where information about the program is available:
http://parking.uncg.edu/bus.html
Condensed Work Week

Responsible Party

Anneliese Hitchco
Student Worker
Office of Sustainability

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

Does the institution offer a condensed work week option for employees? The institution does not have to offer the option to all employees in order to earn this credit:
Yes

A brief description of the program:

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

The website URL where information about the program is available:

http://web.uncg.edu/hrs/PolicyManuals/StaffManual/Section3/Flexible_Work/
Telecommuting

Responsible Party

Anneliese Hitcho  
Student Worker  
Office of Sustainability

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

Does the institution offer a telecommute program for employees?:

Yes

A brief description of the program:

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

The website URL where information about the program is available:

http://policy.uncg.edu/teleworking/
Carpool/Vanpool Matching

Responsible Party

Anneliese Hitchco
Student Worker
Office of Sustainability

Submission Note:

Also see:
http://parking.uncg.edu/carpool/

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

Does the institution participate in a carpool/vanpool matching program?:
Yes

A brief description of the program:

UNCG has partnered with Zimride to create a rideshare matching program for the UNCG community. UNCG also has a Carpool Club where faculty, staff, and students may sign up to share the cost of parking permits by driving to campus together. By being part of the carpool club, you are given many incentives.

The website URL where information about the program is available:
http://zimride.uncg.edu/
Cash-out of Parking

Responsible Party
Anneliese Hitcho
Student Worker
Office of Sustainability

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Does the institution offer reduced parking fees for car and van poolers?:
Yes

A brief description of the program:
UNCG offers a Carpool Club for faculty, staff, and students. Members of the club who ride together share the price of one parking permit. Other incentives are available, including reserved parking spaces and discounted Car Share memberships.

The website URL where information about the program is available:
http://parking.uncg.edu/carpool/
Local Housing

Responsible Party

Anneliese Hitcho
Student Worker
Office of Sustainability

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

Responsible Party

Anneliese Hitcho
Student Worker
Office of Sustainability

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

Has the institution adopted a policy prohibiting idling?:
Yes

A brief description of the policy:

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

The website URL where information about the policy is available:

http://facoperations.uncg.edu/resources.html
Does the institution participate in a car sharing program, such as ZipCar or HourCar?:

Yes

A brief description of the program:

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

The website URL where information about the program, policy, or practice is available:

http://www.zipcar.com/uncg
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.

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Waste Reduction

Responsible Party
Trey McDonald
Sustainability Coordinator
Sustainability Office

Criteria

Institution has implemented source reduction strategies to reduce total waste generation (garbage, recycling, and compost) per weighted campus user compared to a 2005 baseline.

Total waste generation includes all materials recycled, composted, 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 Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program, and OP Credit 21: Hazardous Materials Management.

Submission Note:

Population numbers are available via the Office of Institutional Research. The Fact Book and the Common Data Set reports contain most of the information used here. Information was also received from Mark Davenport of the Office of Institutional Research. Recycling information was submitted by Ben Kunka, OWRR. Baseline year = 2005-06; performance year = 2012-13. Note that demographic data for baseline year were adjusted based on updated data from the Office of Institutional Research.

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

Weight of materials recycled, 2005 baseline year :
640.10 Tons

Weight of materials composted, 2005 baseline year :
66.70 Tons

Weight of materials disposed as garbage, 2005 baseline year :
1,568.11 Tons

Weight of materials recycled, performance year :
544.44 Tons

Weight of materials composted, performance year :
175.48 Tons

Weight of materials disposed as garbage, performance year :
List the start and end dates of the waste reduction performance year:
July 1, 2012 - June 30, 2013

On-campus residents, 2005:
3,923

Non-residential/commuter full-time students, faculty, and staff members, 2005:
10,134

Non-residential/commuter part-time students, faculty, and staff members, 2005:
4,437

On-campus residents, performance year:
4,428

Non-residential/commuter full-time students, faculty, and staff members, performance year:
12,255

Non-residential/commuter part-time students, faculty, and staff members, performance year:
4,221

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with waste reduction performance year):
July 2012 - June 2013

Indication of whether institution has a stated commitment to waste-reduction goals, such as zero waste:
Yes

A brief description of the plan of action to achieve waste reduction goals:
Increased education and awareness for the campus community regarding their purchasing practices as well as appropriate disposal methods of various wastes has occurred across campus. The University participates in Recyclemania annually, and waste reduction goals are established in both the UNCG Sustainability Matrix and the Climate Action Plan. Campus reuse and recycling infrastructure has been upgraded as well.

The website URL where information about the institution’s waste reduction initiatives is available:
http://www.uncg.edu/rcy/
Waste Diversion

Responsible Party

Anneliese Hitchco
Student Worker
Office of Sustainability

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

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 Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program, and OP Credit 21: Hazardous Materials Management.

Submission Note:

Information compiled by Ben Kunka, OWRR Manager.
Waste and recycling data are for 2012-13.

Please see the Office of Waste Reduction and Recycling website:

http://facrecycling.uncg.edu/

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

Materials recycled, composted, reused, donated, re-sold, or otherwise diverted :

836.67 Tons

Materials disposed in a solid waste landfill or incinerator :

1,188.33 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate:

1. UNCG took part in Recyclemania for the first time in 2011 to expand its marketing to encourage recycling on campus.
2. Special programs are presented to Housekeeping staff annually to educate housekeepers about recycling protocols.
3. Special presentations are also made throughout the year to a variety of classes ranging from Biology to Education to Economics. Students are educated on how to recycle properly and about recycling efforts at UNCG.
4. Move-in recyclable collection around the residence halls helps resident students become familiar with recycling infrastructure on campus.
5. Residence hall rooms are equipped with a reusable recycling bag that lists UNCG's commingled recycling program guidelines and contact information for OWRR.
6. "Landfill on the Lawn" is an educational event that occurs once every semester. This hands-on event puts the campus community face to face with its waste and measures how well trash and recycling dumpsters are utilized at representative residence halls.

7. A campus-wide "Shred-a-Thon" is held every June to assist office staff in recycling sensitive paper documents securely.

8. "Cram and Scram" is the UNCG waste reduction move-out program. This event focuses on end-of-academic year wastes and how to reuse them - students place unwanted items in bins for collection; these items are then sorted and sold at a public event to raise money for environmental education.

9. Two "Big Belly" solar recycling bin and trash compactor stations were added on campus in 2010.
Construction and Demolition Waste Diversion

Responsible Party
Anneliese Hitcho
Student Worker
Office of Sustainability

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

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

Submission Note:
For 2012-13 fiscal year.
Data from Ben Kunka, Manager of Office of Waste Reduction and Recycling at UNCG.

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

Amount of construction and demolition materials recycled, donated, or otherwise recovered:
249.80 Tons

Amount of construction and demolition materials landfilled or incinerated:
6.10 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contribute to the diversion rate for construction and demolition waste:

Per the UNCG Facilities Design & Construction Department web site: "FDC incorporates sustainable strategies in new construction and renovation projects at UNCG. Some of these strategies include ... recycling and construction waste management plans." It is FDC policy to salvage and recycle demolition and construction waste as defined by LEED credit MR2 for all LEED-certified projects. FDC also emphasizes reuse of building materials when possible and development of comprehensive plans to divert construction and demolition waste from landfills.
Electronic Waste Recycling Program

Responsible Party

Anneliese Hitchco
Student Worker
Office of Sustainability

Criteria

Part 1

Institution has a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution. Institution takes measures to ensure that the electronic waste is recycled responsibly.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by students. Institution takes measures to ensure that the electronic waste is recycled responsibly.

Submission Note:

Answers supplied by Ben Kunka, OWRR Manager.

PowerHouse Recycling

http://www.powerhouserecycling.com/

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

Does the institution have a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution and take measures to ensure that the electronic waste is recycled responsibly?:

Yes

Does the institution have a program in place to recycle, reuse, and/or refurbish electronic waste generated by students and take measures to ensure that the electronic waste is recycled responsibly?:

Yes

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

E-waste recycling is collected on campus at a variety of locations. This material is taken to the UNCG Surplus warehouse. At Surplus the items that need data wiping are cleaned and either sold for reuse or recycled with our contractor, PowerHouse. PowerHouse recycles all computers, printers, laptops, peripherals, TVs, alkaline batteries, and "anything else with a cord."
Rechargeable batteries and cell phones are recycled through the Federally funded Call2Recycle program.

A brief description of the electronic waste recycling program for institution-generated materials:

The Office of Waste Reduction and Recycling (OWRR) has created an Alternative Recycling Program to deal with e-waste. The OWRR lists the e-waste items can be recycled on campus on its website; these include batteries, ink toner cartridges, CDs/Floppy Discs, cell phones, and other electronics. These items are collected from faculty and staff in four ways:
1. One of five drop-off containers located at the Elliot University Center, the Mossman Building, the Student Rec. Facility, Jackson Library, or the Sink Building (Facilities Operations).
2. E-waste may be packaged in small containers and sent via inter-office mail to the OWRR office.
3. Many departments have their own e-waste collection containers which are periodically serviced by OWRR.
4. OWRR can make special pickup arrangements when larger amounts are generated.

A brief description of the electronic waste recycling program for student-generated materials:

As noted above, the OWRR's Alternative Recycling Program was established to handle e-waste on campus, and lists what e-waste items can be recycled on campus on its website. E-waste items are collected from students in three ways:
1. Students may use any of the five drop-off containers located at the Elliot University Center, the Mossman Building, Jackson Library, the Student Rec. Facility or the Sink Building.
2. Every residence hall Community Advisor has a special E-waste collection container for resident students to use.
3. Should large amounts need to be retrieved, students may contact the OWRR for a special pickup.

The website URL where information about the e-waste recycling program is available:
http://facrecycling.uncg.edu/resources.html
### Hazardous Waste Management

**Responsible Party**

Trey McDonald  
Sustainability Coordinator  
Sustainability Office

**Criteria**

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.

**Submission Note:**

Information received from Daniel Todd, UNCG Environmental Affairs Manager.

http://www.uncg.edu/sft/EnvironmentalAffairs/Env-home.html

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

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

Yes

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

The Environmental Health and Safety Office (EHS) is required to submit an annual Waste Minimization Effort report to the NC Dept. of Environment and Natural Resources. UNCG has multiple programs to reduce the amount of hazardous waste generated on campus. The Orphan Chemical Program serves as a method to redistribute new or like-new chemicals on campus while being a completely free service to faculty. If the EHS office receives chemicals for disposal that are usable, they are offered to researchers on campus. EHS saves money by not having to dispose of the chemical, and the researcher saves money by avoiding the purchase of that chemical. This program was created in 1998.

EHS has also worked with the Art Department to install parts washers in their teaching studios to reduce the amount of waste generated through their activities. These are similar to machine parts washers where the students use the solvent to clean brushes and other equipment. The parts washers pump "clean" solvent off the top of the solvent drum while the art residues sink to the bottom. The service is provided by SafetyKleen, which provides a closed-loop solvent recycling service for their parts washer service. The solvent is picked up from our site, then recycled and reused in their washers. This service has reduced art waste volume by 60%.
EHS encourages micro-scale experimentation and computer modeling for research on campus when feasible. EHS also promotes chemical substitution (using less hazardous or even non-hazardous chemicals) and purchasing chemicals in smallest amounts necessary.

Finally, EHS has now implemented recycling of CFLs from on-campus student residences. EHS purchased several CFL recycling displays and placed them around UNCG to collect CFLs from student use. This service is a further effort to collect 100% of mercury items discarded on campus.

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

The UNCG Hazardous Waste Management Policy requires all personnel to dispose of chemical waste safely and in accordance with all Federal, state, local regulations. The Environmental Health and Safety Office (EHS) ensures that all chemical/hazardous waste is disposed of or treated at a Federal Part B Permitted disposal facility (TSDF). Our laboratories operate as satellite accumulation areas. Using this EPA approved tactic, laboratories may only accumulate up to 55 gallons of hazardous waste at any one time. If that limit is exceeded, EHS is required to remove the waste within three days. Some of the larger generators on campus are on weekly pickup schedules to ensure waste does not approach the threshold quantity.

All waste on campus is required to be stored in secondary containment. EHS operates a state-of-the-art waste storage facility which offers numerous benefits for the safe storage of waste such as complete tertiary containment, separate room segregation, and emergency equipment including a foam suppression system. All hazardous waste is managed by EHS from the point of generation to shipment off-site in accordance with all Federal, state, and local regulations, as well as any TSDF specifications.

UNCG uses Federal Part B Permitted chemical disposal facilities for EPA hazardous waste, as well as permitted recycling centers for universal waste. EHS offers hazardous waste training to all generators on campus, and periodically audits the facilities we use for disposal and recycling to ensure compliance on their part. Hazardous waste slated for disposal is stored and managed properly while on campus. EHS performs general environmental inspections of hazardous waste storage areas on campus, as well as weekly inspections of our main storage facility. Chemical waste containers are packed and labeled for shipment and disposal in accordance with DOT/EPA regulations. UNCG has also changed its mercury recycling policy to follow the guidelines of the new state mandate to recycle any item containing mercury.

**The website URL where information about hazardous materials management is available:**

http://www.uncg.edu/sft/pdfs/Section%200060.pdf
Materials Exchange

Responsible Party
Anneliese Hitcho
Student Worker
Office of Sustainability

Submission Note:
Information received from Ben Kunka, Manager of the UNCG Office of Waste Reduction and Recycling and Daniel Todd, UNCG Environmental Affairs Manager.

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

Does the institution have a surplus department or formal office supplies exchange program that facilitates reuse of materials?:
Yes

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

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

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

The website URL where information about the program is available:
http://warehouse.uncg.edu/
Limiting Printing

Responsible Party
Anneliese Hitcho
Student Worker
Office of Sustainability

Submission Note:
See also
http://its.uncg.edu/Labs/Pay_For_Print/

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

Does the institution limit free printing for students in all computer labs and libraries?:
Yes

A brief description of how printing is limited:

Printing in UNCG libraries costs 6 cents per double-sided page - all printers in the Libraries are set to duplex printing to reduce waste. This fee applies to all patrons, including faculty, staff, and guests. However, students are allocated 75 free pages per semester (40 pages for summer) in Information Technology Services-sponsored labs, including the Superlab located in Jackson Library.

The website URL where information about the program, policy, or practice is available:
http://library.uncg.edu/services/printing.aspx
Submission Note:

No information regarding these practices is on the UNCG website. However, Telephone Services and the Registrar confirmed that the undergraduate directory, course catalog and course schedules are no longer printed as the default. A Graduate School representative informed us of the decision not to print their catalog in 2012-13.

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

Is the institution's default not to print course catalogs, course schedules, and directories, but instead make these materials available online?:
Yes

A brief description of the practice:

The Registrar’s office does not print undergraduate course catalogs or course schedules, and the campus phone directory has not been printed since 2007. Further, the Graduate School stopped printing its bulletin in 2012-2013.

Several publications, including the University Campus Weekly, are now distributed electronically, and efforts continue to make online reading easier.

The website URL where information about the practice is available:

---
Chemical Reuse Inventory

Responsible Party
Trey McDonald
Sustainability Coordinator
Sustainability Office

Submission Note:
Information received from Daniel Todd, UNCG Environmental Affairs Manager.

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

Has the institution implemented a campus-wide inventory system to facilitate the reuse of laboratory chemicals?:
Yes

A brief description of the program:
The Environmental Health and Safety Office created the Orphan Chemical Program in 1998. This is a reuse program through which faculty can request surplus chemicals from EHS for use at no cost. This program has saved over $20,000 since its inception, while keeping chemical wastes out of the environment. Typically, chemicals remain in the program for three years before being properly disposed of if unrequested.

The Orphan Chemical Acquisition Form is located at:

The website URL where information about the practice is available:
http://www.uncg.edu/sft/EnvironmentalAffairs/Orphan_Chemical_Program1.pdf
Move-In Waste Reduction

Responsible Party

Anneliese Hitcho
Student Worker
Office of Sustainability

Submission Note:

Information from Ben Kunka, Manager of the Office of Waste Reduction and Recycling.

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

Does the institution have a program to reduce residence hall move-in waste?:

Yes

A brief description of the program:

The Office of Waste Reduction and Recycling sets out extra bins near the residence halls to collect and recycle the tremendous amounts of extra cardboard that are used by students during move-in.

The website URL where information about the program is available:

http://facrecycling.uncg.edu/
Move-Out Waste Reduction

Responsible Party

Anneliese Hitchco
Student Worker
Office of Sustainability

Submission Note:

Information from Ben Kunka, Manager of the Office of Waste Reduction and Recycling.

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

Does the institution have a program to reduce residence hall move-out waste?:

Yes

A brief description of the program:

UNCG's Office of Waste Reduction and Recycling (OWRR) oversees a program called "Cram and Scram" to reduce waste generated during move-out. At the end of each Spring semester, roll-carts are placed in the lobbies of each residence hall where students may place ("Cram") unwanted items that are in good condition before they leave ("Scram") for the summer.

All items donated through the Cram & Scram drive are later sold in a rummage sale — proceeds from the sale fund student scholarships to environmental conferences and other environmental learning opportunities, including Earth Day.

The website URL where information about the program is available:

http://facrecycling.uncg.edu/
This subcategory seeks to recognize institutions that are conserving water and making efforts to protect water quality. Pumping, delivering, and treating water is a major energy user, so institutions can help reduce energy consumption and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation and effective stormwater management are important in maintaining and protecting finite groundwater supplies. Water conservation and effective stormwater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

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</table>
Water Consumption

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

Criteria

Institution has reduced its total water consumption per weighted campus user compared to a 2005 baseline.

Total water consumption includes both potable and non-potable water.

Submission Note:

Population numbers are available via the Office of Institutional Research. The Fact Book and the Common Data Set reports contain most of the information used here. Also received information from Mark Davenport of the Office of Institutional Research. Water consumption data are from Facilities Operations. Baseline year = 2005-06; performance year = 2012-13. Note that demographic data have been revised using updated figures from the Office of Institutional Research.

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

Water consumption, 2005 baseline year:
175,592,520 Gallons

Water consumption, performance year:
130,566,923 Gallons

List the start and end dates of the water consumption performance year:
July 1, 2012 - June 30, 2013

On-campus residents, 2005:
3,923

Non-residential/commuter full-time students, faculty, and staff members, 2005:
10,134

Non-residential/commuter part-time students, faculty, and staff members, 2005:
4,437

On-campus residents, performance year:
Non-residential/commuter full-time students, faculty, and staff members, performance year:
12,255

Non-residential/commuter part-time students, faculty, and staff members, performance year:
4,221

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with water consumption performance year):
July 1, 2012 - June 30, 2013

Indication of whether institution has a stated commitment to water use reduction goals:
Yes

A brief description of the plan of action to achieve water use reduction goals:
The state of North Carolina directed that all facilities reduce water consumption 20% (on a GSF basis) by 2015, from a 2002-03 baseline. UNCG has far exceeded this goal, achieving a 61.2% gross reduction and 71% reduction per GSF. Further reduction strategies are found within our Climate Action Plan.

The website URL where information about the institution’s water conservation initiatives is available:
http://facsustainability.uncg.edu/water-conservation/
Stormwater Management

Responsible Party

Anneliese Hitchco
Student Worker
Office of Sustainability

Criteria

Part 1

Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of 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 address both the quantity and quality (or contamination level) of stormwater runoff.

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 stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

Policies adopted by entities of which the institution is part (e.g. state 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 has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

The policy, plan, or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

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 this credit.

Submission Note:

Information for this credit was provided in part by Hal Shelton Asst. Director for Grounds. Other information was taken from the FDC website and the 2007 Campus Master Plan update.

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

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from new development projects? :

Yes
Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations?:
Yes

A brief description of the institution's stormwater management initiatives:
Facilities Design and Construction (FDC) follows all NC State Construction Office guidelines concerning stormwater and erosion control when constructing new buildings on campus. FDC prepares erosion and sediment control plans for each new project in accordance with NCDENR regulations. Construction projects on campus are surrounded by erosion-control fences.

Though no formal policy exists to address ongoing campus operations, UNCG has employed several strategies. The Grounds Dept. leaves a 20 foot "no-mow" buffer along all stream banks. Tree preservation and landscaping are used to control erosion for both new and existing development. Other practices include re-grading problem areas, improving swales, maintaining green space, and installing retention ponds.

The website URL where information about the institution's stormwater management initiatives, plan or policy is available:
http://facdc.uncg.edu/resources/

Does the institution have a living or vegetated roof?:
No

A brief description of the institution's living or vegetated roof:
---

Does the institution have porous paving?:
No

A brief description of the institution's porous paving:
---

Does the institution have retention ponds?:
Yes

A brief description of the institution's retention ponds:
UNCG has a detention basin just north of its Soccer Stadium. Three culverts flow into a basin that empties into one primary culvert. This is lined with native plants and slows excess runoff.

UNCG also has an infiltration basin, better known as the "Rain Garden," at the School of Education Building. It is planted with moisture-loving plants and holds runoff until it can soak into the soil.
Does the institution have stone swales?:
Yes

A brief description of the institution's stone swales:

UNCG has converted many previously small eroded areas into stone lined swales that now slow runoff. There is also a large stone-lined barrier on the north side of Forest St. and adjacent to large green space to provide similar runoff attenuation.

Does the institution have vegetated swales?:
No

A brief description of the institution's vegetated swales:

---

Does the institution employ any other technologies or strategies for stormwater management?:
Yes

A brief description of other technologies or strategies for stormwater management employed:

The School of Education building has a sand-filter system for storm drainage to complement the "rain garden" stormwater pond.
Waterless Urinals

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Building Water Metering

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

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

Does the institution have building-level water consumption meters for at least one building?:
Yes

A brief description of the water metering employed:

Most buildings have been equipped with water-consumption sub- meters that are manually read and entered into an electronic database. As budget allows, these meters are being converted to be read via the university's building automation system.

The percentage of building space with water metering:
---

The website URL where information about the practice is available:
http://facsustainability.uncg.edu/water-conservation-measures-at-uncg/
Non-Potable Water Usage

Responsible Party
Anneliese Hitcho
Student Worker
Office of Sustainability

Submission Note:
Information received from Kevin Siler, UNCG Grounds Department

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

Does the institution use non-potable water (e.g., harvested rainwater or graywater) for irrigation and/or other applications?:
Yes

A brief description of the source of non-potable water and how it is used:
Non-potable water wells are used for irrigating campus athletic fields (baseball and soccer) as well as the golf course. Facilities also operates a non-potable water well for washing university vehicles. Consumption figures from these wells are not available.

The percentage of irrigation water usage from recovered, reclaimed or untreated sources:
---

The percentage of building space using water from recovered, reclaimed or untreated sources:
0

The percentage of water used in utility plants from recovered, reclaimed or untreated sources:
0

The website URL where information about the program, policy, or practice is available:
http://facsustainability.uncg.edu/water-conservation-measures-at-uncg/
Xeriscaping

Responsible Party

Anneliese Hitcho
Student Worker
Office of Sustainability

Submission Note:

Information for this credit was received from Chris Fay, former Asst. Director for Grounds at UNCG.

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

Does the institution use xeriscape landscaping techniques, including the selection of drought tolerant plants?:

Yes

A brief description of the program or practice:

Over the past several years the UNCG Grounds Dept. has installed various ornamental grasses which are drought tolerant and require very little maintenance. Ornamental shrub species that have been planted in the past and survived the extreme heat and drought are chosen as the preferred plants to use on new projects. Many lawn areas have been converted to warm season grasses such as low maintenance zoysia, and this practice will be expanded. Zoysia is a drought tolerant turfgrass that requires less maintenance during the growing season and needs minimal irrigation and fertilizing. This reduces labor, water consumption, fuel use, and emissions.

The website URL where information about the program or practice is available:

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Weather-Informed Irrigation

Responsible Party

Anneliese Hitcho
Student Worker
Office of Sustainability

Submission Note:

Information received from Chris Fay, former Asst. Director for Grounds, UNCG.

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

Does the institution use weather data or weather sensors to automatically adjust irrigation practices?:

Yes

A brief description of how weather data or sensors are used:

The Grounds Department has installed rain gauges on all irrigation systems to shut off sprinklers during rain. Grounds staff monitor the use of the irrigation systems and base the use of the system on the moisture content of the soil. Irrigation is not conducted during daytime hours to reduce evaporation.

The website URL where information about the practice is available:

---
Coordination and Planning

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by deducing resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution’s priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

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</table>
Sustainability Coordination

Responsible Party

Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

Criteria

Institution has a sustainability committee, office, and/or coordinator that are 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 coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

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

Does the institution have a sustainability committee?:

Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities:

Mission:
The Sustainability Council supports and promotes efforts by the university community to address sustainability in operations and academics at UNCG.

Members of the committee, including affiliations:

Stephen Holland - Economics Professor (Faculty Co-Chair)
Scott Milman - Dir. of Auxiliary Services (Staff Co-Chair)
Tim Tsujii - Early Voting Director, Guilford County Board of Elections (Community Rep)
Dr. William Markham - Director, Environmental Studies Program
Jessica Straehle - Student Representative, Environmental Studies Program
Derek Strong - Graduate Student Representative, Economics Program
Brittan Wood, MPH - Alumna (Alumni Rep)
Megan Delph - Assistant Director, Residence Life
Olav Rueppell - Biology Professor
Sevil Sonmez - Marketing, Entrepreneurship, Hospitality and Tourism Professor
Cathryne Schmitz - Conflict and Peace Studies Professor
Karen Kilcup - English Professor
Sarah Dorsey - Music Librarian
Aaron Allen - Music Professor / Academic Sustainability Coordinator
Trey McDonald - Sustainability Coordinator
Chad Carwein - Sustainability Specialist

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

---

Does the institution have a sustainability office?:
Yes

A brief description of the sustainability office:
The University of North Carolina at Greensboro established sustainability as one of its five Core Values through the 2009 Strategic Plan. The University views sustainability as: "Academics, operations, and outreach… conducted with careful attention to the enduring interconnectedness of social equity, the environment, the economy, and aesthetics." UNCG created an Office of Sustainability to improve operations and to provide projects and services that enhance the environmental, human, and financial capital of the University and our community. The Office works with faculty, staff and students from across the campus, promoting behavioral and technological changes that lead us to better steward our resources.

The number of people employed in the sustainability office:
2.25

The website URL where information about the sustainability office is available:
http://facsustainability.uncg.edu/

Does the institution have a sustainability coordinator?:
Yes

Sustainability coordinator's name:
Richard K. McDonald, III (Trey)

Sustainability coordinator's position title:
Sustainability Coordinator

A brief description of the sustainability coordinator’s position:
The primary role of the Sustainability Coordinator is to lead the Office of Sustainability as a “resource area” for the university. In this role, the Office will support the creation, implementation and monitoring of sustainability goals in each operational department. The Coordinator is a member of the Sustainability Council, which provides strategic direction recommendations to the Chancellor.

The website URL where information about the sustainability coordinator is available:
http://facsustainability.uncg.edu/staff-2/
Strategic Plan

Responsible Party

Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

Criteria

Institution’s current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in PAE Credit 3: Physical Campus Plan) nor an independent sustainability plan (which is covered in PAE Credit 5: Sustainability Plan) counts for this credit.

Submission Note:

Text of the Complete Strategic Plan 2009-2014, UNCG Tomorrow, including descriptions of the initiatives planned to support the 19 goals under implementation is available here:


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

Year the strategic plan or equivalent was completed or adopted:

2,009

Does the institution's strategic plan or equivalent guiding document include the environmental dimensions of sustainability at a high level?:

Yes

A brief description of how the strategic plan or amendment addresses the environmental dimensions of sustainability:

UNCG Tomorrow, the Strategic Plan for the University, lists five (5) core values of UNCG. Sustainability is named as one of these core values. The Plan defines sustainability as "academics, operations, and outreach... conducted with careful attention to the enduring interconnectedness of social equity, the environment, the economy, and aesthetics." This value is echoed throughout the document. UNCG Tomorrow also notes that the University is a "source of innovation and leadership meeting social, economic, and environmental challenges in the Piedmont Triad, North Carolina, and beyond."
Does the institution's strategic plan or equivalent guiding document include the social dimensions of sustainability at a high level?:
Yes

A brief description of how the strategic plan or amendment addresses the social dimensions of sustainability:

UNCG Tomorrow, the Strategic Plan for the University, lists five (5) core values of UNCG. Sustainability, including its social aspects, is named as one of these core values. Sustainability is defined in the Plan as "Academics, operations, and outreach... conducted with careful attention to the enduring interconnectedness of social equity, the environment, the economy, and aesthetics."

Another core value of the Plan is Inclusiveness: "A welcoming and inclusive academic community, based on open dialogue and shared governance, offers a culture of caring with visible, meaningful representation of differences." UNCG Tomorrow also notes that the University is "source of innovation and leadership meeting social, economic, and environmental challenges in the Piedmont Triad, North Carolina, and beyond."

Does the institution's strategic plan or equivalent guiding document include the economic dimensions of sustainability at a high level?:
Yes

A brief description of how the strategic plan or amendment addresses the economic dimensions of sustainability:

UNCG Tomorrow, the Strategic Plan for the University, lists five (5) core values of UNCG. Sustainability, including financial responsibility, is named as one of these core values. The Plan defines sustainability as "academics, operations, and outreach... conducted with careful attention to the enduring interconnectedness of social equity, the environment, the economy, and aesthetics." UNCG Tomorrow also notes that the University is "source of innovation and leadership meeting social, economic, and environmental challenges in the Piedmont Triad, North Carolina, and beyond."

The website URL where information about the strategic plan is available:
http://uncgtomorrow.uncg.edu/
Physical Campus Plan

Responsible Party

Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

Criteria

Institution’s current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in PAE Credit 2: Strategic Plan) nor an independent sustainability plan (which is covered in PAE Credit 4: Sustainability Plan) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution’s entire physical campus are eligible for this credit.

Submission Note:

Text of the 2007 Campus Master Plan Update for UNCG is available here:


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

Does the institution's physical campus plan include sustainability at a high level?:

Yes

A brief description of how the physical campus plan or amendment includes sustainability:

The 2007 Campus Master Plan Update for UNCG built on several prior studies, including the 2002 Sustainability Report. The Master Plan Update contains a section specifically addressing sustainability. This section describes five (5) key sustainability goals for the Master Plan to address:
1. Integrate Living and Learning Communities.
3. Promote Transportation Options (beyond single-occupant vehicle trips).
4. Enhance Water Resources.
5. Champion Natural Habitat.

The 2014 Master Plan Update is in its final stages and is being informed in part by the Climate Action Plan (2013) and Transportation Master Plan Update (2012).
The year the physical campus plan was developed or adopted:
2007

The website URL where the physical campus plan is available:
http://facdc.uncg.edu/campus-master-plan/
**Sustainability Plan**

**Responsible Party**

Chad Carwein  
Sustainability Education and Outreach Specialist  
Sustainability Office

---

**Criteria**

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by *PAE Credit 5: Climate Plan*, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

---

**Submission Note:**

The Final Sustainability (Activities Matrix) Chart is available here:

http://uncgtomorrow.unCG.edu/report/implementation/2.5/2.5%20&%204.6%20Final%20Sustainability%20Chart.pdf

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

**Does the institution have a sustainability plan that meets the criteria for this credit?:**

Yes

**A brief description of how multiple stakeholder groups were involved in developing the plan:**

The Sustainability Activities Matrix was developed in 2010-11 by the Sustainability Council, an advisory board to the Chancellor. The Council was created in 2010 to fulfill a UNCG Strategic Plan mandate (section 2.5). Council members include representatives from across the campus: a Student Government Association representative, a Graduate Student Association representative, the Director of Auxiliary Services (Staff Co-Chair), an Economics Professor (Faculty Co-Chair), the Assistant Director of Residence Life, the Director of the Environmental Studies Program, the Sustainability Coordinator, the Sustainability Education and Outreach Specialist, the Academic Sustainability Coordinator, the FTLC Sustainability Fellow, a member of the local community with expertise in sustainability issues, and other UNCG faculty involved in sustainability research.

**A brief description of the plan’s measurable goals:**

The Matrix presents 13 broad activities relating to sustainability for the university to pursue between 2010-2014. Specific actions to achieve these activities, along with responsible parties, necessary resources, and interim goals and metrics are also described. The 13
activities are:
1. Recruit and hire an Academic Coordinator for Sustainability.
2. Institute a culture of sustainability through education, outreach, and marketing and inculcate the principles and values of sustainability throughout the curriculum both inside and outside of the classroom.
3. Be recognized nationally as a leader in sustainability.
4. Adopt more sustainable standards for new construction and building renovations.
5. Reduce waste, source more local and sustainably grown products, and enhance promotion of healthy eating practices in Dining Services.
6. Develop a process and procedure that supports the sustainable use of green space in accordance with UNCG’s master plan, with the emphasis placed on the non-building areas of the master plan.
7. By 2015, develop and implement a Campus Energy Plan that reduces energy usage by 30% (per gsf) from the 2003 baseline.
8. Develop and implement institutional investment and purchasing practices that are guided by social justice and environmental stewardship.
9. Develop and implement a strategic plan to achieve climate neutrality by 2050 (Climate Action Plan).
10. Develop health and safety practices that are based upon sustainable/environmentally friendly principles.
11. Become a leader in diversion of waste from landfills.
12. Develop and implement a plan for sustainable water usage, while maintaining the quality of water.
13. Update the Transportation Master Plan with specific emphasis on alternative transportation options.

A brief description of how progress in meeting the plan’s goals is measured:

The overarching metric for meeting the goals of the plan is the annual assessment achieved via STARS. Individual activities and goals will be evaluated annually by the Council. The Council will also determine its priority actions and present these options to the Chancellor.

The website URL where more information about the sustainability plan is available:

http://uncgtomorrow.uncg.edu/report/implementation/2.5/

The year the plan was developed or last updated:

2,012
Climate Action Plan

Responsible Party

Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution’s administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward PAE Credit 4: Sustainability Plan.

Submission Note:

UNCG signed the ACUPCC on October 26, 2011. A climate action plan team was formed in early 2012. The team was comprised of more than 50 UNCG students, staff and faculty who were divided into six (6) working groups around specific focus areas. The focus areas include University Administration, Infrastructure Energy Use, Transportation, Materials Management, Water, and Academics and Outreach. The final draft of the climate action plan was presented to UNCG Chancellor Linda Brady and her executive staff on July 31, 2013 whereupon it was adopted.

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

Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit?:

Yes

A brief summary of the climate plan’s long-term goals:

The primary long-term goal is to achieve climate neutrality by 2050. This will be achieved by implementing short- and long-term tactics. Long-term solutions included in the UNCG CAP include replacing the steam plant with a Combined Heat and Power facility and installation of more renewables, along with the projected emissions decreases from our electricaity provider (Duke Energy).

A brief summary of the climate plan’s short-term goals:

By 2025, short- to medium-term strategies are projected to diminish UNCG's GHG emissions by almost 40%. Strategies include:

INFRASTRUCTURE ENERGY AND WATER

Adopt new construction energy efficiency guidelines (energy use intensity) which exceed the NC State Mandate (SB 668); maximize space planning and management; enhance energy conservation in existing buildings through renovations and retrocommissioning; promote behavior change Initiatives to encourage conservation habits; and install steam distribution, steam plant, and chiller plant
improvements.

TRANSPORTATION
Install diesel vehicle anti-idling retrofits; increase carpoolers to 10% of commuters; expand telecommute/flex work opportunities; purchase offsets for air travel; and increase education & marketing of TDM programs.

MATERIALS MANAGEMENT
Divert landscape waste to the city compost; expand education & marketing of recycling and reuse programs; and bring more consistency to bin location and identity across campus.

Year the climate plan was formally adopted or approved:
2013

An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year:
Yes

List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment:
Scopes 1, 2 and 3

The reduction level (percentage) institution has committed to:
100%

The baseline year the institution used in its GHG emissions commitment:
June 30, 2012

The baseline emissions level institution used in its GHG emissions commitment:
85346.1 mtCO2e

The target year the institution specified in its GHG emissions commitment:
Dec. 31, 2050

The website URL where information about the climate plan is available:
http://facsustainability.uncg.edu/climate/
Diversity and 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. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated 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.

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Diversity and Equity Coordination

Responsible Party

Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus.

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

Does the institution have a diversity and equity committee?:

Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities:

The Chancellor's Advisory Committee for Equity, Diversity, and Inclusion was formed in 2009, transitioning from acting as The Inclusive Community Task Force begun in 2008 to investigate diversity issues at UNCG. In 2009, the committee was asked to identify two to three initiatives based on the data collected from two years of panels and open forums. The Chancellor requested that this group submit recommendations in the form of a proposal with a budget for her review and approval. In addition, the Chancellor requested this group to consider carefully the title for a senior position that would provide leadership for the Office of Equity, Diversity, & Inclusion. Finally, this group was requested to determine what current programs on campus might be ideally placed under the administration of this office.

The 2012-13 committee was charged to work on completing a more comprehensive Inclusive Excellence/Diversity statement that could be supported by the university. It was agreed upon that the statement would include the following: request that diversity/inclusive excellence be infused into class syllabi through diverse scholarly materials, diversity workshops, scholarly projects engaging inclusive excellence linked to the university mission and QEP initiative, and learning communities. Chancellor Brady reaffirmed her full support and commitment to the inclusive excellence/diversity initiative for the entire campus. She proposed three additional items to the committee for consideration in the 2012-13 academic year:

1. Consider town hall conversations clustered around disciplines about why diversity and inclusion is important in recruiting, the nature of climate, etc. One approach would be to conduct four (4) town hall sessions (one area each session) social sciences, sciences, arts and humanities and the processional schools – talk through challenges and opportunities with faculty. The critical topic is infusing diversity and inclusion in to the classroom and across disciplines to ultimately weave inclusiveness into the fabric of the university; and
2. Invite someone well known in the area of diversity and inclusion to do workshops with faculty, particularly, someone with experience and success in this area; and
3. Climate/Customer Service – figure out a way to present a more welcoming approach when engaging with students and visitors to our campus. Implement the “rule of two”, students and visitors should not engage with more than two people to get an answer. Customer service should not vary based upon color, age, etc.
The Chancellor closed with two important statements: “We must address the curriculum piece…imbedding diversity/inclusive excellence in the academic structure, in order to see change. Anything short of this and we will continue to chip away at the edges and never advance the initiative.” Her closing comment sums up her commitment to this initiative “…inclusive excellence is not an add-on, it is important for the future (of the university). We have to work with faculty and help everyone understand why this is important, and bring them to the table for serious discussion related to this topic.”

Members of the committee, including job titles and affiliations:

2013/2014 Membership:

Ashleigh Best - Safe Zone/Leadership Education & Engagement
VACANT - Military Veteran (Undergraduate Student)
VACANT - SGA (Undergraduate Student)
Sarah Carrigan - Institutional Research
Edna Chun - Human Resource Services
Audrey Daniels - Office of Multicultural Affairs
Nora Dial-Stanley - Native American Indians/Information Technology Services
Michael Elliott - International Students Program
Diane Gill - Women & Gender Studies
Gerald Holmes - University Libraries
Jie Hu - School of Nursing
Andrea Hunter - School of Health and Human Sciences
Spoma Jovanovic - Communication Studies
Bruce Lynch - The Counseling & Testing Center/Student Health Services
VACANT - School of Music, Theater & Dance
Scott Milman - Auxiliary Services Director
VACANT - School of Business
Anthony Phillips - Building & Trades
Bruce Pomeroy - Office of Disability Services
Omar Ali - College of Arts and Sciences/African American Studies
Silvia Bettez - School of Education
Kevin Williamson - University Development
Frank Woods - African American Studies
VACANT - Undergraduate Admissions
James “Rod” Wyatt - CACEDI Chair - Human Relations Director
Alia Henderson - OEDI Graduate Assistant (Graduate Student)

The website URL where information about the diversity and equity committee is available:
http://oedi.uncg.edu/history/

Does the institution have a diversity and equity office?:
No

A brief description of the diversity office:
Currently there are no employees that work directly for the Office of Equity, Diversity and Inclusion. The University was in the process of searching for an Associate Vice Chancellor to head the office, who will in turn staff the office as necessary. However, in March 2011 due to severe budget cuts in the state university system, this search was put on hiatus. Once funding is available for the position the search will resume.

The number of people employed in the diversity office:
0

The website URL where information about the diversity and equity office is available:
http://oedi.uncg.edu/

Does the institution have a diversity and equity coordinator?:
No

Diversity coordinator’s name:
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Diversity coordinator's position title:
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A brief description of the diversity coordinator's position:
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The website URL where information about the diversity and equity coordinator is available:
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Measuring Campus Diversity Culture

Responsible Party

Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

Submission Note:

Verified by James "Rod" Wyatt, Chair of the Chancellor's Advisory Committee on Equity, Diversity and Inclusion

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

Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit?:

Yes

A brief description of the assessment(s):

Rankin and Associates, a consulting firm specializing in higher education issues, conducted an assessment of diversity and inclusion at UNCG. The firm conducted fact-finding interviews on campus with groups of minority and majority faculty, and surveyed minority faculty who had left UNCG in the past 10 years. Recommended actions were then developed for the final report. These data have been used in planning the forthcoming Office of Equity, Diversity and Inclusion.

Year the assessment was last administered:

2,008

A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives:

Specific recommendations were formulated and presented for marketing strategies regarding events that focus on diversity appreciation/training and building a more inclusive community. A rationale and job description were created for the current new open position of Associate Vice Chancellor for Equity, Diversity, and Inclusion. A sub-group of the Inclusive Community Task Force which worked with the consultant investigated ways to improve the level of inclusiveness of the university. The
sub-group determined that the best method was to conduct focus groups representing groups of under-represented members of the campus. As a result, the following panels were conducted in the 2008-09 academic year: Gay, Lesbian, Bisexual, Transgender, Intersecting, Queer, and Questioning (GLBTIQQ) Students, Staff Members, Minority Faculty Members, Minority Students, International Degree Seeking Students, & Male Students.

The website URL where information about the assessment(s) is available:
Support Programs for Underrepresented Groups

Responsible Party
Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

Submission Note:

Information about groups within the student body is available here:
http://oedi.uncg.edu/campus-resources/

Information about groups within the faculty/staff is available here:
http://oedi.uncg.edu/campus-initiatives/

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

Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus?:
Yes

A brief description of the programs sponsored by the institution to support underrepresented groups within the student body:

UNCG sponsors several programs and organizations which support under-represented groups of students and/or provide avenues for students to work with under-represented groups in the Greensboro community. Students are represented by and participate with the following (those not self-explanatory are described):
- Asian Students Association
- Associated Campus Ministries Center
- Better Days Coalition - To raise awareness, take action and foster debate on issues of social justice both in the Greensboro area and the world, while building ties between the UNCG student body and the greater Greensboro community.
- Black Business Student Association
- The Black Graduate Student Association
- Black Nursing Students Association
- Caribbean Students Association
- Center for New North Carolinians - Aims to build bridges among immigrant populations and existing communities throughout the state
of North Carolina by providing:

* Outreach and Educational Programming
* Research and Evaluation
* Information Services
* Technical Support
* Immigrant and Refugee Leadership Development

-Chinese Student Association
-International Programs Center - Helps students negotiate Study Abroad and Exchanges, as well as to help international students discover UNCG. Also serves Visiting Scholars and Faculty to enhance the academic experiences of students and faculty alike.
-International Student Association - Promotes international diversity on campus. Seeks to promote fellowship among the representative nations on the campus of UNCG.
-The Muslim Student Association
-NAACP College Chapter
-Native American Student Association
-Neo Black Society - Strives to make the University community aware and appreciative of African-American culture and achievements. With African-American pride as the dominant theme, the Society serves to develop awareness among people of all races.
-Office of Multicultural Affairs - Promotes cultural awareness and appreciation of cultural diversity and fosters intercultural and cross-cultural understanding. Provides programs and services that support the academic mission of the University by enhancing the educational, personal, cultural, and social development of students. Builds positive advocacy and collaborative relationships with students of color who represent the African American, Hispanic/Latino, Asian and Asian American, Native American, LGBT and multiracial communities. The Office also strives to build relationships with the general student body. The Office continues to build partnerships with UNCG departments and Greensboro groups and organizations.
-PRIDE! - A gay, lesbian, transgendered, questioning and allied student association which is designed to be an educational, political awareness and social organization. It mission is to educate members about sexual identification and its place within society. Weekly meetings, social functions and community outreach events are held regarding the concerns of the gay, lesbian, bisexual, transgendered and questioning community.
-Race and Gender Institute - Fosters greater inclusion of minority perspectives in the curriculum. Encourages a critical dialogue about race, gender, and sexual orientation in teaching, research and scholarship, and intellectual discourse at UNCG. Serves as a catalyst for healing old wounds connected to the southern past and a progressive force with respect to social justice, civility, and academic freedom.
-SAFEZONE - A campus group of gay, lesbian, bisexual, transgendered, and questioning individuals supported by student, faculty, and staff allies. Provides resources for students, faculty and staff who want to offer a safe, comfortable environment for anyone who seeks it. Encourages an atmosphere free of homophobia and heterosexism. Provides a setting of appreciation, affirmation, and information for and about the GLBT community.
-Spanish American/Latino Student Association (SALSA)
-Students of Action - Serves the UNCG Community through community and campus activities in conjunction with various organizations.

A brief description of the programs sponsored by the institution to support underrepresented groups within the faculty:

Two academic departments are directly related to under-represented groups, African American Studies and Women's & Gender Studies. Further, four academic units have developed diversity initiatives:
*College of Arts & Sciences Diversity Initiatives
*School of Education Access and Equity Committee
*School of Nursing Community Engagement
*University Libraries Diversity Initiatives.
Finally, faculty sponsor or participate in many of the organizations that work for under-represented groups on campus as well:

Associated Campus Ministries Center  
Better Days Coalition  
Center for New North Carolinians  
International Programs Center  
NAACP College Chapter  
Neo Black Society  
Office of Multicultural Affairs  
PRIDE!  
Race and Gender Institute  
SAFEZONE

A brief description of the programs sponsored by the institution to support underrepresented groups within the staff:

Staff sponsor or participate in several of the groups that support under-represented members of the campus, including:

Associated Campus Ministries Center  
Better Days Coalition  
Center for New North Carolinians  
International Programs Center  
NAACP College Chapter  
Neo Black Society  
Office of Multicultural Affairs  
PRIDE!  
Race and Gender Institute  
SAFEZONE

The website URL where more information about the programs in each of the three categories is available:

http://oedi.uncg.edu/
Support Programs for Future Faculty

Responsible Party
Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

Criteria
Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

Submission Note:
Other websites with information:

School of Ed:
http://soe.uncg.edu/

Scholarships:
http://fia.uncg.edu/scholarships/education.htm

UNCG Teach Learning Community:
http://learningcommunities.uncg.edu/lc/teach.php

ETAP:
http://grogan.uncg.edu/groups/teaching.php

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

Does the institution administer and/or participate in programs that meet the criteria for this credit?:
Yes

A brief description of the institution’s programs that help increase the diversity of higher education faculty:

The University of North Carolina at Greensboro has been dedicated to the education of future teachers since it opened as the State Normal and Industrial School on October 5, 1892. Teacher education is a university-wide priority led by the School of Education.

The School of Education (SOE) values diversity and works to be a welcoming, supportive, and pluralistic environment in which all students, staff, and faculty thrive. For both faculty and the student body, 16% of individuals are from nonwhite backgrounds. The SOE commitment to and appreciation of diversity is reflected in its coursework, community outreach efforts, work with local school systems, and research. This commitment is also reflected in the establishment of the Access and Equity Committee (AEC), which serves as a vehicle for faculty, staff, and students to advocate for diversity in the life of the School of Education. AEC specifically strives to do the following:

* Foster an inclusive climate that affirms the diversity of students, staff and faculty members by offering equal educational access and opportunity to all SOE community members.
* Educate the SOE community about critical issues pertaining to access, equity and diversity, and encourage the use of inclusive practices.
* Advocate for diversity in the life of the SOE community through educational programming, faculty and student recruitment and retention, and research development.
* Recognize outstanding work related to access, equity and diversity in research, teaching and/or service to the School of Education and/or the larger community.

Another program for potential future teachers is the "UNCG Teach" Learning Community, which provides students within the Pre-Education major a unique opportunity to explore the field of Education. Students enroll in specially designed courses focused on fostering strong educators for a global tomorrow. This learning community allows students to make friends, create study groups, experience collaborative learning, and network with faculty and professionals in the field. Exploring Teaching As a Profession (ETAP) is an academic interest group part of the Grogan Residential College.

Within the SOE is the Department of Educational Leadership and Cultural Foundations (ELC). ELC is concerned with issues of educational theory, cultural analysis, educational leadership and school organization, educational policy, and curriculum studies. The department seeks to prepare thoughtful and effective leaders in education through programs of study that are interdisciplinary in focus and that emphasize questions of moral concern, the cultural context of education, and a reconstructive vision for excellent and equitable schooling.

Scholarships are available for typically underrepresented groups as well as those who are studying to teach special education.

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

http://mypathtohighereducation.weebly.com/uncg-access-and-equity-committee.html
Affordability and Access Programs

Responsible Party

Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income 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 such as the federal TRIO programs
- Scholarships 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
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

Submission Note:

In 2011, UNCG was cited as one of only five U.S. colleges serving low-income students well by the Education Trust, a research and advocacy group (please see http://www.edtrust.org/dc/press-room/press-release/unprecedented-study-on-the-real-cost-of-college-shows-low-income-student).

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes

A brief description of the institution’s participation in federal TRIO programs:

Special Support Services (SSS) is a TRIO education support program designed to maximize academic performance for UNCG students who are first-generation, from modest income backgrounds, or who have a disability, and who also demonstrate academic need for services. Services include counseling, academic skills instruction, tutoring, graduate school guidance, and learning lab.
A brief description of the institution’s policies and programs to minimize the cost of attendance for low-income students:

The mission of the Financial Aid Office at UNCG is to assist students in reaching their academic goals by serving as a primary advocate for students and families and help to remove barriers to receiving financial assistance. The Financial Aid Office works to meet these goals by embracing technology, reviewing and improving procedures, and ensuring compliance with state and federal regulations. The Office also offers or provides information about many scholarship and grant opportunities.

Please see:

http://fia.uncg.edu/

A brief description of the institution’s programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

Team Up with US is an initiative by Dean Roberson and Undergraduate Studies that provides an opportunity for emeriti faculty, retired professional staff, UNCG alumni, community friends, and/or currently employed professional staff to Teach, Educate, Advise, and Mentor undergraduate students at UNCG. In these trying economic times when students are working more hours to make ends meet, we need to create a "village" to support them.

Please see:

http://excellence.uncg.edu/teamup/default.php

A brief description of the institution’s programs to prepare students from low-income backgrounds for higher education:

The UNCG Guarantee Mentor Program connects UNCG Guarantee Scholars with alumni, community members, faculty and staff to support and enhance academic achievement, leadership skills development, and personal success.

Please see:

http://guarantee.uncg.edu/default.shtml
A brief description of the institution's scholarships for low-income students:

The UNCG Guarantee program helps low-income, in-state students graduate from UNCG in four years with little or no debt, while also providing a support program to encourage academic and personal success. Students at or below the federal poverty level who show academic promise are provided four years of full-tuition assistance. In turn, these students must participate in academic support services, including development of a customized academic plan.

Please see:

http://guarantee.uncg.edu/

The university also provides many more need-based scholarships within academic units, and works with several off-campus groups that provide need-based scholarships as well.

A brief description of the institution’s programs to guide parents of low-income students through the higher education experience:

The Office of New Student & Spartan Family Programs provides comprehensive and meaningful programs to facilitate a successful transition to UNCG and support students through the first year. Spartan Family Programs offer services and resources in a caring and respectful environment for new students as well as their families.

Please see:

http://spartanfamily.uncg.edu/

A brief description of the institution’s targeted outreach to recruit students from low-income backgrounds:

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A brief description of the institution’s other admissions policies and programs:

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A brief description of the institution’s other financial aid policies or programs:


A brief description of the institution’s other policies and programs not covered above:

---
The website URL where information about programs in each of the areas listed above is available:

http://success.uncg.edu/
Does the institution offer housing options to accommodate the special needs of transgender and transitioning students (either as a matter of policy or as standard practice)?

Yes

A brief description of the program, policy, or practice:

Housing and Residence Life at UNCG offers private rooms for students with special needs, including transgender/transitioning students. Students who are transgender or who may be transitioning are able to now indicate their particular needs on the Special Request for Housing Accommodation application form. Students apply for this option on-line, and those with gender identity/expression concerns meet with the Senior Assistant Director of Housing in charge of room assignments. This was vetted through University Counsel, who suggested that each situation be treated individually and that Housing staff work with the students to provide the best choice possible in terms of a comfortable living environment. UNCG has several options available to transgender/transitioning students, ranging from rooms with private bathrooms to mixed-gender apartment arrangements.

The website URL where information about the program, policy, or practice is available:

http://hrl.uncg.edu/living_on_campus/transgender.php
Employee Training Opportunities

Responsible Party

Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

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

Does the institution make cultural competence trainings and activities available to all employees?:
Yes

A brief description of the cultural competence trainings and activities:

UNCG Campus Training Opportunities for Diversity Issues:

Shades of Color Conference: An annual event that aims to create a safe, empowering, inclusive space for all community members of the University of North Carolina at Greensboro to discuss, reflect on and mobilize around issues of multiculturalism. A sense of awareness about intersecting social identities and the relationship between campus and other communities are both central to the goals of the event. We strive to proactively create change through motivating, informing, and challenging individuals to address social justice issues, both personally and within their communities.

Contemporary Issues Forums: These provide an avenue to participate in discussions around "hot topics" in a multicultural society. Discussions are led by faculty and staff from across the university and serve to introduce people to a particular topic as well as engage in in-depth analysis of its most important issues. Past topics include: "Is This a Post-Racial America?", "Post-Feminist America?", "American Indian Mascots: Why All the Hype?", and "Conservative Blacks and Black Conservatives: There are Differences."

Human Rights Week: This event is an opportunity for the UNCG community to focus on human rights issues domestically and abroad. The week is organized by the Office of Multicultural Affairs in partnership with various student organizations, academic departments and community organizations. The most recent week of events addressed issues of immigrant health outcomes, tribal sovereignty, human trafficking, and LGBT equality.

Martin Luther King Jr. Celebration: The legacy of Dr. Martin Luther King Jr. is celebrated every year with a week of events offered to inspire and challenge the university community to continue to strive towards the ideals of peace and justice. The highlight of the week is the annual MLK Celebration in which an invited speaker delivers a keynote address in the spirit of Dr. King’s legacy. Past speakers include Rev. Al Sharpton, Angela Davis, and Dr. Mae Jemison, the first woman of color to travel in space. During the same event the MLK service award is presented to a member of the UNCG community who has gone above and beyond their role at UNCG and has truly lived Dr. King’s vision.

UNCG's Human Resources Department also offers workshops and training opportunities (please see:

http://workshops.uncg.edu/)

Examples of cultural competence topics include "Intercultural Sensitivity: Looking Through Other Eyes" and "Ouch! That Stereotype
Hurt.

The website URL where information about the trainings and activities are available:
http://oedi.uncg.edu/campus-trainings/
Does the institution make cultural competence trainings and activities available to all students?:
Yes

A brief description of the cultural competence trainings and activities:

The Office of Multicultural Affairs, bases its philosophy on inclusion — fostering recognition and respect for the voices of all students. The Office provides student-centered programs that promote awareness of and respect for cultural diversity and offers opportunities to expand cross-cultural and inter-cultural knowledge. Examples of activities include Native American Heritage, African American Heritage, and Women’s History celebrations.

The Office strives to contribute to a community in which all students are empowered to recognize and act on one’s social responsibility in relation to domestic and global issues. The Office also offers advocacy, programming and support systems to encourage students to realize the highest level of their potential, particularly as it pertains to the University’s retention and graduation efforts of underrepresented student populations.

The website URL where information about the trainings and activities are available:
http://oma.uncg.edu/
Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. 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. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

In addition, this subcategory recognizes faculty and staff 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.

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### Sustainable Compensation

#### Responsible Party

Chad Carwein  
Sustainability Education and Outreach Specialist  
Sustainability Office

#### Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

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

#### Submission Note:

In July 2012, Human Resources produced the SPA Compensation Analysis, a comprehensive study of all SPA classifications that are most significantly below market. This analysis was designed to equip Executive Staff members with current salary information so as to review and prioritize salary proposals for their respective units.

Information for this credit was received from Dr. Edna Chun, Associate Vice Chancellor for Human Resource Services at UNCG and from the NC Office of State Human Resources (OSHR) formerly known as the NC Office of State Personnel (OSP).

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

#### Total number of employees working on campus (including contractors):

3,088

#### Number of employees (including contractors) that the institution ensures earn sustainable compensation:

3,088

A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable)
receive sustainable compensation:

The University of North Carolina at Greensboro adheres to the policy of the State of North Carolina to compensate its employees sufficiently to encourage excellent performance and to maintain labor market competitiveness. There were several actions taken by the North Carolina General Assembly and the State Human Resources Commission that allowed UNCG to address the compensation of its lowest paid workers.

1. Salary guidelines for fiscal year 2013-14 by the NC General Assembly were revised effective July 1, 2013. Salary increases may be given for equity, additional duties and responsibilities, interim appointments, and retention in addition to promotion, reclassification, and career progression.

2. In September 2013, the State HR Director announced that the NC General Assembly passed an Appropriations Act and established a Salary Adjustment Fund for agencies and universities to use to provide competitive salaries for actions related to: promotion, job change, career progression, salary range revisions, geographic or site differentials, in-range labor market adjustments, equity, and other adjustments related to an increase in duties or responsibilities or labor market changes.

3. On December 12, 2012 the State Human Resources Commission approved classification and rate changes for Information Technology jobs under Career Banding.
   a. These changes were effective January 1, 2013.
   b. These changes were based on market reviews conducted by the Office of State Human Resources.
   c. The minimum and maximum ranges were increased; no ranges were decreased.
   d. Seven new IT classifications were created
   e. 174 UNCG employees were impacted, with 74 receiving salary increases based on the new classifications and salary ranges.

4. In July 2013 the Office of State Human Resources in collaboration with the UNC System General Administration’s HR Office began a market study of all Public Safety jobs under Career Banding to address compensation and recruitment challenges facing university public safety departments across the state.

In addition, UNCG takes proactive steps to ensure internal equity and build career ladders and opportunities for the lowest paid employees. It uses all available resources including any State Human Resource Commission’s compensation surveys. UNCG works actively to support and sustain a work environment which recognizes accomplishment and achievement. The following specific strategies are used to ensure sustainable and competitive completion for the lowest-paid employees:

1. The career banding program is structured to ensure SPA employees receive fair and equitable treatment in regard to compensation levels and career development opportunities. The Career Banding Compensation Strategy policy and guidelines will be applied effectively and equitably for all employees.

2. Human Resources use regional and local market data to ensure that the University offers a fair living wage and that the University is competitive with local employers.

3. The Human Resources Affirmative Action office regularly reviews salaries of the lowest paid employees to ensure that there is no disparate impact.

4. Human Resources conducts extensive training and development sessions designed to provide employees with the skills, knowledge, and abilities to advance in their careers.

The most recent year total compensation for the institution’s lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable:
The website URL where information about the institution’s compensation policies and practices is available:
Employee Satisfaction Evaluation

Responsible Party

Chad Carwein  
Sustainability Education and Outreach Specialist  
Sustainability Office

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

Submission Note:

Recent surveys include: 2012 (Professional Development Programs offered by HR); 2011 (Employee Satisfaction with HR programs and services.

Information for this credit was received from Dr. Edna Chun, Associate Vice Chancellor for Human Resource Services at UNCG.

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

Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit?:

Yes

A brief description of the institution’s methodology for evaluating employee satisfaction:

Following a university wide survey of faculty, staff, and administrators in September 2011 to address their satisfaction with the range of HR services offered by UNCG, a report was prepared by two internal consultants (a faculty member and an administrator) that was used to develop specific improvements based on the survey findings. An official HR response was developed. Since 2011, HR has offered the following new programs that address job satisfaction:

• Introduction of an Exit Interview program with both online and in-person interviews to gather qualitative workplace data relating to job satisfaction. Aggregate findings are being compiled for review by the university’s Executive Staff.

• The creation of the UNCG Leadership Institute provided a cost-effective development of emerging leaders and involves an action research component, mentoring program, and interactions with external and internal leaders. The Leadership Institute initiative was shared at the system wide Chancellors’ meeting as a best practice for the UNC campuses. The second year of the Institute began with the selection of the new class by a campus wide committee and the assignment of mentors. A number of new sessions have been introduced to strengthen team interactions and evaluation of leadership skills.

• HR broadened its implementation of comprehensive professional development and organizational learning programs by offering a fall and spring catalog of 60 courses including 18 new courses with nine faculty and staff experts in addition to HR staff. A new series on EPA non-faculty compensation, performance evaluation and coaching, and talent acquisition was offered for the first time to train
administrative personnel in management approaches, coaching strategies, and policies. The HR catalogue continues to draw upon faculty expertise from the Bryan School and the College of Arts and Sciences as well as administrative expertise from all divisions in the development of customized programs designed to enhance a high performance workplace.

- Introduction of a Community Building mentoring program for minority faculty and staff. This new program focuses on building networks within the university community that will assist new faculty and staff in their careers and promote greater job satisfaction.

- The introduction of an expanded summer flexible work hours program in partnership with the Staff Senate.

- Creation of a Mediation Services Unit designed to address informal issues and problems before these concerns rise to the level of a grievance or complaint. This highly successful program has resolved a significant number of issues in its first year.

- Creation of an Inclusive Excellence website and high-caliber training programs offered by national experts for faculty, staff, and students. Our program this year includes seminars on disability, veterans’ issues, and the ROI of diversity.

- Regular meetings with campus stakeholders including open forums and a group of nearly 100 HR Liaisons to keep them informed on HR programs and issues.

- A university-wide Professional Development survey was conducted by HR in January 2012.

- Formed in May 2013 the Human Resources Advisory Group. The HR Advisory Group is comprised of faculty, department heads, administrators, and staff and provides advice to the Human Resources Department on advancing HR’s mission in the creation of a workplace that attracts, retains, and develops a diverse community of talented individuals in support of the University’s mission. This group is designed to help HR in the process of fostering employee engagement, streamlining administrative processes, building synergy across disciplines and units, and enhancing a climate of mutual respect by developing an inclusive employee communication process.

**The year the employee satisfaction evaluation was last administered:**

2,012

**The website URL where information about the institution’s employee satisfaction evaluation process is available:**

---
Staff Professional Development in Sustainability

Responsible Party

Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

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

The following training opportunities are not sufficient for this credit:

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

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

Does the institution make training and professional development opportunities in sustainability available to all staff?: Yes

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

The UNCG Office of Sustainability has updated its UNCG Green Office Certification Program (http://facsustainability.uncg.edu/green-office-certification-program/). Version 2.0 provides education to staff about how to reduce the resources used in their work environments, with specific attention on employees who work in offices.

Areas that the program focuses on now include:

* Energy and Water Conservation
* Waste Minimization
* Materials Management (e.g. green purchasing and recycling)
* "Greening" Meetings and Events
* Participation (e.g. transportation, engagement)
The website URL where information about staff training opportunities in sustainability are available:

http://facsustainability.uncg.edu/green-office-certification-program/
Sustainability in New Employee Orientation

Responsible Party

Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

Submission Note:

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

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

Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff?:

Yes

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

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

The website URL for the information about sustainability in new employee orientation:

http://web.uncg.edu/hrs/Professional_Development/NEO/
Employee Sustainability Educators Program

Responsible Party

Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

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

Responsible Party

Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

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

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 students, faculty, and staff?:
Yes

A brief description of the child care program, policy, or practice:
The Child Care Education Program (CCEP) is a part of the Department of Human Development and Family Studies that offers child care at three locations on campus. Enrollment is open to children from families across the greater Greensboro area, including those of UNCG employees. The program offers sliding scale fees based on income.

The website URL where information about the program, policy, or practice is available:
http://ccep.uncg.edu/index.htm
Employee Wellness Program

Responsible Party

Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

Submission Note:

Info about Employee Assistance Programs (EAP) is available here:

http://web.uncg.edu/hrs/Benefits/EAP/

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

Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees?:

Yes

A brief description of the employee wellness program, policy, or practice:

Enhancing employees' health and wellness - by enhancing and extending health, wellness, and quality of life for children, adults, families, and communities, through scientific inquiry and application, workforce development, reduction of disparities, sustainability efforts, and recreational opportunities - is of primary importance to UNCG. To meet these goals, UNCG offers many wellness programs for its employees and students. These include weight-loss assistance and healthy-eating initiatives, employee assistance programs (mental health assistance), smoking cessation, and a variety of exercise groups.

The website URL where information about the program, policy, or practice is available:

http://web.uncg.edu/hrs/Benefits/Wellness/
**Socially Responsible Retirement Plan**

**Responsible Party**

Chad Carwein  
Sustainability Education and Outreach Specialist  
Sustainability Office

**Submission Note:**

Information received from Jill Hillyer, Associate Vice Chancellor for Foundation Finance.

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

---

**Does the institution offer a socially responsible investment option for retirement plans?:**

Yes

**A brief description of the socially responsible investment option for retirement plans:**

The CREF Social Choice Account seeks a favorable long-term rate of return that reflects the investment performance of the financial markets while giving special consideration to certain social criteria ([http://enroll.tiaa-cref.org/resources/ffs/194408605.pdf](http://enroll.tiaa-cref.org/resources/ffs/194408605.pdf)).

The Neuberger Berman Socially Responsible Investment fund is also available to UNCG employees through a retirement plan managed by the Lincoln Financial Group. This fund seeks long-term growth of capital and mainly invests in common stocks of mid- to large-cap companies across many different industries. Social criteria include leadership in environmental concerns, diversity in the work force, progressive employment and workplace practices, and community relations.([http://enroll.newriver.com/lincoln/factsheet/plans/html/funds/NBSRX.html](http://enroll.newriver.com/lincoln/factsheet/plans/html/funds/NBSRX.html)).

**The website URL where information about the program, policy, or practice is available:**

[http://www.northcarolina.edu/hr/ga/benefits/retirement/ORP/ORPMain.htm](http://www.northcarolina.edu/hr/ga/benefits/retirement/ORP/ORPMain.htm)
This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

### Credit

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Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees 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.
Shareholder Advocacy

Responsible Party

Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

Criteria

There are two possible approaches to earning this credit.

1) 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.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but $2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

Submission Note:

Information received from Jill Hillyer, Associate Vice Chancellor for Foundation Finance.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Positive Sustainability Investments

Responsible Party

Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual 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 this credit.

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.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Student-Managed Sustainable Investment Fund

Responsible Party

Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Sustainable Investment Policy

Responsible Party

Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

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

Responsible Party

Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

Submission Note:

Information received from Jill Hillyer, Assoc. Vice Chancellor for Foundation Finance.

The credit info could be read in the following two different ways:

"the amount invested in each fund and/or company" AND "proxy voting records"

or

"the amount invested in each fund" AND/OR "company and proxy voting records"

After contacting AASHE Program Inquiries for clarification, we decided not to report PAE-T2-9: Investment Disclosure as complete based on their intent for BOTH "the amount invested in each fund and/or company" and "proxy voting records" to be made available to the public.

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

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

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Community Sustainability Partnerships

Responsible Party

Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

Criteria

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

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

Does the institution participate in community sustainability partnerships that meet the criteria for this credit?:

Yes

A brief description of the institution’s sustainability partnerships with the local community:

The Office of Sustainability has partnered with multiple sustainability-related groups in the local community to revitalize Greensboro Green Drinks. After the kickoff event was hosted on the UNCG campus, the following organizations have each sponsored one of these monthly gatherings: Piedmont Plateau Group of the Sierra Club, IRC Edible Community Garden, and Occupy Greensboro Energy Working Group.

The Office of Sustainability partnered with Sustainable Greensboro, a local non-profit group, to promote and manage Earth Day 2011. Sustainable Greensboro is dedicated to providing proactive leadership, innovation, and creativity to meet challenges related to greening local businesses, restoring urban ecology, and providing community education. This partnership helped strengthen both groups. Sustainable Greensboro was undergoing a major restructuring of its leadership at the time and this gave members an event to galvanize around. In turn it provided a pool of volunteers and community leaders to assist the nascent Office of Sustainability at UNCG in holding the largest Earth Day celebration in the history of the campus.

The UNCG Sustainability Office continues to reach out to local groups to work on community issues, including the Interactive Resource Center.

The website URL where information about sustainability partnerships is available:

http://newsandfeatures.uncg.edu/uncg-sustainable-greensboro-team-up-for-earth-day-2011/#sthash.Tz9vSuIF.dpbs
Inter-Campus Collaboration on Sustainability

Responsible Party

Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

Criteria

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

Submission Note:

Some information for this credit was obtained from:

The UNC Sustainability Committee Report:


UNC Focus Forward:

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

"---" 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 Fall 2013, UNCG Office of Sustainability created a list of Twitter handles that includes nearly 150 other campus sustainability offices from around the country. The url link to the list was distributed via AASHE Forums and GRNSCH-L and the list now has over 50 subscribers.

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

In April 2010, UNCG hosted "Focus Forward," a virtual conference for sustainability offices in the UNC system to explore best sustainable practices in Master Planning, Transportation, Purchasing, Operations & Maintenance, and the Integration of Sustainability into Academics.
The names of local, state, regional, national, and other campus sustainability organizations or consortia in which the institution participates and/or is a member:

* The Association for the Advancement of Sustainability in Higher Education (AASHE)
* The Southeastern Sustainability Network
* The Green Schools listserv

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

In 2013, each university in the UNC system appointed a Chief Sustainability Officer (CSO). The CSOs and other representatives from each school met in Charlotte for the second ever UNC system-wide Sustainability Alliance meeting.

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

UNCG staff also attended the Appalachian Energy Summit, a conference of all NC System schools to focus on energy conservation and efficiency. The Sustainability Coordinator helped organize and establish the agenda for the first gathering of sustainability officers from each system school.

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

https://twitter.com/SustainableUNCG/campus-sustainability/members
Sustainability in Continuing Education

Responsible Party
Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

Criteria

Part 1
Institution offers continuing education courses that are focused on or related to 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 a sustainability-related certificate program through its continuing education or extension department.

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

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

Does the institution offer continuing education courses that are focused on or related to sustainability?:
Yes

Number of sustainability continuing education courses offered:
14

Total number of continuing education courses offered:
97

Does the institution have a sustainability-related certificate program through its continuing education or extension department?:
Yes

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

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

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

Year the certificate program was created:
2,008

The website URL where information about sustainability in continuing education courses is available:
http://mals.uncg.edu/program/options.php
## Community Service Participation

### Responsible Party

**Chad Carwein**  
Sustainability Education and Outreach Specialist  
Sustainability Office

### Criteria

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

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

### Submission Note:

**General Community Service; Student Service Estimates:**

- number of students who engaged in academic service-learning = 7,469
- number of students who engaged in forms of community service not including the students counted in determining (a) = 4,064
- total number of students who engaged in community service of any kind = 11,533
- number of students who engaged in at least 20 hours of any kind of community service per academic term = 4,579
- number of students whose service was supported by one or more CNCS programs = 21
- total number of all community service hours engaged in by the institution's students = 803,770.

These data are for the 2012-13 academic year and the total enrollment figure includes extension courses. Information for this credit was received from Dr. Cathy Hamilton, Director of the Office of Leadership and Service Learning at UNCG.

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

### The number of students engaged in community service:

11,533

### Total number of students, which may exclude part-time, continuing education and/or non-credit students:

18,172

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

[http://olsl.uncg.edu/](http://olsl.uncg.edu/)
Community Service Hours

Responsible Party

Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

Criteria

Institution engages students in community service, as measured by 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:

These data are for the 2012-13 academic year, and the total enrollment figure includes extension courses. Information for this credit was received from Dr. Cathy Hamilton, Director of the Office of Leadership and Service Learning at UNCG.

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

The number of student community service hours contributed during a one-year period:

803,770

Total number of students, which may exclude part-time, continuing education and/or non-credit students:

18,172

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

http://olsl.uncg.edu/
Sustainability Policy Advocacy

Responsibility Party

Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

Criteria

Institution advocates for federal, state, 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.

Submission Note:

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

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

Has the institution advocated for federal, state, and/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, bills, and ordinances for or against which the institution has advocated:

The UNC Office of Federal Government Relations supports legislation that "authorizes energy research opportunities." UNC also supports "preserving current funding levels for the Department of Energy (DOE) research grants and contracts with Universities" (please see http://www.northcarolina.edu/leadership/gov/Federal_Agenda_113th_Congress.pdf)

In February 2013, UNC schools presented a policy proposal to the legislature regarding energy service contracts. Previously, only one campus in the system was permitted to implement energy conservation measures without an ESCO under the provisions of G.S. 143-64.17L. In August 2013 an additional campus in the system was permitted by the General Assembly to self-perform energy conservation and efficiency efforts (SL 2013-396). UNCG has asked the UNC System to support legislative efforts to expand this provision to include other universities (UNCG and others) so that all universities have the option to either use an ESCO or implement energy conservation projects on their own. It is generally accepted that ESCO contracts have profit margins in the 30% range. Allowing the universities to implement these projects without the involvement of an ESCO will result in investing the ESCO profit (say 30%) into actual energy conservation measures (primarily equipment) that will result in increasing the energy savings of the state.
The website URL where information about the institution’s advocacy efforts are available:

http://governmentrelations.uncg.edu/
Trademark Licensing

Responsible Party

Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

Criteria

Part 1

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

Part 2

Institution has signed on to participate in the Designated Suppliers Program.

Submission Note:

See also:
www.clc.com

Information received from Jill Hillyer, Assoc. Vice Chancellor for Foundation Finance.

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

Is the institution a member of the Worker Rights Consortium?:
No

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

Has the institution expressed intention to participate in the Designated Suppliers Program?:
No

The website URL where information about the institution’s participation in the WRC, FLA, and/or DSP is available:
http://www.fairlabor.org/affiliate/university-north-carolina-greensboro
Graduation Pledge

Responsible Party

Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Community Service on Transcripts

**Responsible Party**

Chad Carwein  
Sustainability Education and Outreach Specialist  
Sustainability Office

---

**Submission Note:**

Information for this credit was received from Dr. Cathy Hamilton, Director of the Office of Leadership and Service-Learning at UNCG.

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

---

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

Yes

**A brief description of the practice:**

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

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

http://olsl.uncg.edu/about/
Farmers' Market

Responsible Party

Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

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

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Innovation 1

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, 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 Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) 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.

6) 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.

7) 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.

8) 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.

9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

---

A brief description of the innovative policy, practice, program, or outcome:

In an effort to increase the sustainability of UNCG Postal Services we began filtering junk mail for students with the launch of our dynamic mail program. This is a complimentary service designed to save our students time and contribute to the sustainability of UNCG.

We began by notifying on-campus and local off-campus partners that we would no longer accept bulk mail advertisements (“box stuffers”), greatly reducing the number of items produced each semester. During a typical semester we handled approximately 20,000 of these advertisements. By eliminating this service these items are no longer produced.
In addition, transitioning to the new “at UNCG” address format has greatly reduced the amount of junk mail we receive each day to about 5% of total mail received. This is because the most widely-used mailing lists were tied to the static box numbers that no longer exist on campus. The personalized nature of the new address format makes it difficult for direct mailers to perform “business as usual.” Furthermore, Postal Services will be working through the Direct Marketing Association’s Mail Preference Service to opt out of receiving unsolicited commercial mail to reduce most of the remaining unsolicited mail.

Any junk mail that does arrive at UNCG is now automatically recycled, guaranteeing that it does not end up in a landfill. Studies show the average adult American receives as much as 41 pounds of junk mail per year, so this filtering has a significant impact on our sustainability. This type of service is found in many premium pay-for-mail services, but by making it complimentary and applying it to all student mail we are working hard to have a sustainable impact at UNCG. The program started in May with summer school in a beta test and fully rolled out in August 2013.

A letter of affirmation from an individual with relevant expertise:
AASHE DMM Innovation Credit Letter_1.pdf

The website URL where information about the innovation is available:
---
Innovation 2

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) 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.

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9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Innovation 3

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, 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 Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) 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.

6) 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.

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9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Innovation 4

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) 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.

6) 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.

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9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

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

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

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New Student Orientation

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

Submission Note:

Though not a part of orientation, campus tours for prospective students highlight sustainability efforts. Green buildings, the campus garden, cycling and other alternative transportation infrastructure, and student groups are all highlighted.

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

Does new student orientation include presentations, speakers, or skits that address sustainability and take place in large venues that most or all first-year students attend?:

No

Provide a brief description of the presentations, speakers or skits:

During summer orientation sessions, the Office of Sustainability has a booth at the "Spartan EXPO." All new students are invited to this exhibition, which gives them an introduction to various departments, clubs, and programs across campus. The Sustainability Office offers information to all attendees on programs and initiatives, including energy conservation, environmentally-focused student groups, proper recycling techniques, and alternative transportation. Due to staff turnover, the Office was not able to participate in 2013 but intends to return in 2014.

Does new student orientation incorporate sustainability information into presentations (e.g., made by Residential Advisors to individual dorm floors)?:

---

Provide a brief description of the presentations:

---

Does new student orientation actively engage students in activities that raise awareness about sustainability, highlight how sustainability plays out on campus, or allows students to take part in a productive green activity?:

No
Provide a brief description of the activities:

---

Does the institution make new student orientation more sustainable via efforts such as a zero-waste meal or carbon offsets?:
No

Provide a brief description of the efforts:

---

Does the institution incorporate sustainability into new student orientation in other ways?:
No

Provide a brief description:
Prospective student tours include information, however; please see notes.
Food Education

Responsible Party

Anneliese Hitcho
Student Worker
Office of Sustainability

Criteria

Institution provides education about eco-positive food and gardening techniques.

Submission Note:

Some information for this credit was received from Kevin Deans, Executive Director of Dining Services at UNCG.

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

Are students educated in an academic class about how to make eco-positive food choices?:
Yes

Provide a brief description:


Are students educated in dining facilities about how to make eco-positive food choices?:
Yes

Provide a brief description:

Our Registered Dietitian provides demonstration tables and teaching. Outreach is also conducted via the Project Clean Plate initiative, which teaches sustainability by encouraging reduction in food waste. UNCG Dining also provides chef-taught cooking classes.

Are students educated during orientation about how to make eco-positive food choices?:
---

Provide a brief description:

---
Are students educated in other venues about how to make eco-positive food choices?:
Yes

Provide a brief description:
Dining Services has several community garden plots. The produce they grow is used in dishes for catering and dining functions. Dining Services also tables at campus sustainability events.

Is there a program by which students are encouraged to and/or taught how to grow their own food?:
Yes

Provide a brief description of the program:
The UNCG Garden student group was formed in late 2010. Its primary goals are to:
A. Help maintain sustainable community gardens on and off the campus of The University of North Carolina at Greensboro.
B. Educate the UNCG community about the principles of sustainable food production.
C. Build healthy, interactive urban communities through the collective production of locally grown and organic food.
D. Implement sustainable growing methods on and off campus while supporting the role of student action for a healthier world.
Food and Beverage Purchases

Responsible Party

Anneliese Hitchco
Student Worker
Office of Sustainability

Criteria

Institution provides details of its food and beverage purchases.

Submission Note:

Dining Services staff volunteer to work in the plots in the UNCG Garden to obtain the items for the Dining Hall.

Information for this credit was provided by Kevin Deans, Executive Director of Dining Services at UNCG.

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

The percentage of food and beverage expenditures that were processed within 100 miles of the institution by a company that is not publicly traded:
19

The percentage of food and beverage expenditures that were grown within 100 miles of the institution:
6

List what tool your institution is using to track this information (e.g. Center for Environmental Farming Systems or CBORD):
Internal purchasing records

List items procured for dining services from on-campus organic garden(s):
Garlic, onions, shallots, oregano, mint, basil, cilantro, thyme, rosemary, terragon, parsley, chives, broccoli, swiss chard, collard greens, cantaloupe, tomatoes, peppers.

The percentage of total food and beverage expenditures spent by dining services to procure items from on-campus organic garden(s):
1

List all Fair Trade certified items purchased:
Some Seattle's Best Coffee.
Confinement-Free Food Purchases

Responsible Party

Anneliese Hitchco
Student Worker
Office of Sustainability

Criteria

Institution provides details of its confinement-free animal product purchases.

Submission Note:

Information for this credit was provided by Kevin Deans, Executive Director of Dining Services at UNCG.

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

Type of cage-free / free-range eggs purchased:

Farm Org

Percentage purchased:

100

Comments:

---

Type of confinement-free product purchased (1st product):

---

Percentage purchased (1st product):

---

Comments (1st product):

---

Type of confinement-free product purchased (2nd product):

---

Percentage purchased (2nd product):

---
Comments (2nd product):
---

Type of confinement-free product purchased (3rd product):
---

Percentage purchased (3rd product):
---

Comments (3rd product):
---

Type of confinement-free product purchased (4th product):
---

Percentage purchased (4th product):
---

Comments (4th product):
---
Vegetarian-Fed Food Purchases

Responsible Party
Anneliese Hitchco
Student Worker
Office of Sustainability

Criteria
Institution provides details of its vegetarian-fed animal product purchases.

Submission Note:
Information for this credit was provided by Kevin Deans, Executive Director of Dining Services at UNCG.

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

Type of vegetarian-fed product purchased (1st product):
Chicken

Percentage purchased (1st product):
90

Comments (1st product):
---

Type of vegetarian-fed product purchased (2nd product):
---

Percentage purchased (2nd product):
---

Comments (2nd product):
---

Type of vegetarian-fed product purchased (3rd product):
---

Percentage purchased (3rd product):
---
Comments (3rd product):
---

Type of vegetarian-fed product purchased (4th product):
---

Percentage purchased (4th product):
---

Comments (4th product):
---

Type of vegetarian-fed product purchased (5th product):
---

Percentage purchased (5th product):
---

Comments (5th product):
---
Hormone-Free Food Purchases

Responsible Party
Anneliese Hitcho
Student Worker
Office of Sustainability

Criteria
Institution provides details of its hormone-free animal product purchases.

Submission Note:
Information for this credit was provided by Kevin Deans, Executive Director of Dining Services at UNCG.

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

Type of hormone-free product purchased (1st product):
Pork

Percentage purchased (1st product):
100

Comments (1st product):
---

Type of hormone-free product purchased (2nd product):
Chicken

Percentage purchased (2nd product):
90

Comments (2nd product):
---

Type of hormone-free product purchased (3rd product):
---

Percentage purchased (3rd product):
---
Comments (3rd product):
---

Type of hormone-free product purchased (4th product):
---

Percentage purchased (4th product):
---

Comments (4th product):
---

Type of hormone-free product purchased (5th product):
---

Percentage purchased (5th product):
---

Comments (5th product):
---
Seafood Purchases

Responsible Party

Anneliese Hitchco
Student Worker
Office of Sustainability

Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

Submission Note:

Please note that 100% of seafood served in the Dining Hall meets Monterey Bay standards, while 70% of that served by catering services meets them.

Information for this credit was provided by Kevin Deans, Executive Director of Dining Services at UNCG.

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

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (1st product):

Salmon

Percentage purchased (1st product):

100

Standard used (1st product):

Monterey Bay Aquarium’s Seafood Watch program

Comments (1st product):

---

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (2nd product):

Whiting

Percentage purchased (2nd product):

95
Standard used (2nd product):
Monterey Bay Aquarium’s Seafood Watch program

Comments (2nd product):
---

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (3rd product):
Pollock

Percentage purchased (3rd product):
95

Standard used (3rd product):
Monterey Bay Aquarium’s Seafood Watch program

Comments (3rd product):
---

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (4th product):
Swai

Percentage purchased (4th product):
95

Standard used (4th product):
Monterey Bay Aquarium’s Seafood Watch program

Comments (4th product):
---

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (5th product):
Shrimp

Percentage purchased (5th product):
95

Standard used (5th product):
Monterey Bay Aquarium’s Seafood Watch program
Comments (5th product):

---
**Dishware**

**Responsible Party**

Anneliese Hitcho  
Student Worker  
Office of Sustainability

---

**Criteria**

Institution provides details of the dishware its provides at its dining services locations.

---

**Submission Note:**

Information for this credit was provided by Kevin Deans, Executive Director of Dining Services at UNCG.

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

---

**Does the institution offer reusable dishware at its dining services locations?**

Yes

**Does the institution offer plastic dishware at its dining services locations?**

Yes

**Does the institution offer polystyrene (Styrofoam) dishware at its dining services locations?**

No

**Does the institution offer post-consumer recycled content dishware at its dining services locations?**

No

**Does the institution offer biodegradable / compostable dishware at its dining services locations?**

Yes

**Does the institution offer other types of dishware at its dining services locations?**

Yes

**Provide a brief description.**

Compostable dishware is offered for Catered events and at the Dining Center. Plastic dishware is offered at some retail outlets.
Energy Initiatives

Responsible Party

Trey McDonald  
Sustainability Coordinator  
Sustainability Office

Criteria

Institution provides details about its energy initiatives.

Submission Note:

Buildings included:
- Curry renovation (82,133 gsf)
- Moran Commons renovation (85,738 gsf - excludes new gsf)
- Quad Buildings (total of 235,887 gsf)
- 3 residence halls renovated under ARRA grant (272,884 gsf)

UNCG does not have the metering capability needed to measure the energy savings from the retrofits of many of its individual buildings. M&V done for the three residence halls under the ARRA grant revealed a 15.36% reduction in energy consumption.

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

The percentage of total building space square footage that has undergone energy retrofits or renovations within the past three years:
11.84

The percentage of overall energy consumption reduced as a result of retrofits and renovations completed within the past three years:
---

The percentage of electricity consumption reduced as a result of retrofits and renovations completed within the past three years:
---

The percentage of thermal energy consumption reduced as a result of retrofits and renovations completed within the past three years:
---

The combined gross square footage of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled:
The names of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled:

---

The combined gross square footage of all buildings that are ENERGY STAR labeled:

0

The names of all buildings that are ENERGY STAR labeled:

---
Energy Use by Type

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

Criteria

Institution reports its energy use by type.

Submission Note:

Some information for this credit was received from Duke Energy. Other information was extrapolated from earlier data provided by the campus Energy Manager and new construction information.

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

The percentage of total electricity use from coal.: 32

The percentage of total electricity use from wind.: ---

The percentage of total electricity use from biomass.: 0.00

The percentage of total electricity use from natural gas.: 17.98

The percentage of total electricity use from solar PV.: 0.01

The percentage of total electricity use from geothermal.: ---

The percentage of total electricity use from nuclear.: 48

The percentage of total electricity use from hydro.:
1.98

The percentage of total electricity use from other.: 0.04

Provide a brief description.: All electricity is provided by Duke Energy.

The percentage of total energy used for heating buildings from coal.: 0

The percentage of total energy used for heating buildings from biomass.: 0

The percentage of total energy used for heating buildings from electricity.: 5

The percentage of total energy used for heating buildings from natural gas.: 95

The percentage of total energy used for heating buildings from geothermal.: 0

The percentage of total energy used for heating buildings from fuel oil.: 0.00

The percentage of total energy used for heating buildings from other.: 0

Provide a brief description.: The 5% is an estimate. Most of campus is heated by steam generated at a central boiler plant and distributed via pipes across campus. Some residence halls, including the 4 newest, are heated with electrical heat pumps, however.

If cogeneration, please explain.: ---
Procurement

Responsible Party

Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

Criteria

Institution provides details about its procurement efforts.

Submission Note:

Though there is currently no policy to require vendors to use less packaging, when large purchases are made bid language requires that the vendor unpack and remove all debris. Also, the percentage of expenditures on FSC certified office paper reported is an estimate based on data that is not exhaustive. Much of the paper UNCG purchases is either FSC certified or Sustainable Forestry Initiative (SFI) certified; however, expenditures on SFI certified office paper are not being reported.

Information for this credit was received from Trace Little, UNCG Director Purchasing.

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

The percentage of institutionally purchased appliances that are ENERGY STAR rated (of eligible appliance categories):
100

Does the institution have a policy to purchase ENERGY STAR appliances whenever possible?:
Yes

The percentage of expenditures on Forest Stewardship Council (FSC) certified office paper (US/Canadian dollars):
40.30

Does the institution’s vendor code or policy require vendors to use less packaging?:
No
Bike Sharing

Responsible Party

Anneliese Hitcho
Student Worker
Office of Sustainability

Criteria

Institution reports the number of bicycles available through bike sharing programs.

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

The number of bicycles available through bike sharing programs:

60
Water Initiatives

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

Criteria

Institution provides details about its water initiatives.

Submission Note:

A pilot project with waterless urinals was conducted in 2008-9, but was deemed a failure. Pipes corroded and the urinals did not work, according to facilities operations staff. Pint-flush urinals have been installed in limited locations, however, and are much more successful.

Finally, all athletic fields and the golf course are irrigated from non-potable wells, and another well supplies the water to wash all university vehicles.

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

Is there a ban or restriction on selling or distributing bottled water on campus? :
No

Provide a brief description of any bottled water ban or restriction :
Though no bottled water ban is in place, bottle-fill stations have been installed in 21 buildings (14 residence halls and seven others), an increase of 19 buildings in the last year. Plans are to add more in 2014.

Does the institution meter any of its non-potable water usage? :
Yes

The percentage of urinals on campus that are waterless :
0
Endowment

Responsible Party

Chad Carwein
Sustainability Education and Outreach Specialist
Sustainability Office

Criteria

Institution provides details about its endowment.

Submission Note:

The Vice Chancellor for Business Affairs continues discussions with the Dean of the Business School to create a student group or project to address these issues. A decision is expected in April 2014.

Data for this credit was received from Jill Hillyer, Assoc. Vice Chancellor for Foundation Finance.

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

The institution's total endowment market value as of the close of the most recent fiscal year:

223,200,000 US/Canadian $

Date as of:

June 30, 2013

Does the institution offer donors the option of directing gifts to an investment fund that considers environmental/sustainability factors?:

No

If yes, or if currently under consideration, provide a brief description:

Investigated practices at other universities, but we did not see a significant demand from our donors.

Has the institution made investments in on-campus energy and/or water efficiency projects through the endowment (as an endowment investment and not a payout or using operating budget funds):

No

Size of capital commitments made within past 3 years:

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Provide a brief description:
Does institution lack the ability to vote proxies on environmental and social resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)?: Yes

Does the institution lack the ability to vote proxies on corporate governance resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)?: Yes

Do investment managers handle the details of proxy voting on environmental and social resolutions?: Yes

Do investment managers handle the details of proxy voting on corporate governance resolutions?: Yes

Are investment managers provided with general guidelines that determine proxy votes on environmental and social resolutions?: No

Are investment managers provided with general guidelines that determine proxy votes on corporate governance resolutions?: No

Are investment managers provided with specific guidelines that determine proxy votes on environmental and social resolutions?: No

Are investment managers provided with specific guidelines that determine proxy votes on corporate governance resolutions?: No

Does a single administrator determine proxy votes on environmental and social resolutions?: No

Does a single administrator determines proxy votes on corporate governance resolutions?: No

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on environmental and social resolutions?: No
Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on corporate governance resolutions?:
No

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on environmental and social resolutions?:
No

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on corporate governance resolutions?:
No

Is institution community feedback incorporated into proxy voting decisions on environmental and social resolutions through town hall meetings or a website?:
No

Is institution community feedback incorporated into proxy voting decisions on corporate governance resolutions through town hall meetings or a website?:
No
Sustainability Staffing

Responsible Party

Trey McDonald
Sustainability Coordinator
Sustainability Office

Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

Submission Note:

To clarify, there are two full time salaried staff, and one work-study student who works 10 hours per week.

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

The amount of weekly time worked by people employed in the sustainability office (in full-time equivalent) :

90

FTE staff on payroll:

2.25

FTE student intern/fellow:

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