University of Illinois, Urbana-Champaign

The following information was submitted through the STARS Reporting Tool.

Date Submitted: May 1, 2014

STARS Version: 1.2
# Table of Contents

**Education & Research** 3  
- Co-Curricular Education 3  
- Curriculum 25  
- Research 41  

**Operations** 50  
- Buildings 50  
- Climate 56  
- Dining Services 63  
- Energy 75  
- Grounds 86  
- Purchasing 93  
- Transportation 103  
- Waste 121  
- Water 135

**Planning, Administration & Engagement** 146  
- Coordination and Planning 146  
- Diversity and Affordability 157  
- Human Resources 176  
- Investment 188  
- Public Engagement 198

**Innovation** 210  
- Innovation 210

**Supplemental** 219  
- Supplemental Data 219

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.
**Education & Research**

### 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.

**Credit**

- Student Sustainability Educators Program
- Student Sustainability Outreach Campaign
- Sustainability in New Student Orientation
- Sustainability Outreach and Publications
- Student Group
- Organic Garden
- Model Room in a Residence Hall
- Themed Housing
- Sustainable Enterprise
- Sustainability Events
- Outdoors Program
- Themed Semester or Year
Student Sustainability Educators Program

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

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

Total number of degree-seeking students enrolled at the institution:

41,579

Program name (1st program):

Student Weatherization Program

Number of students served by the program to whom peer-to-peer sustainability outreach and education is offered (1st program):

41,579

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

This program offered an opportunity for students to get hands-on experience with weatherization technologies for energy savings and technology. There were teams of 2-4 students with team leaders assigned to do energy audits of small buildings on campus. They were trained on the items to look for during their audit, provided with a checklist of topics to review, and led by a student employee under the Facilities and Services Building Maintenance division. Each team created a report that led to physical improvements in the buildings.

A brief description of how the student educators are selected (1st program):
The student educator was selected through a hiring process to work for Building Maintenance on this specific project. They were required to be interested in sustainability topics, have strong communication skills, and be able to work independently.

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

The first year, the student employee worked with other students on campus to identify the steps needed for an energy audit and create a manual. The second year, the student educator was provided with this manual about energy audits and was given direction from the Building Maintenance division supervisors about energy savings options for the small buildings.

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

The program was financed by the SSC, a student led green-funding board, in cooperation with Facilities and Services. F&S also provided staff support and funding for the upgrades identified by the student teams.

The website URL for 1st Program:


Program name (2nd program):

---

Number of students to whom peer-to-peer sustainability outreach and education is offered (2nd program):

---

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

---

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

---

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

---

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

---

The website URL for 2nd program:

---
Program name (3rd program):
---

Number of students to whom peer-to-peer sustainability outreach and education is offered (3rd program):
---

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

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

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

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

The website URL for 3rd program:
---

Program name (All other programs):
---

Number of students to whom peer-to-peer sustainability outreach and education is offered (All other programs):
---

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

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

A brief description of the formal training that the student educators receive (All other programs):
---
A brief description of the staff and/or other financial support the institution provides to the program (All other programs):

---

The website URL for all other programs:

---
### Student Sustainability Outreach Campaign

#### Responsible Party

**Stephanie Lage**  
Assistant Director  
Ctr for Sustainable Environment

---

#### 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

---

"---" 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):

Dump n Run

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

Since 2004, Housing has collaborated with the University YMCA along with many student volunteers to collect clothing and household goods from residence halls at the end of each semester. Many items are sold at a rummage sale type venue. Items not sold are donated to local charities.
A brief description of the measured positive impact(s) of the campaign(s):
This annual effort diverts approximately 17,000 pounds of materials from landfill.

The website URL where information about the sustainability outreach campaign(s) is available:
http://www.universityymca.org/dump_and_run/
Sustainability in New Student Orientation

---

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

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

Does the institution include sustainability prominently in new student orientation?:

Yes

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

Campus holds a resource fair on the day before school starts and the Institute for Sustainability, Energy, and Environment has a booth and works to educate new students about sustainability on campus and the many ways they can become involved. In addition, early in the school year, an environmental resource fair is held to inform students about opportunities.

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

---
Sustainability Outreach and Publications

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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 Institute for Sustainability, Energy, and Environment maintains a website that encompasses the many sustainability initiatives occurring on campus. There are separate sections for education, research, engagement and operations.

The website URL for the central sustainability website that consolidates information about the institution's sustainability efforts:

http://sustainability.illinois.edu/
Does the institution have a sustainability newsletter?:
Yes

A brief description of the sustainability newsletter:
The Institute for Sustainability, Energy, and Environment sends out a weekly electronic newsletter on Tuesday mornings. Items are received from various stakeholders for inclusion in this mailing. Major sections of the newsletter include 1) Seminars/Conferences/Workshops; 2) Course Offerings; 3) Funding Opportunities; 4) Other Announcements

The website URL for the sustainability newsletter:
http://sustainability.illinois.edu/

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:
In addition to the campus-wide Undergraduate Research Symposium held each spring, the Center for Sustainable Environment hosts a forum in fall and spring where students may present their sustainability research.

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

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

A brief description of building signage that highlights green building features:
Each of our LEED buildings has signage that highlights the green features. For example, the Business Instructional Facility has a large electronic, interactive monitor where visitors can review each of the green features of the building. Each new renovation or construction provides signage telling about the green features.

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

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:
In each of the dining halls, local foods are prominently marked with a sticker on the protective glass. In addition, a flyer 'Why Eat Local' is posted at the beginning of the line.

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

http://sustainability.illinois.edu/

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

Yes

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

The Illinois campus has identified several different areas as No-Mow Zones. The signage located in these areas clearly explains 'Why is the grass taller here?'

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

http://sustainability.illinois.edu/

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

Yes

**A brief description of the sustainability walking map or tour:**

Wellness walk themed around sustainability initiatives on campus.

**The website URL of the sustainability walking map or tour:**

http://www.campusrec.illinois.edu/wellnesscenter/iWalk/walkFeatured.html

**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:**

The annual Campus Guide includes a section about transportation to include cycling, zipcar, and Mass Transit.

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

---

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

No
A brief description of the guide for green living and incorporating sustainability into the residential experience:

---

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 Daily Illini is the main student newspaper on campus. Sustainability efforts and challenges are regularly covered in this paper. There are usually two or more reporters who cover environment or sustainability topics.

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://dailyillini.com/

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

Yes

A brief description of this material:

The Green Observer is a student-run newspaper devoted to reporting on environmental issues. A new issue is published twice per year.

The website URL for this material:

http://greenobservermagazine.com/

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

Yes

A brief description of this material:

Magnets titled "A Greener Campus in 10 Easy Steps" were created to share at engagement activities to encourage faculty, staff, and students to make sustainable decisions.
The website URL for this material:
http://sustainability.illinois.edu/initiatives.html

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

A brief description of this material:
Campus Facilities and Services has created several fact sheets including tips for recycling, information about the savings from retrocommissioning, and lighting retrofits.

The website URL for this material:
http://www.fs.illinois.edu/

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

A brief description of this material:
Sustainability messages were created for the Division of Inter-collegiate Athletics to share on scoreboards, or other media during time-outs and half-time.

The website URL for this material:
---

Does the institution produce another sustainability publication or outreach material not covered above? (5th material):
No

A brief description of this material:
---

The website URL for this material:
---

Does the institution produce another sustainability publication or outreach material not covered above? (6th material):
No
A brief description of this material:

---

The website URL for this material:

---

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

No

A brief description of this material:

---

The website URL for this material:

---

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

No

A brief description of this material:

---

The website URL for this material:

---
Student Group

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

"---" 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:

Student Sustainability Committee (SSC): recommends allocation of student green fees.
Students for Environmental Concerns (SECs)-
Red Bison - prairie restoration
USGBC - green building
Green Observer: student environmental newspaper
Environmental Law Society
ActGreen

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

This year Red Bison gained real world experience with communicating about a prairie burn that resides in many jurisdictions.
The Green Observer developed a new website to give students a one-stop-shop for news about sustainability efforts on campus and tips for living sustainably.
USGBC Students - organized Green Your Dorm to encourage energy conservation in residence halls.
ActGreen is the first green business organization within the College of Business and the university.

List other student groups that address sustainability:

Students in Free Enterprise, Roots and Shoots, Campus Vegetarian Society

The website URL where information about student group(s) is available:
http://sustainability.illinois.edu/studentgroups.html
Organic Garden

Responsible Party
Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

"---" 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 farm serves as a production farm to supply our residence halls with locally grown, low-input sustainable food. In addition, the farm acts as a living laboratory to connect students, community members, and the state at large with regional, small-scale food systems. We plan to broaden our focus to include the research, education, and outreach missions of the university.

Currently, the farm operates between 45-48 weeks per year, occupying 3 acres for outdoor field production and nearly 10,000 square feet of year round high tunnel production. Every attempt is made to integrate educational aspects into all activities on the farm.

The website URL where information about the garden is available:
http://thefarm.illinois.edu/
Model Room in a Residence Hall

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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

Does the institution have an occupied, formally designated model room in a residence hall that is open to students during regular hours and demonstrates sustainable living principles?:

Yes

A brief description of the model room:

Lincoln Avenue Residence Hall - Sustainability Living Learning Community. Tours available in summer.

The website URL where information about the model room in the residence hall is available:

http://www.housing.illinois.edu/Current/Living-Learning.aspx
Themed Housing

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

"---" 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):

Sustainability is a living-learning community that welcomes students to live and learn about diverse aspects of sustainability in a variety of ways: academically, organically, and experientially. Located on the second floor of Lincoln Avenue Residence Halls, students with similar interests and intents from a range of different backgrounds are invited to experience this new community, where opportunities abound to learn not only from professionals, but from each other and from shared experiences.

The website URL where information about the themed housing is available:


The total number of residents in themed housing. :

50
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:
Illinois BioDiesel Initiative - need description.

The website URL where information about the sustainable enterprise is available:
---
Sustainability Events

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

"---" 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):
Each fall semester the Institute for Sustainability, Energy, and Environment sponsors Sustainability week, and each spring semester supports Earth Week. In addition, the institute supports the spring offering of the Scholarship of Sustainability Series - an in-depth examination of sustainability literature.

The website URL where information about the event(s) are available:
http://sustainability.illinois.edu/initiatives.html
Outdoors Program

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

"---” 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:

Campus Recreation and the Kinesiology department offer several outdoor programs that follow Leave no Trace principles, like hiking, backpacking and kayaking.

The website URL where information about the program is available:

http://www.campusrec.illinois.edu/adventure/PAC/leave_no_trace.html
Has the institution chosen a sustainability-related theme for its themed semester, year, or first-year experience during the past three years?:

Yes

A brief description of the themed semester, year, or first-year experience:

The Illini Union’s One Book, One Campus program hopes to provide a shared experience for our community. Through reading the same book community members will have the opportunity to engage in dialogue and explore various themes. Through lectures, book discussion groups and many other activities we will learn about ourselves and others while experiencing a unique sense of community. The 2011-2012 book selections was Annie Leonard's 'The Story of Stuff'.

The sustainability-related book that was chosen, if applicable:

Story of Stuff

The website URL where information about the theme is available:

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

### Credit

<table>
<thead>
<tr>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainability Course Identification</td>
</tr>
<tr>
<td>Sustainability-Focused Courses</td>
</tr>
<tr>
<td>Sustainability-Related Courses</td>
</tr>
<tr>
<td>Sustainability Courses by Department</td>
</tr>
<tr>
<td>Sustainability Learning Outcomes</td>
</tr>
<tr>
<td>Undergraduate Program in Sustainability</td>
</tr>
<tr>
<td>Graduate Program in Sustainability</td>
</tr>
<tr>
<td>Sustainability Immersive Experience</td>
</tr>
<tr>
<td>Sustainability Literacy Assessment</td>
</tr>
<tr>
<td>Incentives for Developing Sustainability Courses</td>
</tr>
</tbody>
</table>
Sustainability Course Identification

**Responsible Party**

Stephanie Lage  
Assistant Director  
Ctr for Sustainable Environment

**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 campus vision for sustainability is founded on a simple principle that the future of human societies depends upon the health of the world's environment and ecosystems. The vision embraces the goals of environmental, social, and economic vitality with the understanding that the needs of the present be met without compromising the ability of future generations to meet their own needs. The University of Illinois will integrate its sustainability vision across the curriculum, such that, whatever their chosen discipline, each student will graduate with the sustainability competencies.

**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:**
A task force was charged by the Chancellor to develop the inventory of courses. They are separated into categories for graduate and undergraduate students, as well as courses that meet a general education requirement.

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

**The website URL where the sustainability course inventory is posted:**
http://sustainability.illinois.edu/StudentResources.html
Sustainability-Focused Courses

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

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

The number of sustainability-focused courses offered:
167

The total number of courses offered:
4,055

Number of years covered by the data:
One

A list of sustainability-focused courses offered:

---

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

A copy of the sustainability course inventory:

---
Sustainability-Related Courses

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

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

The number of sustainability-related courses offered :
264

The total number of courses offered :
4,055

Number of years covered by the data:
One

A list of sustainability-related courses offered:
---

The website URL where the sustainability course inventory that includes a list of sustainability-related courses is posted:
http://sustainability.illinois.edu/Undergrad.html

A copy of the sustainability course inventory:
---
Sustainability Courses by Department

Responsible Party
Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

Criteria

Institution’s academic departments (or equivalent) offer sustainability-related and/or 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:
43

The total number of departments that offer courses:
109

A list of departments that offer sustainability courses:

Please see the education resources on the CSE website:
sustainability.illinois.edu

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

A copy of the sustainability course inventory:
---
Sustainability Learning Outcomes

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

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

The number of graduates covered by the sustainability learning outcomes:
7,186

Total number of graduates:
7,186

A list of degree programs that have sustainability learning outcomes:
The sustainability learning outcomes were prepared for the entire campus, covering all degree programs.

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://sustainability.illinois.edu/ProgramsandMinors.html

A copy of the sustainability course inventory:
---

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

Sustainability in day-to-day life

• Students will learn ways in which natural resources are used to produce what they consume, such as the food they eat, the water they drink, and the energy they use.
• Students will understand ways in which their lifestyle and well-being are interconnected with those of diverse producers and consumers.
around the world, including impoverished communities.

Sustainability knowledge and skills
• Students will learn core concepts of ecology and develop skills relevant to their chosen field to provide a basis for environmental sustainability.
• Students will learn to think holistically about sustainability using perspectives across multiple disciplines.

Sustainability as Personal Vision
• Students will understand relationships between global environmental and economic trends and their impact on diverse cultures and communities.
• Students will develop an integrated vision for sustainability that embraces their personal lives, professions, local communities, and the world-at-large.
Undergraduate Program in Sustainability

---

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

---

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.

---

"---" 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):

Earth, Society, and Environmental Sustainability major

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

http://www.earth.illinois.edu/students/

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

Natural Resources and Environmental Sciences

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

http://sustainability.illinois.edu/ProgramsandMinors.html

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

Urban and Regional Planning

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

http://sustainability.illinois.edu/ProgramsandMinors.html

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

Graduate Program in Sustainability

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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):
Energy-Water-Environment Sustainability

The website URL for the program (1st program):
http://cee.illinois.edu/EWES

The name of the sustainability-focused, graduate-level degree program (2nd program):
Sustainable and Resilient Infrastructure Systems

The website URL for the program (2nd program):
http://cee.illinois.edu/SRIS

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):

---
Sustainability Immersive Experience

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

"---" 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:

Students from the Sustainable Product and Market Development for Susistence Marketplaces class travel for immersion in the context and to conduct market research during part of the winter break. The field trip has been conducted in Chennai and Bangalore, India. Students observe households in urban and rural subsistence contexts, as well as retail and wholesale outlets. Students interview low-literate, low-income individuals in urban and rural settings regarding product ideas for group projects. Students also visit educational institutions, non-profit organizations, and corporations engaged in the development of innovative programs and technologies for subsistence contexts. The field trip geared to visiting the environment of the urban and rural poor requires considerable planning and rehearsal, and has been a transformative learning experience for the students. Spring semester is spent converting concepts to workable prototypes, and developing manufacturing, marketing and business plans.

The website URL where information about the immersive experience is available:

http://www.business.illinois.edu/subsistence/teaching/immersion.html
Sustainability Literacy Assessment

Responsible Party
Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

Has the institution conducted a sustainability literacy assessment?:
Yes

Did the assessment include a baseline evaluation of students and then a follow-up evaluation of the same cohort?:
Yes

A copy of the questions included in the sustainability literacy assessment:
---

A brief description of how the assessment was developed:
The Senior Survey is designed to measure the student's overall experience at our institution and includes many questions. A task force was charged to develop a sustainability question that could be included in the Senior Survey.

A brief description of how the assessment was administered:
Beginning in 1998 the Senior Survey has been administered electronically. In March an e-mail message regarding the Senior Survey is sent to all seniors on the May graduation list. The e-mail message from the Chancellor asked students to complete the online survey via an embedded link within the message. Ten days following the initial e-mail message a follow-up message was sent reminding students to complete the survey. Beginning in 2010, the Senior Survey includes questions about sustainability.

A brief summary of results from the assessment:

Students are asked to assess themselves based on entering and exiting abilities. Survey results suggest that upon exiting school, they are better able to make decisions about sustainability.

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

http://cte.illinois.edu/outcomes/seniorsurv.html
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):

Teaching Sustainability Workshop, offered each spring designed to enable instructors to infuse sustainability into their courses.

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

Each participant is offered an honorarium for participating. One-third for attending workshop, one-third for submitting new or revised syllabus and final third after teaching course and reporting on challenges and successes.

The website URL where information about the program is available:

---
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.

**Credit**

- Sustainability Research Identification
- Faculty Engaged in Sustainability Research
- Departments Engaged in Sustainability Research
- Sustainability Research Incentives
- Interdisciplinary Research in Tenure and Promotion
Sustainability Research Identification

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

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

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

A copy of the institution's definition of sustainability research:

Sustainability research focuses on a key principle of sustainability (such as social equity or environmental stewardship); addresses a sustainability challenge (such as climate change or poverty); or furthers our understanding of the interconnectedness of societal and environmental challenges. Sustainability research leads toward solutions that support economic prosperity, social well-being, and ecological health.

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

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

We already possess a large database of researchers identified by their primary research thematic area, i.e. energy, water, food, etc. We are working to validate this database and add more individual researchers.

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

Yes
Yes

The website URL where the sustainability research inventory is posted (required if claiming Part 3 of the credit):

http://icap.sustainability.illinois.edu/
Faculty Engaged in Sustainability Research

Responsible Party
Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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:
300

The total number of faculty members engaged in research:
1,529

Names and department affiliations of faculty engaged in sustainability research:

Faculty engaged in sustainability research come from many different departments on campus. Link provided below.

The website URL where the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research is posted:
http://sustainability.illinois.edu/research.html

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

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

Professor Don Fullerton, dept. of Finance, served on the most recent Intergovernmental Panel on Climate Change in preparing it's Fifth Assessment.

Professor Don Weubbles, dept of Atmos. Science, served on the both the Fourth and Fifth Assessment Reports of the IPCC in addition to the National Academy of Sciences climate report, and the United States national climate assessment.
Professor Stephen Long, dept of Plant Biology was elected indefinitely as a Fellow of the Royal Society in 2013.
Professor Lane Martin, dept of Mat. Sci and Eng., received the Presidential Early Career Award for Scientists and Engineers.

The website URL where information about sustainability research is available:

http://sustainability.illinois.edu/research.html
Departments Engaged in Sustainability Research

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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:
139

The number of academic departments in which at least one faculty member engages in sustainability research:
83

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

See link below

The website URL where the sustainability research inventory that includes the departments engaged in sustainability research is posted:

http://sustainability.illinois.edu/research.html

A copy of the sustainability research inventory that includes the departments engaged in sustainability research:

---
Sustainability Research Incentives

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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:

There is a strong effort on campus to encourage undergraduate research in all disciplines. Student research opportunities can be found in many departments, some may be funded, while others may be for course credit.

The website URL where information about the student research program is available:
http://www.provost.illinois.edu/ugresearch/

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

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

The Institute for Sustainability, Energy and Environment issued a Request for Proposals last fall from faculty researchers. The review of proposals is almost complete and awards will be announced in May.
The website URL where information about the faculty research program is available:

http://sustainability.illinois.edu/CallforProposals.html
Interdisciplinary Research in Tenure and Promotion

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

Criteria

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

"---" 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:

Communication #9 from the Office of the Provost covers policy and procedure for Promotion and Tenure on our campus. This section defining research follows:

The word “research” is interpreted throughout this document to include not only research and scholarship as narrowly understood, but to encompass creative artistry and research that is inter-disciplinary and/or translational. The terms “research,” “scholarship,” “scholarly achievement,” and “creative work” are used essentially interchangeably here to denote this broader range of activity

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

http://www.provost.illinois.edu/communication/09/index.html
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.

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

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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

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

Total building space that meets "Eligible Buildings Criteria":
20,918,296 Square Feet

Building space that is maintained in accordance with sustainable building operations and maintenance guidelines or policies but is NOT certified under LEED for Existing Buildings: O&M:
20,918,296 Square Feet

Building space that is LEED for Existing Buildings: O&M Certified :
0 Square Feet

Building space that is LEED for Existing Buildings: O&M Silver certified :
0 Square Feet

Building space that is LEED for Existing Buildings: O&M Gold certified :
0 Square Feet

Building space that is LEED for Existing Buildings: O&M Platinum certified :
The website URL where a copy of the institution's guidelines or policies for sustainable building operations and maintenance is available:
http://www.fs.illinois.edu/facilitiesstandards/

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

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

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

Many of our campus buildings are very old and we have a backlog of deferred maintenance. Today's Deferred Maintenance Program is designed to systematically address many of these needs, including improved electrical service, ventilation, building envelopes, interior finishes, and other deferred maintenance needs. Energy conservation projects are also being undertaken to reduce energy costs and provide a more sustainable campus. Life-safety projects are working to create safer environment in the event a fire or other emergency.

The names and certification levels of all buildings that are certified under LEED for Existing Buildings: O&M:
---

The names of all buildings operated and maintained in accordance with similar sustainable operations and maintenance guidelines and policies:

List of buildings on the energy conservation deferred maintenance program can be found here.

http://www.fs.uiuc.edu/planning/deferredmaintenance/deferredprojects.cfm?criteria=EnergyConservation&Value=1
Building Design and Construction

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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

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

New building space that meets "Eligible Buildings Criteria":
809,046 Square Feet

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

New building space that is LEED Certified:
0 Square Feet

New building space that is LEED Silver certified:
378,834 Square Feet

New building space that is LEED Gold certified:
94,377 Square Feet
New building space that is LEED Platinum certified:
335,835 Square Feet

The website URL where a copy of the institution's guidelines or policies for green building is available:
http://www.fs.illinois.edu/facilitiesstandards/toc.htm

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

The date(s) the policies or guidelines were adopted:
2009, updated in 2011

A brief description of how the institution ensures compliance with green building design and construction guidelines and policies:
Engineering Services located in the Facilities and Services division is responsible for design review and quality assurance. The unit is also responsible for LEED certification applications.

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:
Business Instructional Facility
Nugent Hall
Ikenberry Dining Hall
NCSA Petascale Computing Facility
Natural History Survey (Evers Lab)
Newmark Addition (Yeh Center)
Fire Service Institute
Lincoln Hall Renovation

The names of all buildings designed and constructed in accordance with green building guidelines and policies but not LEED certified:
Huff Hall North Addition
ECE building
Indoor Air Quality

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

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:
13,156,686 Square Feet

Total occupied building space:
13,156,686 Square Feet

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

We investigate indoor air quality (IAQ) complaints including temperature extremes, stuffy air, odors, sleepiness, headaches, nasal congestion, the presence of active mold growth, and dry air.

Individual sensitivities will cause each person to react differently, and often the source of symptoms people experience is something other than building conditions. If any of the above conditions persist for more than two weeks, or if 25% of the occupants suffer from the same symptoms, the issue may be related to the building.

To report an indoor air quality problem, please call (217) 265-9828, or safetyandcompliance@illinois.edu

The website URL where information about the institution's indoor air quality initiatives is available:
http://safetyandcompliance.fs.illinois.edu/air_indoor.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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greenhouse Gas Emissions Inventory</td>
</tr>
<tr>
<td>Greenhouse Gas Emissions Reduction</td>
</tr>
<tr>
<td>Air Travel Emissions</td>
</tr>
<tr>
<td>Local Offsets Program</td>
</tr>
</tbody>
</table>
Greenhouse Gas Emissions Inventory

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

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

The website URL where the GHG emissions inventory is posted:
http://sustainability.illinois.edu/greenhousegas.html

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?:
No
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:
Transmission & Distribution losses

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

If yes, please specify:
---

Does the inventory include a third Scope 3 emissions source not covered above?:
---

If yes, please specify:
---

Does the inventory include a fourth Scope 3 emissions source not covered above?:
---

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

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

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

Scope 1 and 2 gross GHG emissions, 2005:
456,576 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:
9,046

Non-residential/commuter full-time students, faculty, and staff members, 2005:
40,005

Non-residential/commuter part-time students, faculty, and staff members, 2005:
2,102

Scope 1 and 2 gross GHG emissions, performance year: 
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:
7/1/2012 to 6/30/2013

On-campus residents, performance year:
11,467

Non-residential/commuter full-time students, faculty, and staff members, performance year:
45,746

Non-residential/commuter part-time students, faculty, and staff members, performance year:
4,198

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with GHG performance year):
8/2012 to 7/2013
Air Travel Emissions

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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

Does the institution have policies and/or programs in place to reduce emissions from air travel?:
No

A brief description of the policies and/or programs:
na

The website URL where information about the policies and/or programs is available:
---
Local Offsets Program

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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

Does the institution have a local offsets program through which the institution seeks to offset its greenhouse gas emissions by implementing projects that reduce GHG emissions in the local community?:

No

A brief description of the program:

na

The website URL where information about the program is available:

---
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food and Beverage Purchasing</td>
</tr>
<tr>
<td>Trayless Dining</td>
</tr>
<tr>
<td>Vegan Dining</td>
</tr>
<tr>
<td>Trans-Fats</td>
</tr>
<tr>
<td>Guidelines for Franchisees</td>
</tr>
<tr>
<td>Pre-Consumer Food Waste Composting</td>
</tr>
<tr>
<td>Post-Consumer Food Waste Composting</td>
</tr>
<tr>
<td>Food Donation</td>
</tr>
<tr>
<td>Recycled Content Napkins</td>
</tr>
<tr>
<td>Reusable Container Discounts</td>
</tr>
<tr>
<td>Reusable To-Go Containers</td>
</tr>
</tbody>
</table>
Food and Beverage Purchasing

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

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

27

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

verification through menu management system and prime vendor

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

http://www.housing.illinois.edu/en/About%20University%20Housing/Sustainability.aspx
Trayless Dining

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

"---" 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:
All residence hall meals are served without trays

List the year the program was started:
Aug. 15, 2006

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

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:
---

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

The website URL where information about the program is available:
---
Vegan Dining

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

"---” 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:
Illinois is among the top 10 most vegan friendly campuses. Housing offers vegan supplements at all dining operations with multiple vegan entrees and sides at every meal.

The website URL where information about the program, policy, or practice is available:
http://www.housing.illinois.edu/en/About%20University%20Housing/Sustainability.aspx
Trans-Fats

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

"---" 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:

University dining does not use any frying oil or other foods that contain transfats with the exception of naturally occurring and peanut butter.

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

---
Guidelines for Franchisees

"---" 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:
---

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

Responsible Party
Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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

Does the institution have a pre-consumer food waste composting program?:
No

A brief description of the pre-consumer food waste composting program:
Aerobic digesters are used in the dining halls.

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

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

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:
---

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

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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

Does the institution have a postconsumer food waste composting program?:
No

A brief description of the postconsumer food waste composting program:
New facility in operation by end of calendar year.

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

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

---” 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:

Prepared and unserved foods are donated to Salvation Army Stepping Stone, The Times Center and other organizations (Center for Women in Transition, etc). Raw, unprepared foods are donated to the Eastern Illinois Food Bank.

The website URL where information about the food donation program is available:
---
Recycled Content Napkins

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

"---" 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:

100% of napkins used in Residential Dining are recycled content.

The website URL where information about the purchasing is available:
---
Reusable Container Discounts

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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

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 residence halls offer a discount for bringing your own water bottle or coffee cup.

Amount of the discount offered for using reusable mugs:
0.50

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:
---
Reusable To-Go Containers

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

Does campus dining operations provide reusable containers for to-go food that are returned for cleaning and reuse?:
No

A brief description of the reusable to-go container program:
---

The website URL where information about the reusable to-go container program is available:
---
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Energy Consumption</td>
</tr>
<tr>
<td>Clean and Renewable Energy</td>
</tr>
<tr>
<td>Timers for Temperature Control</td>
</tr>
<tr>
<td>Lighting Sensors</td>
</tr>
<tr>
<td>LED Lighting</td>
</tr>
<tr>
<td>Vending Machine Sensors</td>
</tr>
<tr>
<td>Energy Management System</td>
</tr>
<tr>
<td>Energy Metering</td>
</tr>
</tbody>
</table>
Building Energy Consumption

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

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

Total building energy consumption, 2005:
6,805,751 MMBtu

Building space, 2005:
18,892,639 Gross Square Feet

Total building energy consumption, performance year:
4,910,734 MMBtu

Building space, performance year:
20,908,187 Gross Square Feet

List the start and end dates of the energy consumption performance year:
7/1/2012 to 6/30/2013
Clean and Renewable Energy

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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:

0.23 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:

251,866.06 MMBtu

Total energy consumed during the performance year:

4,941,816 MMBtu

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

The solar panels on the roof of the Deloitte Auditorium have a combined maximum output of 40 kilowatt-hours per hour. Because the panels are stationary the greatest amount of energy is generated when the sun is highest. Similarly, clouds or darkness can negatively affect output.

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:

Campus burns natural gas and coal to create steam for most energy needs on campus. These boilers have electric turbines attached to them so that the steam co-generates electricity that can offset the purchase of additional electricity for campus.

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

---
Timers for Temperature Control

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

"---” 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:
The Direct Digital Control (DDC) system allows us to reduce HVAC needs during unoccupied periods. The Vet Med complex is one example where this is in place, based upon an Operating Schedule the department provided to F&S.

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

The website URL where information about the practice is available:
---
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 sensor technology includes wall and ceiling mount, passive infrared and ultrasonic motion sensors.

The percentage of building space with lighting sensors:
3

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

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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

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:

LEDs are in use at KCPA, Talbot Lab, ARC, ESB, McKinley and other buildings

A variety of types of LEDs are in place including downlighting, exterior canopy lighting and wall packs.

The percentage of building space with LED lighting:

1

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):

95

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

---
Has the institution installed vending machine motion sensors for at least one vending machine?:
Yes

A brief description of the technology used:
The primary contract for vending machines on our campus is systematically replacing old beverage machines with new machines that include sensors. In addition, our snack vendors are supplying new machines that include this technology.

The percentage of vending machines with sensors:
80

The website URL where information about the institution's use of the technology is available:
---
Energy Management System

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

"---" 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:
The building energy system controls are connected to Direct Digital Controls (DDC), which allows real time energy metering, controlled set-backs, and system scheduling.

The percentage of building space monitored with a centralized energy management system:
75

A description of what systems are shut down during unoccupied periods:
0

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

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

"---" 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:

Every building has at least one energy meter to track energy consumption. There are electrical meters, condensate meters to track steam usage, and chilled water meters to track the cooling system energy usage. In a few cases, the meters need to be read manually each month, and campus is working towards bringing all meters onto the network. Additionally, some meters are real-time network enabled meters with direct connections to the data historian file server.

The percentage of building space with energy metering:
100

The website URL where information about the metering system is available:
http://www.energymanagement.illinois.edu/
Grounds

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

**Credit**

- Integrated Pest Management
- Native Plants
- Wildlife Habitat
- Tree Campus USA
- Snow and Ice Removal
- Landscape Waste Composting
Integrated Pest Management

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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

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

The size of the campus grounds:
845 Acres

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

A brief description of the IPM plan(s):

The Grounds Division at Facilities and Services follows the principles of integrated pest management by trying to prevent pests, monitoring and identifying pests, and knowing at what point action is needed. Grounds makes every attempt to pesticide/herbicide use to a minimum.

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

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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

Does the institution prioritize the use of native plant species in landscaping?:
Yes

A brief description of the native plant program, policy, or practice:
The Grounds Division uses native trees/shrubs/perennials as much as possible, and sets annual goals toward more sustainable practices.

The website URL where information about the program, policy, or practice is available:
http://www.fs.uiuc.edu/environmentalconservation/sustainableplantings.html
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:

The Committee on Natural Areas is responsible for maintaining and managing University of Illinois owned properties which have been acquired to enhance environmental/ecological research and education.

The role of the CNA is to provide and facilitate long-term research and teaching opportunities on University-owned properties. Sites are managed to protect both the integrity of the ecological systems and the biological research that takes place on them. Ten University areas are currently under the direct supervision of the Committee on Natural Areas.

The website URL where information about the program, policy, or practice is available:
http://www.research.illinois.edu/cna/
Tree Campus USA

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program?:
No

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

The website URL where information about the program, policy, or practice is available:
---
Snow and Ice Removal

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

"---" 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:

We pre-treat the sidewalks with a salt blend and magnesium chloride solution. Rock salt is only applied at the curb cuts/crosswalks. We plow, snow blow or broom the majority of snow off our walks and allow the pre-treatment to do the rest. Applying brine to the walks prior to a snow/ice event uses much less salt and you do not have the bounce and scatter effect of applying it in the granular form.

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

---
Landscape Waste Composting

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

"---" 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:
We compost as many leaves and herbaceous plant material as possible. We turn the material throughout the year and re-use the end product in our perennial and annual flower beds. We also chip all of the trees we remove on campus and re-use the wood chips as mulch across campus. 100% is done on University property.

The percentage of landscape waste that is mulched or composted onsite:
100

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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Purchasing</td>
</tr>
<tr>
<td>Cleaning Products Purchasing</td>
</tr>
<tr>
<td>Office Paper Purchasing</td>
</tr>
<tr>
<td>Vendor Code of Conduct</td>
</tr>
<tr>
<td>Historically Underutilized Businesses</td>
</tr>
<tr>
<td>Local Businesses</td>
</tr>
</tbody>
</table>
Computer Purchasing

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

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

No

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

http://cam.illinois.edu/vii/VII-b-13.htm

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

At this time, University policy requires Energy Star computer purchases.

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

No

Expenditures on EPEAT Gold desktop and laptop computers and monitors:

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

Total expenditures on desktop and laptop computers and monitors :
---
Cleaning Products Purchasing

Responsible Party
Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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:
We spend over $500,000 on green cleaning supplies and equipment each year.

"---" 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:
The University requires that all preferred vendors provide cleaning products that meet the EPA or Green Seal standard.

Does the institution wish to pursue points for Part 2 of this credit (expenditures on cleaning products)?:
No
Expenditures on Green Seal and/or EcoLogo certified cleaning products:
---

Total expenditures on cleaning products:
---

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

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

--- 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://cam.illinois.edu/vii/VII-b-9.htm

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

University departments and units should purchase products with recycled material content whenever cost, specifications, standards, and availability are comparable to products without recycled content. The University will identify those items that are frequently purchased for which recycled-content items can be substituted. Additional preference will be given to the specification of items with the highest percentage content of recycled material.

Examples of products and materials covered include, but are not limited to: office supplies, paper products, building materials, lubricants of all types, reprocessed chemicals, remanufactured parts, landscape products (yard waste), and materials used in pavement construction projects. The use of recycled materials is also encouraged when orders are placed for printed goods (i.e. brochures, catalogs, books, letterheads, business cards, etc). In addition, the procurement guidelines seek to eliminate the purchase of non-recyclable materials when suitable substitutes exist.

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:
0 US/Canadian $

Expenditures on 30-49 percent recycled-content office paper:
142,364 US/Canadian $

Expenditures on 50-69 percent recycled-content office paper:
24,162 US/Canadian $

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

Expenditures on 90-100 percent recycled-content office paper:
12,770 US/Canadian $

Total expenditures on office paper:
611,059 US/Canadian $
Vendor Code of Conduct

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

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

Does the institution have and act 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?:

Yes

The website URL where the vendor code of conduct or equivalent policy is posted:

http://www.obfs.uillinois.edu/

A copy of the vendor code of conduct or equivalent policy:

---

A brief description of programs and strategies institution has implemented to ensure the code is followed, including a brief description of instances when vendor code of conduct has changed purchasing behavior within the last five years, if applicable:

University Sourcing has a formal Sustainable Purchasing Policy which further articulates the University’s sustainability initiative. Bidders shall provide a detailed narrative documenting their practices in these areas: source reduction, recycled content and products, energy and water savings, toxic products and pollution.
Historically Underutilized Businesses

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

"---" 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:

The Minority and Female Business Enterprise Supplier Diversity Program (MAFBE) is a University initiative committed to vendor diversification by ensuring that businesses with ownership meeting the definitions of “minority,” “female,” and “persons with disabilities,” are included in the University procurement process. The Supplier Diversity Program (MAFBE) provides access to procurement opportunities by creating an equitable and competitive business environment through encouraging campus departments to proactively consider qualified certified businesses owned by minorities, females and persons with disabilities for their contracting needs.

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

http://www.obfs.uillinois.edu/mafbe/
Local Businesses

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

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

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

Credit

Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Bicycle Sharing
Facilities for Bicyclists
Bicycle and Pedestrian Plan
Mass Transit Programs
Condensed Work Week
Telecommuting
Carpool/Vanpool Matching
Cash-out of Parking
Carpool Discount
Local Housing
Prohibiting Idling
Car Sharing
Campus Fleet

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

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

Gasoline-electric, non-plug-in hybrid vehicles in the institution’s fleet:
32

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

Plug-in hybrid vehicles in the institution’s fleet:
2

100 percent electric vehicles in the institution’s fleet:
2

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:
0

Vehicles in the institution’s fleet that are fueled with E85 or higher ethanol for more than 6 months of the year:
56

Total number of vehicles in the institution’s fleet, including all of the above:
1,276
Student Commute Modal Split

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

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

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

90.30

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:

9.70

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:

54.80

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

1.10

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

33.20

The percentage (0-100) of institution’s students who use a motorcycle, scooter or moped as their primary method of transportation:

0.40

The website URL where information about alternative transportation is available:

http://www.fs.uiuc.edu/campusservices/tdm/tdm.cfm
Employee Commute Modal Split

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

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

The percentage (0-100) of institution's employees that use more sustainable commuting options:
37.90

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:
62.10

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:
15.40

The percentage (0-100) of institution’s employees who vanpool or carpool as their primary method of transportation:
9.50

The percentage (0-100) of institution’s employees who take a campus shuttle or public transportation as their primary method of transportation:
9.30

The percentage (0-100) of institution's employees who use a motorcycle, scooter, or moped as their primary method of transportation:
0.40

The website URL where information about alternative transportation is available:
---
Bicycle Sharing

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

"---” 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 Illinois Cross-Campus Bicycles (ICCB) program is within the departments of Kinesiology and Community Health, and is available for the faculty, staff, and paid graduate students of each department. This program was founded by Professor Wojciech Chodzko-Zajko in 2008 and has been running successfully since then.

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

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

"---" 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 Business Instructional Facility provides secure bicycle storage with convenient changing/shower facilities to reduce impacts from automobile use.

The website URL where information about the program, policy, or practice is available:
http://business.illinois.edu/instructional_facility/
Bicycle and Pedestrian Plan

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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

Has the institution developed a bicycle plan?:
Yes

A brief description of the plan:
The bicycle and pedestrian plan for campus is included in the Campus Master Plan of 2007, with a description of the Campus Area Transportation Study (CATS). The CATS plan listed specific projects to be done to improve pedestrian and bicycle safety on campus, and many of these have been completed. The CATS study is currently being revised to identify the top priorities for the next five years to continue to make progress on bike and ped facilities.

The website URL where information about the plan is available:
http://www.uocpres.uillinois.edu/resources/uirucplan
Mass Transit Programs

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

"---” 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):

For over twenty years, the UI has been collaborating with the Champaign-Urbana Mass Transit District to provide universal access to the community transit system. All visitors on campus can board a bus for free from designated stops, and all campus employees and students can use the city wide system at no additional charge. This system includes campus specific routes with high frequency schedules, and off campus routes to all areas of town. The ridership is very high for the area, and the MTD has been working towards being more sustainable with the purchase of hybrid buses for the majority of their vehicle fleet.

The website URL where information about the program is available:

http://www.cumtd.com/
Condensed Work Week

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

"---" 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:

Flexible work schedules are considered on a case by case basis.

The website URL where information about the program is available:

---
Telecommuting

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

"---" 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:
As mentioned before flexible work scheduled are handled on a case by case basis. However, with the advances in technology, a great deal of work can be conducted from almost anywhere. We also utilize several techniques for videoconferencing and teleconferencing.

The website URL where information about the program is available:
---
Carpool/Vanpool Matching

Responsible Party
Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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

Does the institution participate in a carpool/vanpool matching program?:
No

A brief description of the program:
NA

The website URL where information about the program is available:
---
Does the institution allow commuters to cash out of parking spaces (i.e., it pays employees who do not drive to work)?:

No

A brief description of the program:

NA

The website URL where information about the program is available:

---
Carpool Discount

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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

Does the institution offer reduced parking fees for car and van poolers?:
No

A brief description of the program:
NA

The website URL where information about the program is available:
---
Does the institution have incentives or programs to encourage employees to live close to campus?:
Yes

A brief description of the incentives or programs:
All students and employees are issued an ID card when they arrive on campus. Many businesses in the Champaign and Urbana communities offer discounts to those who show a campus identification card.

The website URL where information about the incentives or programs is available:
http://www.icard.uillinois.edu/dsp_icard_perks.cfm
Has the institution adopted a policy prohibiting idling?:
Yes

A brief description of the policy:
F&S Vehicle Idling Policy - All vehicles should be turned off when not in use or when the driver leaves the unit for any length of time. The only anticipated exceptions to the above guideline are:

• In the event of use of a power tailgate or other accessory when the electrical system alone would not support its operation; such as in cold weather or low electrical supply conditions
• In extreme winter weather situation where a vehicle not left idling would create an operational safety problem such as severe fogging or icing of windshields (personal comfort alone would not qualify for this exception).
• For power take off (PTO) applications
• Police K9 or Animal Control vehicles may remain running to maintain a safe climate for animals

Employees using University vehicles may idle their vehicles during the initial morning warm-up (no more than 10 minutes); however, any time they exit their vehicle after that point, engines should be shut down.

The website URL where information about the policy is available:
---
Car Sharing

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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

Does the institution participate in a car sharing program, such as ZipCar or HourCar?:
Yes

A brief description of the program:

The UI partnered with other transportation entities in town to bring the Zipcar program to the community. This program provides 6-12 vehicles for hourly usage by UI students or employees at a discounted annual membership rate, and to the full community or out of town visitors for the standard membership charge. The hourly rates include gasoline, insurance, maintenance, and storage of the vehicles, and they have coincided with a dramatic decrease in parking permit purchases in the University District.

The website URL where information about the program, policy, or practice is available:
http://www.zipcar.com/
Waste

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waste Reduction</td>
</tr>
<tr>
<td>Waste Diversion</td>
</tr>
<tr>
<td>Construction and Demolition Waste Diversion</td>
</tr>
<tr>
<td>Electronic Waste Recycling Program</td>
</tr>
<tr>
<td>Hazardous Waste Management</td>
</tr>
<tr>
<td>Materials Exchange</td>
</tr>
<tr>
<td>Limiting Printing</td>
</tr>
<tr>
<td>Materials Online</td>
</tr>
<tr>
<td>Chemical Reuse Inventory</td>
</tr>
<tr>
<td>Move-In Waste Reduction</td>
</tr>
<tr>
<td>Move-Out Waste Reduction</td>
</tr>
</tbody>
</table>
Waste Reduction

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

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

Weight of materials recycled, 2005 baseline year :
5,040 Tons

Weight of materials composted, 2005 baseline year :
5,032.50 Tons

Weight of materials disposed as garbage, 2005 baseline year :
4,992 Tons

Weight of materials recycled, performance year :
6,540.97 Tons

Weight of materials composted, performance year :
0 Tons

Weight of materials disposed as garbage, performance year :
5,749.88 Tons

List the start and end dates of the waste reduction performance year:
7/1/2012 to 6/30/2013

On-campus residents, 2005:

STARS Reporting Tool | AASHE
Non-residential/commuter full-time students, faculty, and staff members, 2005: 40,005

Non-residential/commuter part-time students, faculty, and staff members, 2005: 2,102

On-campus residents, performance year: 11,467

Non-residential/commuter full-time students, faculty, and staff members, performance year: 45,746

Non-residential/commuter part-time students, faculty, and staff members, performance year: 4,198

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with waste reduction performance year): August 2012 to July 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:
Illinois’ Climate Action plan calls for an increased waste diversion rate of 75% by 2020

The website URL where information about the institution’s waste reduction initiatives is available: http://cam.illinois.edu/vii/VII-b-9.htm
Waste Diversion

Responsible Party

Stephanie Lage  
Assistant Director  
Ctr for Sustainable Environment

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.

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

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

6,540.97 Tons

Materials disposed in a solid waste landfill or incinerator:

5,749.88 Tons

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

---
Construction and Demolition Waste Diversion

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

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

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

865 Tons

Amount of construction and demolition materials landfilled or incinerated:

2,900 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:

---
Electronic Waste Recycling Program

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

"---" 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:

All institution's electronic waste is disposed of responsibly in accordance with State Code.

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

Electronic waste is collected at campus surplus. From there it is recycled by Illinois Central Management System.

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

The University of Illinois at Urbana-Champaign hosted an e-waste collection event as part of RecycleMania on March 18 from 2:00 p.m. to 6:00 p.m.
Personal electronics were accepted free of charge including anything with a plug. In an effort to reduce traffic congestion at the three collection sites, volunteers helped pick up material using bicycles and carts (E-cyclers). Buildings participating in the event accumulated e-waste and the E-cyclers transported that material to the collection sites. The e-waste collected, 13,870 pounds, was recycled by a vendor that is R2 and E-steward certified.

The website URL where information about the e-waste recycling program is available:
Hazardous Waste Management

Responsible Party
Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

"---" 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:
Compliance.....

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

The website URL where information about hazardous materials management is available:
---
Materials Exchange

Responsible Party
Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

"---" 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:
Campus surplus department warehouses unwanted office supplies and equipment, and aids in the transfer of these materials to other units in need.

The website URL where information about the program is available:
---
Limiting Printing

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

"---" 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:

Most, if not all computer labs and libraries charge $0.10/page for black and white printing, and $0.40/page for color printing.

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

http://www.cites.illinois.edu/computerlabs/index.html
Materials Online

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

--- 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:

For many years, the University of Illinois at Urbana-Champaign has made available electronic versions of the course catalog, course schedule, and directories.

The website URL where information about the practice is available:

https://my.illinois.edu/uPortal/render.userLayoutRootNode.uP?&uP_sparam=activeTabTag&activeTabTag=Academics&uP_fname=illinois-ssdt-courseinformationsuite
Chemical Reuse Inventory

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

"---" 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:

ChemCycle is a campus chemical redistribution program of preowned, excess chemicals. The chemicals are from abandoned, obsolete, or otherwise unwanted containers of chemicals generated by over purchasing, relocation, or change of research emphasis.

The website URL where information about the practice is available:
http://www.drs.illinois.edu/css/programareas/chemcycle/
Move-In Waste Reduction

Responsible Party
Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

"---" 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:
In collaboration with others, Housing sponsors a Dump n Run sale each Fall.

The website URL where information about the program is available:
---
Move-Out Waste Reduction

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

"---” 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:

The Dump n Run sale collects items in the spring when students move out, and then sells the items in the fall to new or returning students.

The website URL where information about the program is available:

---
Water

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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water Consumption</td>
</tr>
<tr>
<td>Stormwater Management</td>
</tr>
<tr>
<td>Waterless Urinals</td>
</tr>
<tr>
<td>Building Water Metering</td>
</tr>
<tr>
<td>Non-Potable Water Usage</td>
</tr>
<tr>
<td>Xeriscaping</td>
</tr>
<tr>
<td>Weather-Informed Irrigation</td>
</tr>
</tbody>
</table>
Water Consumption

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

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

Water consumption, 2005 baseline year:
1,284,340,691 Gallons

Water consumption, performance year:
944,213,037 Gallons

List the start and end dates of the water consumption performance year:
7/1/2012 to 6/30/2013

On-campus residents, 2005:
9,046

Non-residential/commuter full-time students, faculty, and staff members, 2005:
40,005

Non-residential/commuter part-time students, faculty, and staff members, 2005:
2,102

On-campus residents, performance year:
11,467

Non-residential/commuter full-time students, faculty, and staff members, performance year:
45,745.20

Non-residential/commuter part-time students, faculty, and staff members, performance year:
Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with water consumption performance year):
7/1/2012 to 6/30/2013

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 website URL where information about the institution's water conservation initiatives is available:
---
Stormwater Management

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

"---" 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:

Stormwater is simply rainwater and snowmelt. It's important on our campus because stormwater takes pollutants on the ground and transport them via the storm drain to our creeks and rivers. The University’s Storm Water Management Program is designed to minimize this pollution and improve water quality in our receiving streams. The University's Storm Water Management Program is composed of a total 46 best management practices (BMPs). The BMPs are performed over the 5 year permitting cycle.

The website URL where information about the institution's stormwater management initiatives, plan or policy is available:
http://www.fs.uiuc.edu/stormwatermanagement/about.html

Does the institution have a living or vegetated roof?:
Yes

A brief description of the institution's living or vegetated roof:
Business Instructional Facility and Yeh Student Center

Does the institution have porous paving?:
Yes

A brief description of the institution's porous paving:
On the southeast corner of the intersection of Fifth and Chalmers, the new part of Lot C-8/9. It is porous asphalt.

Does the institution have retention ponds?:
Yes

A brief description of the institution's retention ponds:
Dorner Drive

Does the institution have stone swales?:
No

A brief description of the institution's stone swales:
---

Does the institution have vegetated swales?:

---
Yes

A brief description of the institution's vegetated swales:

Vegetated swales located at South arms

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:

Raingardens
Waterless Urinals

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

Does the institution use at least one waterless urinal?:
---

A brief description of the technology employed:
---

The website URL where information about the technology is available:
---
Building Water Metering

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

"---" 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:
Each building has at least one flow meter attached for the purpose of measuring usage. Other uses like cooling towers are also metered for make-up water to chilled water system.

The percentage of building space with water metering:
100

The website URL where information about the practice is available:
---
Non-Potable Water Usage

Responsible Party
Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

"---" 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:
Certain campus buildings harvest rainwater for use in maintaining the gardens or plants near them. For example the Krannert Art Museum maintains a beautiful native planting near its entrance with water collected from rain.

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:
---

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

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

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

"---" 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:
The Grounds Division considers many attributes when selecting plants for our region. Priority is given to plants and vegetation that are native to our region. This includes selecting plants that are easy and inexpensive to maintain, ie reduced water needs.

The website URL where information about the program or practice is available:
---
Weather-Informed Irrigation

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

"---" 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 division monitor local weather data provided by many sources, ie the web, tv stations, radio, etc. to aid in irrigation practices.

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 dedicating 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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainability Coordination</td>
</tr>
<tr>
<td>Strategic Plan</td>
</tr>
<tr>
<td>Physical Campus Plan</td>
</tr>
<tr>
<td>Sustainability Plan</td>
</tr>
<tr>
<td>Climate Action Plan</td>
</tr>
</tbody>
</table>
Sustainability Coordination

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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:

The Sustainability Council was put in place in 2008 to help lead sustainability efforts at the University of Illinois. The Council is comprised of campus leaders and student and faculty representatives. It provides strategic direction and oversight of the campus sustainability initiative.

Members of the committee, including affiliations:

Dr. Phyllis Wise, Chair
Vice President and Chancellor

Peter Schiffer
Vice Chancellor for Research

Renee Romano
Vice Chancellor for Student Affairs

Daniel Peterson
Vice Chancellor for Institutional Advancement

Ilesanmi Adesida
Interim Vice Chancellor for Academic Affairs and Provost

Snapshot | Page 147
Dean, College of Liberal Arts and Sciences

Marika Nell
Student Sustainability Committee

Evan DeLucia
Director, Institute for Sustainability, Energy, and Environment

Al Stratman
Executive Director, Facilities and Services

Ben McCall, Associate Director
Institute for Sustainability, Energy, and Environment

Stephanie Lage
Assistant Director, Institute for Sustainability, Energy, and Environment

The website URL where information about the sustainability committee is available:
http://sustainability.illinois.edu/council.html

Does the institution have a sustainability office?:
Yes

A brief description of the sustainability office:
The Institute mission has three interdependent directives: (1) To foster actionable, interdisciplinary research to address fundamental challenges in sustainability, energy and environment, (2) To provide national and international leadership in sustainability, energy and environment through interdisciplinary education and outreach activities, and (3) To develop and implement strategies for a sustainable environment.

The number of people employed in the sustainability office:
7

The website URL where information about the sustainability office is available:
http://sustainability.illinois.edu/staff.html

Does the institution have a sustainability coordinator?:
Yes

Sustainability coordinator’s name:
Stephanie Lage
Sustainability coordinator’s position title:
Assistant to the Director

A brief description of the sustainability coordinator’s position:
Coordinator develops and implements educational and outreach activities to educate and motivate behavior change. Also tracks and reports on progress toward sustainability goals.

The website URL where information about the sustainability coordinator is available:
---
Strategic Plan

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

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

Year the strategic plan or equivalent was completed or adopted:

2,013

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:

During the planning process six themes emerged as societies greatest challenges were discussed. These themes include: Energy and Environment, Economic Development, Social Equality and Cultural Understanding, Health and Wellness, Education, and Information & Technology.

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:

Please see themes noted above.
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:

Please see themes as noted above.

The website URL where information about the strategic plan is available:

http://strategicplan.illinois.edu/documents.html
Physical Campus Plan

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

--- 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:

Campus Master Plan....

The year the physical campus plan was developed or adopted:

2,007

The website URL where the physical campus plan is available:

---
Sustainability Plan

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

--- 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:

Our campus' climate action plan covers many topics other than just greenhouse gas mitigation. Stakeholders from campus (faculty, staff and students) and from the community were present during several roundtable style discussions and forums.

A brief description of the plan’s measurable goals:

Besides mitigating greenhouse gas emissions, the plan includes goals for integrating sustainability into the curriculum, educating our campus and community members about sustainable behavior, and promoting research collaborations to address the most critical societal challenges.

A brief description of how progress in meeting the plan’s goals is measured:

To measure sustainability in the curriculum, course inventories have been conducted and updated as new courses are developed. Staff of the institute and facilities and services have presented educational material at outreach events to affect behavior change.

The website URL where more information about the sustainability plan is available:

http://icap.sustainability.illinois.edu/goals
The year the plan was developed or last updated:
2,010
**Climate Action Plan**

**Responsible Party**

Stephanie Lage  
Assistant Director  
Ctr for Sustainable Environment

---

**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.

---

*"---" 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:**

Carbon Neutrality by 2050  
energy use and emissions reduction: 40% by 2025  
Water reduction: 40% by 2025  
Waste Diversion: 75% by 2020

**A brief summary of the climate plan’s short-term goals:**

energy reduction: 20% by 2015  
energy emissions: 15% by 2015  
water reduction: 20% by 2020

**Year the climate plan was formally adopted or approved:**

2,010

**An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year:**

---
List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment:

1, 2 and 3

The reduction level (percentage) institution has committed to:

40%

The baseline year the institution used in its GHG emissions commitment:

June 30, 2008

The baseline emissions level institution used in its GHG emissions commitment:

560981.3

The target year the institution specified in its GHG emissions commitment:

June 30, 2025

The website URL where information about the climate plan is available:

http://sustainability.illinois.edu/greenhousegas.html
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity and Equity Coordination</td>
</tr>
<tr>
<td>Measuring Campus Diversity Culture</td>
</tr>
<tr>
<td>Support Programs for Underrepresented Groups</td>
</tr>
<tr>
<td>Support Programs for Future Faculty</td>
</tr>
<tr>
<td>Affordability and Access Programs</td>
</tr>
<tr>
<td>Gender Neutral Housing</td>
</tr>
<tr>
<td>Employee Training Opportunities</td>
</tr>
<tr>
<td>Student Training Opportunities</td>
</tr>
</tbody>
</table>
Diversity and Equity Coordination

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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 and Provost's Faculty Advisory Council on Diversity and Cultural Understanding reports directly to the Chancellor and Provost. It focuses on the identification and implementation of strategies to institutionalize the values and goals related to diversity at Illinois. EDGE seeks to assist in the development of a structure and culture of responsibility, incentive, and accountability, focused on objectives, targets, goals, implementation steps, and timelines.

Illinois EDGE–Faculty Diversity and Cultural Understanding Council
EDGE seeks to assist in the development of a structure and culture of responsibility, incentive, and accountability, focused on objectives, targets, goals, implementation steps, and timelines.
Diversity Administrative Coordinating Team
The Diversity Administrative Coordinating Team (DACT) reports directly to the Chancellor and encourages intentional efforts across the Offices of the Chancellor, Student Affairs and Provost to implement and evaluate diversity initiatives. DACT also assists in greater communication and coordination across the Chancellor’s diversity committees which include the Committee on Race and Ethnicity, the Gender Equity Council, the Committee on Access and Accommodations, and the Lesbian, Gay, Bisexual and Transgender Advisory Committee.

Members of the committee, including job titles and affiliations:

Illinois EDGE–Faculty Diversity and Cultural Understanding Council (2012)
- James Anderson, College of Education
- Deba Dutta, Graduate College
- Menah Pratt-Clarke, Office of the Chancellor
- Sandra Rodriguez-Zas, College of ACES
- Steven Zimmerman, College of Engineering
The Diversity Administrative Coordinating Team (DACT) (2010)

- Menah Pratt-Clarke, Associate Chancellor
- Renee Romano, Vice Chancellor for Student Affairs
- Ruth Watkins, Dean of Liberal Arts & Sciences
- Matt Wheeler, Professor
- Barbara Wilson, Executive Vice Provost
- Brock Gebhardt, Student Senate President

The website URL where information about the diversity and equity committee is available:
http://www.oc.illinois.edu/visioning/reports/SocialEqualityandCulturalUnderstandingVFE.pdf

Does the institution have a diversity and equity office?:
Yes

A brief description of the diversity office:

The Office of Diversity, Equity, and Access is responsible for issues pertaining to:
- Affirmative Action Plan: to facilitate compliance with the policies and procedures of the University's Affirmative Action Plan by designing systems to report and measure the effectiveness of various programs;
- Americans with Disabilities Act: Doing What Can Be Done to Make Our Campus 'Accessible Friendly;
- Community Outreach: The outreach mission of the Office of Diversity, Equity, and Access is to provide leadership by facilitating compliance and promoting an inclusive community through diversity, education, and outreach initiatives. Through our programs, campus, and community partnerships; we are able to serve as a campus and community resource that encourages equality for underrepresented populations.
- Complaints and Grievances: to investigate and handle complaints of alleged discrimination on the basis of applicable Federal and State civil rights laws when a complaint has been filed internally or with an outside agency;
- Resources: to serve as an informational resource for State of Illinois legislators, the University of Illinois Board of Trustees, University administrators, University faculty, staff, students, and the public;
- Training and Education: for faculty, staff, and students on diversity sensitivity, harassment prevention and other related programs.

The number of people employed in the diversity office:
13

The website URL where information about the diversity and equity office is available:
http://diversity.illinois.edu/

Does the institution have a diversity and equity coordinator?:
Yes

Diversity coordinator’s name:
Dr. Menah Pratt-Clarke
Diversity coordinator’s position title:
Associate Chancellor and Director

A brief description of the diversity coordinator's position:
Dr. Menah Pratt-Clarke is the Chancellor's liaison to the Board of Trustees and University administration; advisor to the Chancellor on diversity, governance, and strategic initiatives; and responsible for oversight of the Office of Diversity, Equity and Access.

The website URL where information about the diversity and equity coordinator is available:
http://diversity.illinois.edu/
Measuring Campus Diversity Culture

Responsible Party
Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

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):

In the fall of 2011, a University-wide Climate Survey was distributed to all faculty, staff, and students at the University of Illinois. The survey assessed perceptions of inclusiveness, friendliness, cooperation, professionalism, recognition, support, and opportunities for advancement and academic success.

Year the assessment was last administered:
2011

A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives:

The information gathered will be used to prioritize and implement necessary changes to improve climate. Additionally, the survey will be repeated every 2-3 years so that we stay abreast of changes and continue to transform the institutional climate. The university-wide survey is vital to help us further the diversity and climate initiatives that are central to our institution. I thank you in advance for participating in this important endeavor.

The website URL where information about the assessment(s) is available:
http://www.uillinois.edu/climatesurvey/
Support Programs for Underrepresented Groups

Responsible Party
Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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:
https://publish.illinois.edu/bfap-alliance/
http://publish.illinois.edu/educationadvising/2013/03/13/inclusive-illinois-diversity-roundtable/
http://oc.illinois.edu/committees/index.html

"---" 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:

Bruce D. Nesbitt African American Cultural Center
In 1969, the African American Cultural Center was created with the two-fold purpose of assisting the University in providing a safe and welcoming environment for African American students and serving as a resource to the campus at-large regarding African American contributions and issues.
Asian American Cultural Center
The Asian American Cultural Center promotes cross-cultural understanding of Asian American and Asian international experiences, and provides educational and cultural support for Asians and Asian Americans in our university community.
La Casa Cultural Latina
The mission of La Casa Cultural Latina is to promote a welcoming and dynamic atmosphere through the development of educational, cultural, socio-political, and social programs that lead to greater recruitment, retention, advancement, and empowerment of Latina/o students. La Casa engages current and future leaders through mentorship, civic engagement, and the promotion of social advocacy.

Native American House
The Native American House serves as a support and resource center for all American Indian and Alaskan Native students and their families by providing programs throughout the year that allow students the opportunity to enrich their cultural and academic experiences at the University of Illinois.

Women’s Resource Center
The Women’s Resource Center as a part of Student Affairs is responsible for improving the campus climate for women and developing and implementing programs that address women's issues and gender-related concerns.

Lesbian, Gay, Bisexual, Transgender Resource Center
The Lesbian, Gay, Bisexual, and Transgender Resource Center as a part of the Office of Student Affairs serves as an integral part of the University community, dedicated to intellectual and personal development of the individual. Its mission is to foster an environment that is open, safe and inclusive for people of all sexualities and gender identities.

Division of Disability Resources and Educational Services
The mission of the Division of Disability Resources and Educational Services is to ensure that qualified students with disabilities are afforded an equal opportunity to participate in and benefit from the programs, services and activities of the University of Illinois at Urbana-Champaign through the identification and enactment of reasonable modifications to institutional policies and procedures; the provision of effective auxiliary aids and services; the establishment of innovative educational services; and the pursuit of interdisciplinary disability research.

Diversity and Social Justice Education
I-Connect Diversity & Inclusion workshop is an experiential training designed to help incoming students embrace differences and recognize shared experiences in order to build a welcoming and engaged campus community. Facilitated by fellow students, I-Connect uses collaborative exercises and engaging discussion to build participants’ communication skills and their ability to collaborate, learn, and work in diverse environments.

Inclusion and Intercultural Relations
The Office of Inclusion and Intercultural Relations (OIIR) seeks to improve campus climate by providing transformative learning experiences to the Illinois community that result in an appreciation for diversity and cross cultural engagement. OIIR contributes to the academic mission of the University by providing students educational opportunities about the various dimensions of diversity and intersections of identities.

Cultural Programming Fee
The purpose of the Student Cultural Programming Fee (SCPF) is to provide direction and allocation of resources for culture-specific programming for African American, Asian American, Latina/o, Native American, lesbian, gay, bisexual, transgender, and women’s programs and activities. The goal is to advance further cultural awareness, encourage diversity, educate the University of Illinois community as a whole, and provide a forum for the development, exploration, and improvement of cultural programs.

iUnite
I-Unite draws together over 30 events for all members of the University community to embrace the value of differences in individuals and communities, while exploring diversity and inclusion locally and globally. This campus-wide event is an exciting opportunity for the campus to learn about and celebrate the unique cultures and contributions of faculty, staff, and students at the University of Illinois at Urbana-Champaign.

Lunchtime Discussion Series
The Asian American Cultural Center, Bruce D. Nesbitt African American Cultural Center, La Casa Cultural Latina, Lesbian, Gay, Bisexual, Transgender Resources Center, Native American House and the Women's Resource Center collaborate to host a series of lunchtime forum that provide audience members and participants with introductions to the cultures, histories, and societal issues that the diverse communities of our campus face. We welcome you to our centers and encourage you to connect with us.

Latino Family Visit Day
Latina/o Family Visit Day is an all-day event held annually in the fall for families of first-year and transfer Latina/o students. LFVD provides families with the opportunity to learn about the college experience. Activities such as the resource fair, parent panels, alumni
panels, and faculty presentations emphasize the benefits of college while providing an opportunity for parents to discuss the transitions families face when their children leave for college. Little siblings participate in age-appropriate activities to give them a glimpse of what a college campus has to offer.

Campus Uncensored
The University is deeply committed to creating and maintaining an inclusive, just, and respectful learning community. The University of Illinois welcomes and encourages all of its students, faculty, and staff to embrace the marketplace of ideas as part of the educational experience. Campus Uncensored program is an event that highlights the vital roles and meanings of the First Amendment and Academic Freedom at the University of Illinois.
This program of activities has three goals:

• To broaden our understanding of the First Amendment. This includes both historical and contemporary analyses, and conversations about your rights to free speech and other freedoms granted by this amendment;
• To enhance awareness of the responsibilities that accompany these constitutional rights and freedoms, and;
• To encourage students, faculty, and staff to use this understanding and awareness for personal and collective application on the campus and in everyday life.

A brief description of the programs sponsored by the institution to support underrepresented groups within the faculty:

The Chancellor's takes a very active role in ensuring diversity policies and programs are in place and are implemented, which includes the Diversity Administrative Coordinating Team (DACT) that encourages intentional efforts across the Offices of the Chancellor, Student Affairs and Provost to implement and evaluate diversity initiatives. In addition, The Illinois EDGE–Faculty Diversity and Cultural Understanding Council and the Illinois EDGE (Enhancing Diversity, Guiding Excellence) and the Chancellor's and Provost's Faculty Advisory Council on Diversity and Cultural Understanding focus on the identification and implementation of strategies to institutionalize the values and goals related to diversity at Illinois.

Chancellor’s Standing Diversity Committees

Chancellor’s Committee on Access and Accommodations
The committee is responsible for raising awareness and improving accessibility on campus for people with disabilities. In addition, the committee is responsible for providing recommendations regarding accessibility, recruitment, retention and promotion (when applicable) of students, faculty, and staff with disabilities.

Committee on Race and Ethnicity
The primary goal of the Committee on Race and Ethnicity is to advise the Chancellor and Provost on issues of race and ethnicity including climate, and the recruitment and retention of faculty, staff, and students.

Gender Equity Council
The purpose of the Gender Equity Council is to guide the implementation of initiatives and strategies that improve the representation of women at Illinois.

Lesbian, Gay, Bisexual and Transgendered Concerns
The committee is responsible for promoting guidance on addressing the needs of faculty, staff and students of diverse sexual orientations and gender identities to help ensure a campus environment that allows full participation by all members of the campus community in the University’s education, research and public engagement mission.

Faculty Women of Color in the Academy
The Faculty Women of Color in the Academy Conference brings together women from all over the country to engage in conversations related to academia. Conference topics include Research on Women of Color in the Academy; Women of Color and Promotions: Strategies for Success; Interdisciplinary Medicine and Health; and the Economics of Being a Faculty Woman of Color: Being Prepared and Planning Ahead.
A brief description of the programs sponsored by the institution to support underrepresented groups within the staff:

Asian American Faculty-Staff Association (AAFSA)
Composed of Asian and Pacific Islanders, and other interested faculty and academic professionals, AAPFSA members join together to acknowledge and celebrate the commonalities in the often-diverse Asian cultures.

Black Faculty and Academic Professional Alliance (BFAPA)
To serve as advocates for equitable and accessible opportunities, programs, services, and governance for Black faculty, academic professionals, and students through connections with administration, internal and external partnerships, social networks, and by leveraging both financial and human capital resources to effect change.

Latino Faculty and Academic Professional Alliance (LFAPA)
The LFAPA is an organization for faculty and academic professionals devoted to representing, addressing the needs, and raising awareness about issues that pertain to Latinas/os.

The website URL where more information about the programs in each of the three categories is available:
http://studentaffairs.illinois.edu/diversity/oiir.html
Support Programs for Future Faculty

Responsible Party
Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

"---" 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 :

Summer Research Opportunities Program (SROP)

The University of Illinois at Urbana-Champaign offers a summer research program that provides undergraduate students from populations underrepresented in graduate study at Illinois with an opportunity to explore careers in research. The program at Illinois provides each student with an experience that will help strengthen his or her knowledge, skills, and understanding of graduate school.

The many activities offered through the Summer Research Opportunities Program (SROP) will afford participants an opportunity to establish important relationships with faculty in their respective fields of study, conduct graduate-level research under the supervision of a University of Illinois renowned faculty member, become acquainted with the culture of graduate school, and to learn what is needed and expected of them as graduate students in their discipline at the University of Illinois.

SROP at Illinois brings talented undergraduate students from across the US and its territories, such as Puerto Rico, to our campus as an introduction to graduate study, research and the admission process. SROP has served more than 1,500 students since 1986.

The website URL where more information about the program(s) is available :
http://www.grad.illinois.edu/prospective/underrepresented
Affordability and Access Programs

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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:

http://www.omsa.uiuc.edu/trioweek/

http://engage.illinois.edu/

http://www.osfa.illinois.edu/aid/promise.html

http://advising.ahs.illinois.edu/ILEAP/

"---" 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?: 
A brief description of the institution’s participation in federal TRIO programs:

The University of Illinois Urbana-Champaign houses five TRIO Programs on campus that include the Educational Talent Search Program, Student Support Services, Upward Bound, Educational Opportunity Center and the Ronald E. McNair Program.  
• Upward Bound, one of the original TRiO programs, aids high school students in developing the skills and motivation necessary for completion of a post-secondary degree. The services were later expanded and now include a program that assists U.S. veterans in earning a college degree and an additional program that focuses on students who intend to pursue degrees in math and science.  
• Student Support Services helps college students persist and complete a four-year degree through the provision of academic support services such as individualized counseling and access to tutoring, cultural and financial literacy activities.  
• Talent Search is an early intervention program for individuals aged 11 through 21, including those seeking to re-enter the education system, who are interested in pursuing a post-secondary degree.  
• Educational Opportunity Centers provide assistance to individuals 21 and older who are interested in pursuing a post-secondary degree.  
• The Ronald E. McNair Scholars Program provides undergraduates with research opportunities and other preparation experiences for graduate school application, admission and success. The primary goal of the program is to prepare and encourage scholars to obtain their doctorate degrees and become faculty, thereby diversifying the ranks of the American professoriate.

A brief description of the institution’s policies and programs to minimize the cost of attendance for low-income students?:

Illinois Promise (I-Promise)  
The University of Illinois at Urbana-Champaign is committed to providing access to quality education for high achieving students from all backgrounds. Current economic circumstances, however, threaten the affordability of higher education, particularly for students from the lowest income levels. With the shift of primary funding for state universities from state support to tuition, the need to maintain access to higher education is particularly pressing. Illinois Promise began in Fall 2005 to ensure the affordability of higher education for students from the lowest income levels. Illinois Promise assures eligible recipients sufficient grant and scholarship funds in combination with a minimal employment expectation to cover their estimated cost of tuition, fees, room and board, and books and supplies. Illinois Promise does not provide funding for summer classes. The Illinois Promise scholarship is about giving high-achieving, low-income students access to a world class education and a chance to succeed.

Illinois Academic Enrichment and Leadership Program (I-LEAP)  
The Mannie L. Jackson Illinois Academic Enrichment and Leadership Program (I-LEAP) is committed to providing a support and an information base that validates the student experience and fosters a sense of belonging, engagement, and empowerment. Through bi-weekly one-on-one counseling, mentorship, tutoring, workshops, academic skills development, leadership training, and referrals to resources, the I-LEAP program aims to increase student success at the University of Illinois and within the campus community. Participation in The Mannie L. Jackson Illinois Academic Enrichment and Leadership Program (I-LEAP) is voluntary and of no cost to program participants. I-LEAP is available to undergraduates enrolled in the College of Applied Health Sciences at the University of Illinois at Urbana-Champaign who are first-generation students, students from underrepresented groups, student athletes, and those recognized by the President Awards Program (PAP) and Educational Opportunities Program (EOP). Additionally, the I-LEAP Program collaborates with the Office of the Provost to provide support and resources to students who receive the Illinois Promise scholarship. Students are also able to self-select and participate in the program.

A brief description of the institution’s programs to equip the institution’s faculty and staff to better serve students
from low-income backgrounds:

The Workplace Harassment and Discrimination Prevention Education Initiative (I-Initiative) is a cohesive, comprehensive, and coordinated program that indicates we are determined to create the most inclusive campus possible. At Illinois, we believe that the more diverse the people are around the table for any discussion, whether you're talking about gender, race, religion, age, geography, economics, etc., the richer the conversation becomes and, ultimately, the better the outcomes. This also complements another important program, Inclusive Illinois. However, for everyone to participate in that conversation we must have an environment in which everyone is valued,

A brief description of the institution’s programs to prepare students from low-income backgrounds for higher education:

Morrill Engineering Program (MEP)
MEP offers academic support services and activities, scholarship assistance, and work experience. Since 2011, MEP recruitment efforts have reflected a significant increase in applications to the College of Engineering from underrepresented students.

Women in Engineering (WIE)
This program hosts summer camps for high school students, such as the Exploring Your Options (EYO) Worldwide Youth in Science and Engineering (WYSE) Camp, and the Girls Adventures in Mathematics, Engineering, and Science (G.A.M.E.S.) Camp. GAMES exposed 143 high school girls to science, technology, engineering and mathematics (STEM) fields.

Illinois Connections in Engineering (ICE)
This program is a six-week residential summer bridge program designed to provide incoming engineering students valuable academic training for the rigors of the engineering curriculum at Illinois. Recognizing that the level of preparation each student receives prior to college varies from school to school, ICE provides a challenging program designed to assist students’ adjustment to college. The courses and workshops are taught to give students a sense of the level and pace of University coursework, while ICE provides students the opportunity to become accustomed to the campus.

The Sister School
The programs serves as a bridge between the Department of Dance and 8-10 targeted dance studios and high schools in Illinois that possess both a large minority population and an excellent reputation for producing outstanding dancers. Participants are exposed to the benefits of a degree in dance through regular interaction with Dance at Illinois students and faculty. Program activities include: recruitment materials, promotional mailings, and emails are frequently sent to each target school. In addition, Dance at Illinois faculty and alumni provide master classes to students on location and a group of students is invited to campus each year to experience a day as a dance major.

AD Camp
AD Camp is a joint program between the Department of Advertising and the American Advertising Federation (AAF). It was designed to provide underrepresented high school students with hands-on exposure to the advertising industry and professors. Students are taught the principles of advertising from faculty members and working professionals; they worked in groups on real projects from clients; and they toured several advertising agencies. About ten-percent of the students who completed camp have applied to the University of Illinois at Advertising or Marketing majors in this academic year.

President’s Award Program (PAP)
PSP seeks to encourage academically superior students who have been admitted to one of the University of Illinois campuses and are members of historically underrepresented groups, including groups that have been difficult to enroll at the University. The broad goals of the program are to ensure and enrich the diversity of the student body. The University of Illinois believes that a diverse student body enhances the quality of education for all students.

Upward Bound Program
The Upward Bound Program is for high school students to develop skills and motivation to complete a post-secondary degree

Educational Talent Search Program
The Educational Talent Search Program is an early intervention program for individuals age 11 through 21. It includes those seeking to
re-enter the education system, and those who are interested in pursuing a post-secondary degree.

iMath Building Mathematical Identities with/in Latin and Black Youth

iMath is a partnership with Central High and Edison Middle School to include an after school math club at the Champaign Public Library. The club targets 20-30 Latino and Black students, as well as Spanish speakers and is managed by teacher education students and undergraduate students in mathematics-related majors.

USDA Ag Discovery

The program is designed to enhance academic skills in math, science and computers. It is a seven (7) week laboratory research experience for high school students to explore specific interests related to plants, animals, and the environment.

Research Apprentice Program (RAP)

Description: This program offers enrichment and academic support to high school freshmen through junior students from traditionally underserved ethnic minority groups and economically disadvantaged backgrounds. Students are engaged in learning about the application of math, science, technology, and computers through many labs, career seminars, and science demonstrations on the University of Illinois campus. Students work in team-based exercises to improve math and science skills, problem solving skills, and communications skills. Students have the opportunity to visit businesses, where they will conduct hands-on science projects focused on food, human, and environmental issues.

A brief description of the institution's scholarships for low-income students:

Illinois Promise assures eligible recipients sufficient grant and scholarship funds in combination with a minimal employment expectation to cover their estimated cost of tuition, fees, room and board, and books and supplies. Illinois Promise does not provide funding for summer classes. The Illinois Promise scholarship is about giving high-achieving, low-income students access to a world class education and a chance to succeed.

A brief description of the institution’s programs to guide parents of low-income students through the higher education experience:

The Office of the Dean of Students collaborates with the Parent Program Office to provide orientation for parents, along with many other resources to aid in the transition to the college experience.

http://uofiparentprograms.illinois.edu/pop/schedule.html

A brief description of the institution’s targeted outreach to recruit students from low-income backgrounds:

---

A brief description of the institution’s other admissions policies and programs:

---

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:

---
Gender Neutral Housing

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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

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:

Accommodation Information
To explore options in University Housing that accommodate your gender identity or gender expression, please contact the Housing Information Office at (217) 333-7111 or

housing@illinois.edu

to speak with Mari Anne Brocker, the Assistant Director for Housing Information.

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

http://www.housing.illinois.edu/Housing/Apply.aspx
Employee Training Opportunities

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

"---" 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:

Inclusive Illinois, one campus, many voices, is the University’s commitment to cultivating a community at Illinois where everyone is welcomed, celebrated, and respected. Inclusive Illinois is about institutionalizing a climate of inclusion at Illinois. Inclusion can only be accomplished through interactions, relationships, education, and the sharing of our voices and perspectives. As evidence of the University’s commitment to enhance the living, learning, and working environments for faculty, staff, and students, the University encourages a standard of conduct and behavior that is consistent with the values of inclusion. In an inclusive environment, there is no place for acts of hatred, intolerance, insensitivity, bigotry, threats of violence, harassment, or discrimination. At Illinois, the I-Initiative is an interactive, web-based, online education program. All faculty and staff members are expected to complete the education course. The tangible benefits of the I-Initiative at Illinois are the following:
1. Sustain an inclusive, respectful, discrimination- and harassment-free living, learning, and working environment;
2. Minimize inappropriate and illegal conduct in the workplace;
3. Increase awareness of conduct in an educational environment which can lead to complaints; faculty interactions with other faculty members, including bullying; inappropriate use of technology between faculty, staff, and students, sometimes involving dating relationships; faculty language in the classroom; and workplace joking and insensitivity;
4. Decrease legal risk and minimize potential liability because of the implementation of a comprehensive education program; and
5. Protect Illinois’ reputation.

The University of Illinois at Urbana-Champaign provides guidelines, resources and workshops to help EEO Officers, Diversity Advocates and Search Committee Members in carrying out their role in the search process. The guidelines, resources and workshops include how to run an effective and efficient search committee, recruiting a diverse pool of applicants, raising awareness of unconscious assumptions, confidentiality, responsibilities in the search process, ensuring a fair review of applicants, and ensuring a fair interview process. Several workshops are offered throughout the year to discuss these topics and include:

- Hire Touch/Search Process Meetings
- Hire Touch Workshops
- Being a Change Agent in the Search Process

The website URL where information about the trainings and activities are available:

http://www.inclusiveillinois.illinois.edu/i_initiative.html
Student Training Opportunities

Responsible Party

Stephanie Lage  
Assistant Director  
Ctr for Sustainable Environment

Submission Note:

http://studentaffairs.illinois.edu/diversity/lgbt/becomeally.html

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

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 LGBT Resource Center  
Ally on gay/lesbian/bisexual/transgender issues is the process of working to develop individual attitudes, institutions, and culture in which gay, lesbian, bisexual and transgender people feel they matter. In doing so, allies also work to end homophobia, biphobia, transphobia, and heterosexism. The LGBT Resource Center and the SODA committee of the Counseling Center offer LGBT Ally Trainings and Transgender Ally Trainings throughout the year.

Cultural Programming Fee  
The purpose of the Student Cultural Programming Fee (SCPF) is to provide direction and allocation of resources for culture-specific programming for African American, Asian American, Latina/o, Native American, lesbian, gay, bisexual, transgender, and women’s programs and activities. The goal is to advance further cultural awareness, encourage diversity, educate the University of Illinois community as a whole, and provide a forum for the development, exploration, and improvement of cultural programs.

iUnite  
I-Unite draws together over 30 events for all members of the University community to embrace the value of differences in individuals and communities, while exploring diversity and inclusion locally and globally. This campus-wide event is an exciting opportunity for the campus to learn about and celebrate the unique cultures and contributions of faculty, staff, and students at the University of Illinois at Urbana-Champaign.

Lunchtime Discussion Series  
The Asian American Cultural Center, Bruce D. Nesbitt African American Cultural Center, La Casa Cultural Latina, Lesbian, Gay, Bisexual, Transgender Resources Center, Native American House and the Women's Resource Center collaborate to host a series of lunchtime forum that provide audience members and participants with introductions to the cultures, histories, and societal issues that the diverse communities of our campus face. We welcome you to our centers and encourage you to connect with us.

The website URL where information about the trainings and activities are available:

http://studentaffairs.illinois.edu/diversity/oiir.html
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainable Compensation</td>
</tr>
<tr>
<td>Employee Satisfaction Evaluation</td>
</tr>
<tr>
<td>Staff Professional Development in Sustainability</td>
</tr>
<tr>
<td>Sustainability in New Employee Orientation</td>
</tr>
<tr>
<td>Employee Sustainability Educators Program</td>
</tr>
<tr>
<td>Childcare</td>
</tr>
<tr>
<td>Employee Wellness Program</td>
</tr>
<tr>
<td>Socially Responsible Retirement Plan</td>
</tr>
</tbody>
</table>
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:

http://www.shr.illinois.edu/classification/salaryplan.html

http://www.osfa.illinois.edu/aid/employment/wages.html

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

Total number of employees working on campus (including contractors):
31,939

Number of employees (including contractors) that the institution ensures earn sustainable compensation:
31,939
A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation:

Academic and graduate employees have a minimum salary rate that is reviewed each year and increased most years; both are above minimum wage limits.

Civil Service employees pay prevailing rates for those job titles which require it by legal obligations. For Civil Service titles not covered by a collective bargaining agreement, the ranges are reviewed annually at a minimum and are adjusted for local or regional comparisons. Each Civil Service employee is verified to be paid at or above range minimums.

Student employees are also paid at or above minimum wage and evaluated each year.

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:

2,012

The website URL where information about the institution’s compensation policies and practices is available:

http://wwwahr.illinois.edu/FY12BudgetGuidelines.pdf
Employee Satisfaction Evaluation

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

"---" 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:

Climate survey...

The year the employee satisfaction evaluation was last administered:

2010

The website URL where information about the institution’s employee satisfaction evaluation process is available:

---
Staff Professional Development in Sustainability

Responsible Party
Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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:

Each Spring semester, campus offers a seminar series entitled the Scholarship of Sustainability. This is a 10-week course available to all to explore the vast literature in sustainability. Any and all are invited to take part.

The website URL where information about staff training opportunities in sustainability are available:
---
Sustainability in New Employee Orientation

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

"---" 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:

Campus holds an All Employee Expo each fall for new faculty and staff to explore the many benefits, services and programs available. The Center for Sustainable Environment participates each year to present campus progress in sustainability, as well as ways the employees can do their part.

The website URL for the information about sustainability in new employee orientation:

http://www.ahr.illinois.edu/employeeexpo/index.html
Employee Sustainability Educators Program

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

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

Total number of people employed by the institution:
12,000

Program name (1st program):
Energy Liaisons

Number of employees served by the program (1st program):
12,000

A brief description of how the employee educators are selected (1st program):
Departments and colleges across campus have designated energy liaisons to promote energy conservation practices.

A brief description of the formal training that the employee educators receive (1st program):
The liaisons receive guidance and training from our facilities professionals, as well as peer liaisons.

A brief description of the staff and/or other financial support the institution provides to the program (1st program):
The facilities division has dedicated staff to assist the Energy Liaisons, as well as provided several materials for the motivation of behavior change.

The website URL where information about the program is available (1st program):
http://www.energymanagement.illinois.edu/energy_liaisons.cfm
Program name (2nd program):
---

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

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

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

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

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

Program name(s) (all other programs):
---

Number of employees served by the program(s) (all other programs):
---

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

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

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

The website URL where information about the program(s) is available (all other programs):
---
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 Childhood Development Laboratory offers child care services to university faculty, staff, and students. Applications are required and tuition is income based.

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

http://www.cdl.uiuc.edu/index.htm
Employee Wellness Program

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

Submission Note:

http://www.campusrec.illinois.edu/wellnesscenter/

"---" 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:

The University of Illinois provides both a Faculty/Staff Assistance Program (FSAP) and a Wellness Program. The staff of the FSAP is dedicated to providing quality, confidential assistance to employees and their families who may be experiencing difficulties that impact their lives. This includes assessments, short-term counseling, crisis services and referrals to appropriate resources.

The UI Wellness Center endeavors to empower the Illinois community to incorporate healthful practices into their lives, and to help create a culture of wellness that supports healthy living, personal growth, and enhanced quality of life. Our goal is to help students, faculty, and staff attain successful and fulfilling studies, work and life.

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

http://fsap.illinois.edu/
Socially Responsible Retirement Plan

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

---” 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:

All eligible employees are required to participate in the University's retirement plan, ensuring our employees are saving for retirement. We also offer optional plans for additional savings.

The website URL where information about the program, policy, or practice is available:
https://nessie.uihr.uillinois.edu/cf/benefits/index.cfm?Item_ID=126
Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee on Investor Responsibility</td>
</tr>
<tr>
<td>Shareholder Advocacy</td>
</tr>
<tr>
<td>Positive Sustainability Investments</td>
</tr>
<tr>
<td>Student-Managed Sustainable Investment Fund</td>
</tr>
<tr>
<td>Sustainable Investment Policy</td>
</tr>
<tr>
<td>Investment Disclosure</td>
</tr>
</tbody>
</table>
Committee on Investor Responsibility

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

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

Does the institution have a committee on investor responsibility or similar body that meets the criteria for this credit?:

Yes

The charter or mission statement of the CIR or other body, which reflects social and environmental concerns, or a brief description of how the CIR is tasked to address social and environmental concerns:

Responsibilities

The Board of Trustees develops basic University policy on investments and delegates the execution of those policies to its administrative agents, who are required to be guided by the Board's policies and report to the Board. The Comptroller has been delegated transaction authority to assist the Audit, Budget, Finance, and Facilities Committee of the Board in the areas of investments and banking. That Committee meets regularly to review the University's investment program. The investment policy describes the overall level of risk the Board of Trustees deems appropriate.

The Vice President/Chief Financial Officer and Comptroller is authorized to manage University investments at his/her discretion consistent with the Board of Trustees' policy and/or with investment managers appointed by the Board of Trustees.

The investment function is centralized in Treasury Operations. The Vice President/Chief Financial Officer and Comptroller has delegated to the Senior Assistant Vice President for Treasury Operations the authority and responsibility to develop, and, after necessary consultations, disseminate guidelines and procedures regarding the investment of University funds. The Senior Assistant Vice President for Treasury Operations is also authorized to develop, install, and oversee the operations of suitable business systems to accomplish this...
function. The Senior Assistant Vice President for Business and Finance or delegate is responsible for the security and administration of University bank accounts. The Senior Director of Treasury Operations is responsible for the daily management of University bank balances and general oversight of EFT activity. Requests for exceptions to approved investment policies should be addressed to the Comptroller.

The Senior Assistant Vice President for Treasury Operations is also responsible and has authority for day-to-day investment operations. Endowment investment transactions are reported to the Board of Trustees. Investment managers are appointed by the Board of Trustees to execute the policy and invest the assets in accordance with established policy, but apply their own judgments concerning relative investment values. Investment managers are accorded full discretion, within policy limits, to select individual investments and diversify their portfolios.


Members of the CIR, including affiliations:

Members of the University of Illinois Board of Trustees

Recent examples (within the past 3 years) of CIR actions:

---

The website URL where information about the committee is available:

http://www.uillinois.edu/trustees/committees/audit-finance-and-facilities.cfm
Shareholder Advocacy

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability during the past three years?:
No

Has the institution submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:
No

Has the institution conducted a negative screening of its entire investment pool within the last three years?:
No

A brief description of how the institution (or its foundation) has engaged in shareholder advocacy that promotes sustainability during the previous 3 years. :

Conducted negative screening on a non-US equity portfolio for Sudan-related activities utilizing MSCI/KLD list. This manager has been terminated and utilize index and commingled products for non-US equity exposure.

"---" indicates that no data was submitted for this field
The website URL where information about the negative screen, divestment effort, and/or direct engagement with companies in which the institution holds investments is available:

---
Positive Sustainability Investments

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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 (CDFIs)
- 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.

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

Total value of the investment pool:
2,091,597,782 US/Canadian $

Value of holdings in sustainable industries, such as renewable energy or sustainable forestry:
0 US/Canadian $

Value of holdings in businesses selected for exemplary sustainability performances:
0 US/Canadian $

Value of holdings in sustainability investment funds, such as a renewable energy investment fund:
0 US/Canadian $

Value of holdings in community development financial institutions (CDFIs):
0 US/Canadian $

Value of holdings in socially responsible mutual funds with positive screens:
28,413,522 US/Canadian $

A brief description of the companies, funds, and/or institutions referenced above:

U.S. Small-Mid Cap Value Portfolio

The website URL where information about the institution’s sustainability investment activities is available:

---
Student-Managed Sustainable Investment Fund

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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

Does the institution have a student-managed sustainable investment fund through which students are able to develop socially and/or environmentally responsible investment skills and experience with governance?:

Yes

A brief description of the student-managed sustainable investment fund:

Students at the University of Illinois at Urbana-Champaign are assessed a self-imposed sustainability fee which accumulates about $1,000,000 annually. The Student Sustainability Committee is a funding board comprised of ten voting student members, five ex officio non-voting staff members, and six non-voting faculty members. At least three SSC student members are graduate students. SSC is responsible for allocating funds generated by two student fees--Sustainable Campus Environment and Cleaner Energy Technologies. SSC proposes funding recommendations to the Director of the Office of Sustainability for final approval.

Students are appointed by the Illinois Student Senate and serve a one-year term. Faculty and staff ex officio members are appointed by the Director of the Office of Sustainability and serve a one-year term.

Administrative support, including the full-time Program Advisor, accounting, and marketing is provided by the Student Programs and Activities Office in the Illini Union.

The website URL where information about the fund is available:

http://ssc.union.illinois.edu/index.html
Sustainable Investment Policy

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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

Does the institution have a policy, practice or directive to consider the social and/or environmental impacts of investment decisions, in addition to financial considerations?:
No

A brief description of the sustainable investment policy:
na

The website URL where information about the policy is available:
---
Investment Disclosure

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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

Does the institution make a snapshot of its investment holdings, including the amount invested in each fund and/or company and proxy voting records, available to the public?:
Yes

A brief description of the institution’s investment disclosure practices:
Available via Freedom of Information Act requests.

The website URL where information about investment disclosure available:
---
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Sustainability Partnerships</td>
</tr>
<tr>
<td>Inter-Campus Collaboration on Sustainability</td>
</tr>
<tr>
<td>Sustainability in Continuing Education</td>
</tr>
<tr>
<td>Community Service Participation</td>
</tr>
<tr>
<td>Community Service Hours</td>
</tr>
<tr>
<td>Sustainability Policy Advocacy</td>
</tr>
<tr>
<td>Trademark Licensing</td>
</tr>
<tr>
<td>Graduation Pledge</td>
</tr>
<tr>
<td>Community Service on Transcripts</td>
</tr>
<tr>
<td>Farmers' Market</td>
</tr>
</tbody>
</table>
Community Sustainability Partnerships

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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 University of Illinois partners with many community organizations and institutions to work toward a more sustainable region. Rain gardens have been constructed on school playgrounds that once flooded, a long section of John Street incorporated several flood management techniques which was a partnership between the university, the city of Champaign, and the residents.

The website URL where information about sustainability partnerships is available:
---
Inter-Campus Collaboration on Sustainability

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

Criteria

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

"---" 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:

Illinois participates in the Big Ten Environmental Stewardship Group, which meets twice per year to share and learn from each other. Giving presentations about climate action plans, reporting requirements, etc.

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

Champaign County Regional Planning Commission; Illinois Green Government Coordinating Council; Illinois Green Economy Network; AASHE, ACUPCC, NCSE

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

Co-hosting conferences, seminars; invited speakers to share best practices towards overcoming challenges.

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

http://sustainability.illinois.edu/about_overview.html
Sustainability in Continuing Education

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

"---" 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 :
30

Total number of continuing education courses offered:
384

Does the institution have a sustainability-related certificate program through its continuing education or extension department?:
Yes

A brief description of the certificate program:

Illinois offers several certificate programs.
Certificate in Environmental Sustainability
Certificate in Environmental and Water Resources Engineering
Professional Development Certificate in Crop Sciences
Professional Development Certificate in Horticulture
In addition, the Extension Unit at Illinois offers programs such as Master Gardner and Master Naturalist.
Year the certificate program was created:
2010

The website URL where information about sustainability in continuing education courses is available:
http://oce.illinois.edu/Programs/UndergraduateCertificates
Community Service Participation

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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:

Community Service participation is central to the education mission at Illinois. More than 10,000 courses include community service as part of the curriculum. In addition, students have the opportunity to volunteer through the Office of Volunteer Programs and many fraternities and sororities are involved in community service efforts. Further, Illinois hosts more than 140 registered student organizations that are classified as service oriented. Acquiring data regarding number of students and hours is a challenge since these numbers are not tracked centrally.

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

The number of students engaged in community service:
12,255

Total number of students, which may exclude part-time, continuing education and/or non-credit students:
39,379

The website URL where information about the institution’s community service initiatives is available:
---
Community Service Hours

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

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

The number of student community service hours contributed during a one-year period:
169,616

Total number of students, which may exclude part-time, continuing education and/or non-credit students:
39,379

The website URL where information about the institution’s community service initiatives is available:
---
Sustainability Policy Advocacy

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

"---" 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:

Mahomet Aquifer, Solid waste management Act

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

---
Trademark Licensing

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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:

http://www.fairlabor.org/affiliates/colleges-universities?page=12

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

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

Yes

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

Yes

Has the institution expressed intention to participate in the Designated Suppliers Program?:

Yes

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

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

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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

Does the institution administer a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions?:
Yes

A brief description of the graduation pledge program:
The Illinois campus offers a pledge program for all faculty, staff, and students. Many of the options provided center around energy use, but there are also components regarding the stewardship of natural resources.

The website URL where information about the graduation pledge program is available:
http://www.energymanagement.illinois.edu/pledge_program.cfm
Community Service on Transcripts

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

Responsible Party
Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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

Does the institution host a farmers' market for the community?:
Yes

A brief description of the farmers’ market:
Each Thursday during the growing season, the Sustainable Student Farm sells its produce to the campus and community

The website URL where information about the market is available:
http://thefarm.illinois.edu/
These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation 1</td>
</tr>
<tr>
<td>Innovation 2</td>
</tr>
<tr>
<td>Innovation 3</td>
</tr>
<tr>
<td>Innovation 4</td>
</tr>
</tbody>
</table>
Innovation 1

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

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.

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

A brief description of the innovative policy, practice, program, or outcome:

A Woody Perennial Polyculture (WPP) is an assemblage of plant species that aims to mimic the structure and function of natural ecosystems to sustainably produce an agricultural yield while simultaneously restoring ecosystem services. Rather than perpetuating the separation of nature and humans, this system attempts to break down the dichotomy between ecological restoration and agriculture. This concept has grown and evolved out of fields such as agroecology, agroforestry, permaculture, silvopasture, carbon farming, and ecological restoration, but the application of this paradigm to large-scale industrial agriculture is a relatively new idea. The WPP community studied at this research site is an example of such a system that has the potential to become an ecologically sound,
agriculturally productive, and economically viable alternative to the corn-soybean rotation (Herbaceous Annual Monoculture) that currently dominates agriculture in the Midwestern U.S.

A letter of affirmation from an individual with relevant expertise:

WPP ltr.pdf

The website URL where information about the innovation is available:

http://wppresearch.org/
Innovation 2

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

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

A brief description of the innovative policy, practice, program, or outcome:

The Illinois Sustainable Technology Center (ISTC), a unit of the Prairie Research Institute at the University of Illinois, has created a methodology for waste stream characterization and evaluation that provides building-level performance measures and achievable recommendations for improvement. The 2014 Campus-wide Waste Characterization will involve facility-level waste characterizations for up to fourteen buildings throughout University of Illinois Urbana Champaign.

Funding for this project was made available by University of Illinois, Facilities and Services (F&S).

The data collected through this waste characterization study will help the University of Illinois to fulfill the following objectives:
• Examine the composition and quantity of recyclable materials discarded;
• Evaluate the effectiveness of existing waste reduction and recycling programs;
• Provide baseline metrics for measuring progress toward zero waste;
• Identify opportunities for increased materials recovery.

A letter of affirmation from an individual with relevant expertise:

waste characterization.pdf

The website URL where information about the innovation is available:

---
Innovation 3

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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.

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.

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

A brief description of the innovative policy, practice, program, or outcome:

The Solar Decathlon is a prestigious biennial competition sponsored by the U.S. Department of Energy that challenges twenty teams of college and university students selected from around the world to design and build energy efficient, fully solar powered homes. The United States has hosted 5 competitions since the inaugural competition in 2002. In 2007, the Spanish and U.S. governments signed a memorandum of understanding to create Solar Decathlon Europe, a complementary competition to the U.S. Department of Energy Solar Decathlon. Spain hosted the first two of these competitions in 2010 and 2012. In 2011, China expands the international roots of Solar Decathlon to Asia by signing the Solar Decathlon China (SD China) Memorandum of Understanding (MOU) with U.S. Department of
Energy and will host its first competition during the summer of 2013. The competition is hosted by China’s National Energy Administration and the U.S. Department of Energy, and is organized by Peking University. The first Solar Decathlon China has entries from all areas of the world including Australia, Belgium, Egypt, England, Iran, Israel, Malaysia, Singapore, Sweden, Switzerland, Turkey and the United States.

In August of 2013, each team will transport their home to Datong, China where it will be judged on its performance in 10 categories: architecture, market appeal, engineering, communications, solar application, comfort zone, hot water, appliances, home entertainment, and energy balance. Open to the public, the event will attract hundreds thousands visitors as well as international media attention. Datong has sited the competition at the center of a world-class city compound of iconic cultural buildings and parks.

A letter of affirmation from an individual with relevant expertise:

Donovan Decathlon.pdf

The website URL where information about the innovation is available:

---
Innovation 4

Responsible Party

Stephanie Lage  
Assistant Director  
Ctr for Sustainable Environment

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.

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

A brief description of the innovative policy, practice, program, or outcome:

The Student Sustainability Committee on the Urbana-Champaign Campus has evolved and improved over the last few years. This group of ten or twelve students manage an annual budget of more than $1 million dollars, the largest in the country. They are an exceptional group of students who are so passionate, and work harder than most other campus committees. The committee structure is quite efficient with working groups that obtain expert opinions and sub-committees the keep things running smoothly.
A letter of affirmation from an individual with relevant expertise:
SSC letter.pdf

The website URL where information about the innovation is available:
---
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Student Orientation</td>
</tr>
<tr>
<td>Food Education</td>
</tr>
<tr>
<td>Food and Beverage Purchases</td>
</tr>
<tr>
<td>Confinement-Free Food Purchases</td>
</tr>
<tr>
<td>Vegetarian-Fed Food Purchases</td>
</tr>
<tr>
<td>Hormone-Free Food Purchases</td>
</tr>
<tr>
<td>Seafood Purchases</td>
</tr>
<tr>
<td>Dishware</td>
</tr>
<tr>
<td>Energy Initiatives</td>
</tr>
<tr>
<td>Energy Use by Type</td>
</tr>
<tr>
<td>Procurement</td>
</tr>
<tr>
<td>Bike Sharing</td>
</tr>
<tr>
<td>Water Initiatives</td>
</tr>
<tr>
<td>Endowment</td>
</tr>
<tr>
<td>Sustainability Staffing</td>
</tr>
</tbody>
</table>
New Student Orientation

Responsible Party
Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

Criteria
Institution provides details about how it incorporates sustainability into new student orientation.

"---" 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?:
Yes

Provide a brief description of the presentations, speakers or skits:
Convocation - local food, corn husking guinness record

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?:
Yes

Provide a brief description of the activities:
Sustainability Week

Does the institution make new student orientation more sustainable via efforts such as a zero-waste meal or carbon offsets?:
---
Provide a brief description of the efforts:

---

Does the institution incorporate sustainability into new student orientation in other ways?:

---

Provide a brief description:

---
Food Education

Responsibility Party
Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

Criteria
Institution provides education about eco-positive food and gardening techniques.

--- 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:

Humanity in the Food Web
The human food web is the complex network of technologies, environments, people, and social institutions that produces, processes, and distributes the world's food supply. Students will study the food webs of the past, present, and future and will explore various human roles, including their own, in the global technology-environment-society-food system. Course topics include domestication, mechanization, urbanization, the green revolution, biotechnology, food safety, the environment, and appropriate technologies for developing countries.

Are students educated in dining facilities about how to make eco-positive food choices?:
Yes

Provide a brief description:

All local foods are labeled as such.

Are students educated during orientation about how to make eco-positive food choices?:
Yes

Provide a brief description:

CSE booth at Quad day - bookmark identifying local food options in the region.

Are students educated in other venues about how to make eco-positive food choices?:

Provide a brief description:

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:

AgroEcology and Sustainable Agriculture Program, Sustainable Student Farm volunteer programs
Food and Beverage Purchases

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

Criteria

Institution provides details of its food and beverage purchases.

"---" 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:
17.50

List what tool your institution is using to track this information (e.g. Center for Environmental Farming Systems or CBORD):
CBORD Menu Mgmt

List items procured for dining services from on-campus organic garden(s):
Fresh herbs, tomatoes, squash, broccolini, melons, lettuces, scallions, peppers, cucumbers, sweet corn, cauliflower, kale, bock choy

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:
Coffee, tea, cocoa, chocolate
Confinement-Free Food Purchases

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

Criteria

Institution provides details of its confinement-free animal product purchases.

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

Type of cage-free / free-range eggs purchased:
Shell-on

Percentage purchased:
1

Comments:
Local food

Type of confinement-free product purchased (1st product):
Chicken

Percentage purchased (1st product):
1

Comments (1st product):
Local food

Type of confinement-free product purchased (2nd product):
Pork

Percentage purchased (2nd product):
1

Comments (2nd product):
Local food
Type of confinement-free product purchased (3rd product):
Beef

Percentage purchased (3rd product):
1

Comments (3rd product):
---

Type of confinement-free product purchased (4th product):
---

Percentage purchased (4th product):
---

Comments (4th product):
---
Vegetarian-Fed Food Purchases

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

Criteria

Institution provides details of its vegetarian-fed animal product purchases.

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

Type of vegetarian-fed product purchased (1st product):
Chicken

Percentage purchased (1st product): 1

Comments (1st product):
Local food

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
Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

Criteria
Institution provides details of its hormone-free animal product purchases.

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

Type of hormone-free product purchased (1st product):
Chicken

Percentage purchased (1st product):
1

Comments (1st product):
Local food

Type of hormone-free product purchased (2nd product):
Pork

Percentage purchased (2nd product):
1

Comments (2nd product):
Local food

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

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

"---" 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):

50

Standard used (1st product):

Wild

Comments (1st product):

US sourced

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (2nd product):

Shrimp

Percentage purchased (2nd product):

80

Standard used (2nd product):

Wild caught or farmed

Comments (2nd product):

US sourced
Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (3rd product):
Fish - Cod, Haddock

Percentage purchased (3rd product):
80

Standard used (3rd product):
Hook & Line

Comments (3rd product):
US sourced

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (4th product):
Tilapia

Percentage purchased (4th product):
85

Standard used (4th product):
Farmed

Comments (4th product):
US sourced

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (5th product):
Squid

Percentage purchased (5th product):
100

Standard used (5th product):
Trawl/wild caught

Comments (5th product):
US sourced
Dishware

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

Criteria

Institution provides details of the dishware its provides at its dining services locations.

"---“ 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.: All eat-in dishware is washable, and therefore re-usable. To-go meals are served in compostable containers.
Energy Initiatives

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

Criteria

Institution provides details about its energy initiatives.

"---" 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:

42

The percentage of overall energy consumption reduced as a result of retrofits and renovations completed within the past three years:

29.20

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:

---
The names of all buildings that are ENERGY STAR labeled:

---
### Energy Use by Type

<table>
<thead>
<tr>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephanie Lage</td>
</tr>
<tr>
<td>Assistant Director</td>
</tr>
<tr>
<td>Ctr for Sustainable Environment</td>
</tr>
</tbody>
</table>

### Criteria

Institution reports its energy use by type.

---

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

<table>
<thead>
<tr>
<th>Energy Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coal</td>
<td>43.37%</td>
</tr>
<tr>
<td>Wind</td>
<td>4.74%</td>
</tr>
<tr>
<td>Biomass</td>
<td>0.31%</td>
</tr>
<tr>
<td>Natural gas</td>
<td>3.28%</td>
</tr>
<tr>
<td>Solar PV</td>
<td>0.03%</td>
</tr>
<tr>
<td>Geothermal</td>
<td>0%</td>
</tr>
<tr>
<td>Nuclear</td>
<td>47.87%</td>
</tr>
<tr>
<td>Hydro</td>
<td>0.07%</td>
</tr>
<tr>
<td>Other</td>
<td>0.33%</td>
</tr>
</tbody>
</table>
Provide a brief description:

---

The percentage of total energy used for heating buildings from coal:
44.86

The percentage of total energy used for heating buildings from biomass:
---

The percentage of total energy used for heating buildings from electricity:
---

The percentage of total energy used for heating buildings from natural gas:
55.14

The percentage of total energy used for heating buildings from geothermal:
---

The percentage of total energy used for heating buildings from fuel oil:
---

The percentage of total energy used for heating buildings from other:
---

Provide a brief description:
---

If cogeneration, please explain:
The steam plant cogenerates electricity.
Procurement

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

Criteria

Institution provides details about its procurement efforts.

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

The percentage of institutionally purchased appliances that are ENERGY STAR rated (of eligible appliance categories):

---

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) :

---

Does the institution’s vendor code or policy require vendors to use less packaging?:

Yes
Bike Sharing

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

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:

---
Water Initiatives

Criteria

Institution provides details about its water initiatives.

<table>
<thead>
<tr>
<th>Submission Note:</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Legislation prevents us from using waterless urinals.</td>
</tr>
</tbody>
</table>

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

Is there a ban or restriction on selling or distributing bottled water on campus? :
---

Provide a brief description of any bottled water ban or restriction :
---

Does the institution meter any of its non-potable water usage? :
---

The percentage of urinals on campus that are waterless :
0
Endowment

Responsible Party

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

Criteria

Institution provides details about its endowment.

"---" 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:

1,667,397,000 US/Canadian $

Date as of:

June 30, 2012

Does the institution offer donors the option of directing gifts to an investment fund that considers environmental/sustainability factors?:

---

If yes, or if currently under consideration, provide a brief description:

---

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):

---

Size of capital commitments made within past 3 years:

---

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)?: 

No
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)?:  
No

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?:  
---

Are investment managers provided with general guidelines that determine proxy votes on corporate governance resolutions?:  
---

Are investment managers provided with specific guidelines that determine proxy votes on environmental and social resolutions?:  
---

Are investment managers provided with specific guidelines that determine proxy votes on corporate governance resolutions?:  
---

Does a single administrator determine proxy votes on environmental and social resolutions?:  
---

Does a single administrator determines proxy votes on corporate governance resolutions?:  
---

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on environmental and social resolutions?:  
---

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

Stephanie Lage
Assistant Director
Ctr for Sustainable Environment

Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

"---" 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) :
120

FTE staff on payroll:
3

FTE student intern/fellow:
0.50