# University of North Dakota

The following information was submitted through the STARS Reporting Tool.

|  |  |
|---|---|
| **Date Submitted:** | Feb. 27, 2015 |
| **STARS Version:** | 2.0 |

# Table of Contents

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

# Institutional Characteristics

## Institutional Characteristics

The passthrough subcategory for the boundary

| Credit |
| --- |
| Institutional Boundary |
| Operational Characteristics |
| Academics and Demographics |

# Institutional Boundary

**Criteria**

This won't display

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

**Institution type:**

Doctorate

**Institutional control:**

Public

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

|  | Present? | Included? |
|---|---|---|
| **Agricultural school** | No | No |
| **Medical school** | Yes | Yes |
| **Pharmacy school** | No | No |
| **Public health school** | No | No |
| **Veterinary school** | No | No |
| **Satellite campus** | No | No |
| **Hospital** | No | No |
| **Farm larger than 5 acres or 2 hectares** | No | No |
| **Agricultural experiment station larger than 5 acres or 2 hectares** | No | No |

**Reason for excluding agricultural school:**

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**Reason for excluding medical school:**

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**Reason for excluding pharmacy school:**

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**Reason for excluding public health school:**

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**Reason for excluding veterinary school:**

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**Reason for excluding satellite campus:**

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**Reason for excluding hospital:**

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**Reason for excluding farm:**

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**Reason for excluding agricultural experiment station:**

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**Narrative:**

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# Operational Characteristics

**Criteria**

n/a

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

**Endowment size:**

1,984,000 *US/Canadian $*

**Total campus area:**

548 *Acres*

**IECC climate region:**

Very Cold

**Locale:**

Urban fringe of large city

**Gross floor area of building space:**

6,632,913 *Gross Square Feet*

**Conditioned floor area:**

5,306,330 *Square Feet*

**Floor area of laboratory space:**

423,362 *Square Feet*

**Floor area of healthcare space:**

114,326 *Square Feet*

**Floor area of other energy intensive space:**

500,000 *Square Feet*

**Floor area of residential space:**

1,648,912 *Square Feet*

**Electricity use by source::**

| | **Percentage of total electricity use (0-100)** |
|---|---|

| | |
|---|---|
| **Biomass** | 0.41 |
| **Coal** | 24.19 |
| **Geothermal** | 0 |
| **Hydro** | 60 |
| **Natural gas** | 7.56 |
| **Nuclear** | 3.83 |
| **Solar photovoltaic** | 0 |
| **Wind** | 3.95 |
| **Other (please specify and explain below)** | --- |

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

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**Energy used for heating buildings, by source::**

| | **Percentage of total energy used to heat buildings (0-100)** |
|---|---|
| **Biomass** | 0 |
| **Coal** | 73 |
| **Electricity** | 0 |
| **Fuel oil** | 1 |
| **Geothermal** | 2 |
| **Natural gas** | 24 |
| **Other (please specify and explain below)** | 0 |

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

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# Academics and Demographics

**Criteria**

n/a

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

**Number of academic divisions:**

9

**Number of academic departments (or the equivalent):**

82

**Full-time equivalent enrollment:**

12,159

**Full-time equivalent of employees:**

2,707

**Full-time equivalent of distance education students:**

3,172

**Total number of undergraduate students:**

11,537

**Total number of graduate students:**

3,369

**Number of degree-seeking students:**

14,906

**Number of non-credit students:**

6,504

**Number of employees:**

2,764

**Number of residential students:**

3,552

**Number of residential employees:**

40


**Number of in-patient hospital beds:**

0

# Academics

## Curriculum

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

| Credit |
| --- |
| Academic Courses |
| Learning Outcomes |
| Undergraduate Program |
| Graduate Program |
| Immersive Experience |
| Sustainability Literacy Assessment |
| Incentives for Developing Courses |
| Campus as a Living Laboratory |

# Academic Courses

**Criteria**

*Part 1*

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

*Part 2*

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

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

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

2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.

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

• A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the Earth Charter).

• A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

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

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

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

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

|  | Undergraduate | Graduate |
|---|---|---|
| **Total number of courses offered by the institution** | 3,050 | 1,440 |
| **Number of sustainability courses offered** | 11 | 1 |
| **Number of courses offered that include sustainability** | 7 | 5 |

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

10

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

63

**Number of years covered by the data:**

One

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

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

Sustainability courses
Undergraduate courses
ESSP 160. Sustainability & Society.
Human interactions with the natural environment are often perceived as conflicts between environmental protection and socio-economics. Sustainability attempts to redefine that world view by seeking balance between the 'three Es' -environment, economy, equity. This course examines the concept of sustainability, the theory behind it, and what it means for society.

ESSP 200. Sustainability Science.
This course will provide an integrated, system-oriented introduction on the concepts, theories and issues surrounding a sustainable future for humans and the Planet Earth. The course will address the concept of sustainability, the concept of a system, explore human world views, provide an introduction to energy, complexity and ecosystems, and examine resources use, food production, industrial development and the prospects for a sustainable future.

ESSP 310. Sustainable Food Systems.

This course will examine the need for development of sustainable food production systems. The course will introduce the concept of an integrated agro-ecosystem. Students will learn how food production systems work, how they impact natural ecosystems, how fragile the human food resource has become, and gain an appreciation of the complexity of relationships between humans and food. F, even years.

ESSP 320. Land and Water Sustainability.

This course covers topics of sustainability of physical landscapes and water on the Earth. Class lectures will introduce concepts related to landscape use, perception of landscape and water use as a resource, and most importantly how to use the physical landscape and freshwater as a resource in a manner to which it will be viable for future generations (i.e. landscape and water resource sustainability). Topics include, but are not limited to snow and glacier melt water, ground water, mountain environment resources, river flood plain land use, and water use in desert environments.

ESSP 330. Environmental Change: Adaptation & Mitigation.

The objective is to introduce the varieties of adaptation and mitigation strategies to address four main sustainability challenges: land use/land cover change, climate change, water security, and biodiversity loss. The major physical processes of the Earth systems will be examined, together with the natural and anthropogenic changes in these processes; then, the societal impacts from modifications to the Earth systems will be described; finally, the strategies of adaptation and mitigation will be compared, using a variety of regional case studies as examples.

ESSP 420. Sustainable Energy.

This course is an interdisciplinary exploration of Sustainable Energy. The interdisciplinary exploration includes the analysis of renewable energy systems as well as the socio-economical, political, and environmental aspects of renewable energy. The course will specifically analyze the origin and dimensions of global energy issues and identify how renewable energy issues and policies are critical to the sustainable future of global environmental quality, economic growth, social justice, and democracy.

ESSP 450. Environmental and Natural Resource Economics.

This course will cover the general topics in the field of environmental and natural resource economics: market failure, pollution regulation, the valuation of environmental amenities, the use of renewable and non-renewable resources over time, and the economics of biodiversity conservation, climate change and sustainability. We will analyze the issue of efficient use of resources over time, whether market equilibrium achieves an efficient outcome, common property resources, imperfect competition in energy market, and uncertainty, irreversibility and discounting related issues in environmental policy design. The course has a strong focus on the interaction between human society and natural environmental systems and the connection between market equilibrium and social sustainability.

ESSP 460. Global Environmental Policy.

Governance and policy are the most common strategies used to address environmental problems. This course introduces students to the foundation, development, actors, process, challenges, and future outlook of global environmental policy. By navigating various levels of US and global governance, students will explore a variety of concepts and principles in the development and implementation of environmental policies.

ESSP 499. Special Topics in Sustainability.

Investigation and detailed study of special topics related to sustainability issues. The course may include a lab if applicable. Repeatable once with different topic. Maximum of 8 credits.

IDS 399 - 01 Interdisciplinary Topics (undergrad); A&S 599 - 02 Special Topics (grad): Sustainable Cities Initiative – transforming English Coulee

This course focuses on the sustainable development of the English Coulee watershed to improve its environment, aesthetic, and recreational uses and is part of a partnership between UND and the City of Grand Forks. The course will involve presentations by a multidisciplinary group of professionals who will share their perspectives and lead class discussions on practical long-term solutions to the challenges. Field visits to the Coulee may occur as part of the class.

Courses that include sustainability

Undergraduate courses:

332. Industrial Design.

In this industrial design course students will learn how to design products in support of human activities and interactions. Principles and techniques of needs assessment, patent research, concept realization, design alternatives, and prototype development will be introduced through a creative and inventive process to address various instrumental factors such as product aesthetics, functionality, materials, sustainability and usability.

TECH 411. Plant Design I: Process Design and Economics.

Introduction to how projects are executed in the process industries, including an understanding of what constitutes preliminary process design, preliminary cost estimation, the fundamentals of economics as applied to process economic assessment, sustainability considerations in design, oral and written communications, teamwork, and the typical drawings and other deliverables produced during the scoping phase of process plant design. There is a particular emphasis on safety considerations in design.

ESSP 333. Oceanography.

Oceanography introduces the ocean and the study of the ocean, which regulates our climate, maintains our atmosphere, and serves as an enormous resource. The course explores all aspects of the oceans- their physics, chemistry and biology, as well as the structure of the basins that contain them. Students will learn how the oceans interact with the atmosphere and the solid Earth, understand the role played by the oceans, not only as a producer of food and source of recreation, but as a transporter of heat energy, sink for greenhouse gases, and moderator of the climate. In the end, students will come away with a deeper understanding of how the ocean works and greater appreciation for the benefits we derive from it.

ECON 380. Global Economic Development.

This course focuses on economic development issues at the global level. It covers both developing countries in the conventional sense and economies in transition from socialism to a market economy. In this context development is broadly defined as the transition from one stage of development to another. Selected topics common among these countries (such as determinants of growth, modernization, technology, price liberalization, privatization, macro stabilization, trade policies, legal structure, organized crime, inequality, poverty, human capital, and global sustainability) are discussed to better understand the forces that shape the wealth and well being of nations and people in the world around us.

PHIL 253. Environmental Ethics.

The course centers on the way that ethics helps us to understand environmental issues. We examine a broad cross-section of environmental issues from a variety of traditional and contemporary ethical frameworks. Issues include sustainability, animal rights, energy consumption, habitat loss, biodiversity, land conservation, and pollution. Class members will explore such issues through case studies in a context of relevant ethical history and theory.

Graduate Courses

TECH 570. Sustainability Challenges and Opportunities.

This course begins with an overview of the fundamental concepts associated with energy from its generation, use, and environmental implications to conservation practices and pricing schemes. Students will also learn how to conduct energy audits and examine issues associated with energy management.

ENTR 580. Seminar in Social Entrepreneurship.

Social Entrepreneurship is a rapidly growing, interdisciplinary area of interest that draws on entrepreneurial knowledge and skills to craft innovative businesses that address social needs. This course explores current trends in both the private and social sectors, which are creating space for innovation and opportunities for individuals to apply their business skills to drive positive and large scale social change. We will explore major opportunities and challenges presented by social enterprise through examining a variety of models ranging from social purpose to the creation of social ventures. Students will work in teams to conduct a feasibility study for a social entrepreneurship related project. Through the project, students will enhance and apply their understanding of business strategies and processes that enhance sustainability and social impact. These strategies can include launching revenue-generating enterprises,

developing a marketing plan for an existing social enterprise, or creating strategic partnerships with the private sector. Students will also gain practical skills necessary to develop and manage a high-impact social venture.

ESSP 501, 501R, 501L. Earth System Science and Policy I.
An overview of the fundamental issues from five research areas: Biodiversity and Ecosystem Functioning; Climate and Environmental Change; Land and Resource Management; Environmental Policy, Management, and Communication; and Human Health and the Environment. Material will be presented "situationally" in a problem-based learning environment. ESSP faculty and guest lecturers will present background information relevant to the topics. Students are expected to engage actively in the learning process by 1) determining what further information they need to understand the problem, 2) researching the questions, 3) clearly and concisely presenting the findings of their research to one another.

ESSP 502, 502R, 502L. Earth System Science and Policy II.
Course follows the design of ESSP 501 but with more emphasis on written reports and team projects. At the beginning of the semester, students will either select or be assigned a topic for an interdisciplinary team project for completion by the end of the semester. The team project helps students acquire an interdisciplinary outlook, and fosters communication and cooperation within a positive multi-disciplinary work environment. This will provide students with skills that are integral to the management of complex environmental problems they will face in the world beyond academia.

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

http://und.edu/finance-operations/sustainability/

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

Inventory was completed by looking at all courses' descriptions in the university Undergraduate and Graduate catalogue:
- When course title and/or course description focuses on sustainability principles as main driver for the course, or on one or more of the sustainability pillars, then course was inventoried Sustainability-focused;
- When course description was referring to sustainability as one component of the course, course was inventoried as Sustainability-related.

**How did the institution count courses with multiple offerings or sections in the inventory?:**
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**A brief description of how courses with multiple offerings or sections were counted (if different from the options outlined above):**

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

|  | **Yes or No** |
| --- | --- |
| **Internships** | --- |

| | |
|---|---|
| **Practicums** | --- |
| **Independent study** | --- |
| **Special topics** | Yes |
| **Thesis/dissertation** | --- |
| **Clinical** | --- |
| **Physical education** | --- |
| **Performance arts** | --- |

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

No

**Does the institution designate sustainability courses on student transcripts?:**

No

# Learning Outcomes

**Responsible Party**

**Soizik Laguette**
Associate Professor & Chair
Earth System Science & Policy

**Criteria**

Institution's students graduate from degree programs that include sustainability as a learning outcome or include multiple sustainability learning outcomes. Sustainability learning outcomes (or the equivalent) may be specified at:

- Institution level (e.g. covering all students)
- Division level (e.g. covering one or more schools or colleges within the institution)
- Program level
- Course level

This credit includes graduate as well as undergraduate programs. For this credit, "degree programs" include majors, minors, concentrations, certificates, and other academic designations. Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*. Programs that include co-curricular aspects may count as long as there is an academic component of the program. Learning outcomes at the course level count if the course is required to complete the program.

This credit is inclusive of learning outcomes, institutional learning goals, general education outcomes, and graduate profiles that are consistent with the definition of "sustainability learning outcomes" included in Standards and Terms.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may report graduates from sustainability-focused programs (i.e. majors, minors, concentrations and the equivalent as reported for *AC 3: Undergraduate Program* and *AC 4: Graduate Program*) in lieu of the above criteria.

**Submission Note:**

There is no institution's sustainability learning outcomes at UND. Learning outcome related to sustainability are the choice and decision of individual Departments and/or programs.

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

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

118

**Total number of graduates from degree programs:**

2,511

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

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

- Earth System Science and Policy:
Master of Environmental Management, M.S., Ph.D.
- Electrical Engineering:
M.S., Master of Engineering (M.Engr.), B.S./M.S.; B.S./M.Engr. Combined Program.
- Chemical Engineering
M.S., Master of Engineering (M.Engr.), Ph.D., B.S./M.S.; B.S./M.Engr. Combined Program. Sustainable Energy Engineering: M.S and Master of Engineering (M.Engr.)
- Program in Petroleum Engineering: B.S.
- Entrepreneurship: BBA

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

Dpt. Chemical Engineering:
5th education objectives: Graduates understand the role of chemical engineering as a profession and their role in addressing societal issues, including sustainability, environmental responsibility, and safety.

Electrical Engineering
3rd Education Objectives: an ability to design a system, component, or process to meet
desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability

Earth System Science & Policy (ESSP)
Undergraduate minor in Sustainability Studies - Learning Objectives
Objective 1 – Help students acquire interdisciplinary knowledge and understanding of theories and practices of sustainability.
Objective 2 – Engage students in active learning opportunities which develop skills in writing and critical analysis, and an appreciation for valuing diversity both in culture and the environment
Objective 3 – Apply a holistic/systems approach to problem solving within the coupled human■natural system;
Objective 4 – Prepare students to be life■long learners and competitive professionals in a variety of careers
ESSP - graduate programs - Common learning outcome for all graduates degree program
1st goals: A breadth of knowledge in Earth System Science and Policy and the ability to apply that knowledge to address societal-driven sustainability science research, with a broad sense of ethical and professional responsibilities.

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

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# Undergraduate Program

**Responsible Party**

**Soizik Laguette**
Associate Professor & Chair
Earth System Science & Policy

**Criteria**

Institution offers at least one:

- Sustainability-focused program (major, degree program, or equivalent) for undergraduate students

And/or

- Undergraduate-level sustainability-focused minor or concentration (e.g. a concentration on sustainable business within a business major).

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*.

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

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

**The name of the sustainability-focused, undergraduate degree program (1st program):**
B.S. in Geography

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

The principal programs of study include human geography, physical geography, geographic education and geographic techniques. The undergraduate specialization in community and urban development provides the background education and training necessary for students to enter the field of rural and urban development. The undergraduate specialization in environmental geography prepares students for a career in environmental management. The undergraduate major provides a broad liberal arts education and prepares students for graduate study or for a professional career in government, industry, or education in a wide variety of fields related to urban and regional planning, economic development, environmental management, mapping, geographic information systems, or geographic education.

**The website URL for the undergraduate degree program (1st program):**
http://arts-sciences.und.edu/geography/

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

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

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

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

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

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

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

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**Does the institution offer one or more sustainability-focused minors, concentrations or certificates for undergraduate students?:**

Yes

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

Earth System Science & Policy minor in Sustainability Studies

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

The Earth System Science & Policy Minor in Sustainability Studies will utilize the multidisciplinary expertise of the ESSP faculty (including: agro-ecology, renewable energy, hydrology, geomorphology, public policy, economics, climate modeling, and geospatial analysis) to introduce students to concepts, principles, and decision-making issues composing the inter-relationships between the three pillars of sustainability: environment, society, and economy.

The goal of the ESSP Minor in Sustainability Studies is to help future leaders of society acquire knowledge and develop skills in building a sustainable stewardship of our planet by seeking balance between the three sustainability pillars (environment, society, economy). The integrated curriculum of the minor will promote critical thinking and problem solving through a combination of classroom learning and studies of research and management of Earth system resources.

The core objectives for the proposed ESSP Minor in Sustainability Studies are to:

* help students acquire interdisciplinary knowledge and understanding of theories and practices of sustainability;

* engage students in active learning opportunities which develop skills in writing and critical analysis, and an appreciation for valuing diversity both in culture and the environment;
* apply a holistic/systems approach to problem solving within the coupled human-natural system; and
* prepare students to be life-long learners and competitive professionals in a variety of careers.

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

http://essp.und.edu/academics/sustainminor.aspx

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

Sustainable Energy Concentration

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

Climate change, rising energy costs, and energy security represent some of the most significant issues facing today's society. It will take major advances in technology to help resolve these issues. More importantly, energy-related issues have created a new industry with a strong need for the training and development of human capital. The concentration in Sustainable Energy Engineering is designed to help students prepare themselves for careers associated with sustainable energy technologies.

To qualify for a concentration in Sustainable Energy Engineering, a student must complete the requirements for the B.S. in Chemical Engineering. Requirements for the concentration are fulfilled by taking the following courses to meet the required electives of the B.S. ChE degree. In addition, one additional credit is required for the concentration: ChE 420, Capstone in Sustainable Energy Engineering.

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

http://engineering.und.edu/chemical/undergraduate-students/sustainable-energy-concentration.cfm

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

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

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# Graduate Program

**Soizik Laguette**
Associate Professor & Chair
Earth System Science & Policy

**Criteria**

Institution offers at least one:

• Sustainability-focused program (major, degree program, or equivalent) for graduate students

And/or

• Graduate-level sustainability-focused minor, concentration or certificate (e.g. a concentration on sustainable business within an MBA program).

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education.*

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

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

**The name of the sustainability-focused, graduate-level degree program (1st program):**
Earth System Science & Policy (ESSP)

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

The graduate program in Earth System Science and Policy is organized around the field of environmental sustainability and offers three degrees: Master of Environmental Management, Master of Science, and Doctor of Philosophy. Sustainability science has emerged as an intellectually exciting, growing discipline that is a driving concept for major international scientific and environmental policy efforts. By bridging theory with practice, global and local perspectives, and scientific and social disciplines, sustainability science seeks to meet the needs of society while sustaining the life support systems of the planet.
ESSP Mission Statement
To provide an integrated and creative learning environment that fosters intellectual growth, critical thinking, and practical engagement in research and sustainable management of the Earth system and resources.

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

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

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

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

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

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

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

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

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

No

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

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

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

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

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

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**The website URL for the graduate minor, concentration or certificate (2nd program):**
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**The name of the graduate-level sustainability-focused minor, concentration or certificate (3rd program):**
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**A brief description of the graduate minor, concentration or certificate (3rd program):**

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

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# Immersive Experience

**Responsible Party**

**Soizik Laguette**
Associate Professor & Chair
Earth System Science & Policy

**Criteria**

Institution offers at least one immersive, sustainability-focused educational study program. The program is one week or more in length and may take place off-campus, overseas, or on-campus.

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

• It concentrates on sustainability, including its social, economic, and environmental dimensions

    And/or

• It examines an issue or topic using sustainability as a lens.

For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

See the Credit Example in the STARS Technical Manual for further guidance.

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

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

Yes

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

Undergraduate Scholarships with Mathematics and Science Training in Environmental Sciences (US Master), and NSF funded program in Biology, Chemistry, Geography and Mathematics:
Selected students participates in a 1 credit seminar each semester. Seminar is focused on training in environmental research. Each student has a mentor (we currently have 13 students in the program) and can also participate in research projects in Chemistry, Biology, Geography or mathematics pertaining to the environment. Students receive up to $5000 per semester to cover tuition and expenses, renewable up to 4 years based on meeting GPA and participation in seminars. Program is funded through a NSF award.

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

http://arts-sciences.und.edu/us-master-scholarship/

# Sustainability Literacy Assessment

**Responsible Party**

**Soizik Laguette**
Associate Professor & Chair
Earth System Science & Policy

**Criteria**

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

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

This credit includes graduate as well as undergraduate students.

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

# Incentives for Developing Courses

**Responsible Party**

**Soizik Laguette**
Associate Professor & Chair
Earth System Science & Policy

**Criteria**

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

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

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

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

**Does the institution have an ongoing incentives program or programs that meet the criteria for this credit?:**
No

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

N/A

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

N/A

**The website URL where information about the incentive program(s) is available:**
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# Campus as a Living Laboratory

**Responsible Party**

**Soizik Laguette**
Associate Professor & Chair
Earth System Science & Policy

**Criteria**

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

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

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

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

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

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

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

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

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

   ---

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

   ---

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

NA

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

Using a Project-Based Learning (PBL) approach and the Learning Community Model (LCM), capstone projects of the Energy Cycle course in the Department of Earth System Science and Policy (ESSP) at the university of North Dakota (UND) are developed in collaboration with the UND Department of Facilities Management (UND FM) and address actual campus energy management issues, such as campus GHG inventory or comparison of different heat systems for new campus constructions.
Positive outcomes:
1) provide students with an opportunity to interact as "professional" and collaborate with the real-world in addressing energy management and sustainability issues.
2) help students explore and learn the complexity of Energy Principles through active learning activates.
3) help students continue building their team skill and their ability to apply their knowledge to address societal-driven sustainability science project.

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

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

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

---

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

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

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**A brief description of how the institution is using the campus as a living laboratory for Coordination, Planning & Governance and the positive outcomes associated with the work:**

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

---

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

---

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

---

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

---

**A brief description of how the institution is using the campus as a living laboratory in Other areas and the positive outcomes associated with the work:**

---

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

---

# Research

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

| Credit |
| --- |
| Academic Research |
| Support for Research |
| Access to Research |

# Academic Research

**Responsible Party**

**Chris Zygarlicke**
Deputy Associate Director for Research
Energy & Environmental Research Center

**Criteria**

*Part 1*

Institution's faculty and/or staff conduct sustainability research and the institution makes an inventory of its sustainability research publicly available.

*Part 2*

Institution's academic departments (or the equivalent) include faculty and staff who conduct sustainability research.

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

In order to report for this credit, the institution should conduct an inventory to identify its sustainability research activities and initiatives.

Each institution is free to choose a methodology to identify sustainability research that is most appropriate given its unique circumstances. For example, an institution may distribute a survey to all faculty members and ask them to self-identify as being engaged in sustainability research or ask the chairperson of each department to identify the sustainability research activities within his or her department. The research inventory should be based on the definition of "sustainability research" outlined in Standards and Terms and include, at minimum, all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

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

**Number of the institution's faculty and/or staff engaged in sustainability research:**
127

**Total number of the institution's faculty and/or staff engaged in research:**
821

**Number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts sustainability research:**
21

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

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

---

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

Non exhaustive list of Departments where some, or all faculty, are knowingly engaged in sustainability research activities. This list is still in building process.
Department of American Indian Studies
Dept. of Criminal Justice,
Department of Political Science & Public Administration
Earth System Science & Policy
Civil Engineering
Chemical Engineering
Music Department
Space Studies
Atmospheric Sciences
Geography
Biology
Electrical Engineering
Mechanical Engineering
Petroleum Engineering
Geology/ Geological Engineering
Avian Therapeutics for Infectious Diseases
Center for Research Excellence for Institute for Energy Studies
Bureau of Business & Economic Research
Institute for Philosophy in Public Life
Bureau of Educational Services and Applied Research
Institutional Research
Bureau of Governmental Affairs
Libraries
Center for Biomedical Research
Northern Plains Indian Law Center
Center for Community Engagement
Education & Entrepreneurship Center of Excellence
Center for Health Promotion and Prevention Research
Psychological Services Center
Center for Innovation
Regional Weather Information Center
Center for People & the Environment
Social Science Research Institute
Center for Rural Health
Space Technology & Operations, Center of Excellence
Central Legal Research
Speech & Hearing Clinic
Computational Research Center

Surface Transportation Weather Research Center

Energy & Environmental Research Center

SUNRISE BioProducts Center of Excellence

Gas Utilization, Center of Excellence

UAS Research, Education and Training,

Center for Human Forensic Identification Laboratory

U.S. Department of Agriculture Grand Forks Human Nutrition Research Center

UND Research Foundation

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

UND is a major research university in the Northern Great Plains and houses a Vice President of Research and the Division of Research & Economic Development. This department and a Strategic Plan for Research, Creative and Scholarly Activity produced by this office was queried for the inventory information.

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

Dr. Brian Darby in Biology received an EPSCOR grant to develop genomic sequences of worm-like organisms that sustain healthy agricultural soil.

A five-year $16.8M award was received from the NIH to support the North Dakota Network of Biomedical Research Excellence to sustain the education of faculty and students conducting research in sustaining healthy fish populations with mercury research and sustaining good health in at-risk youth with research on genetic factors of methamphetamine addiction.

Initiation of a multimillion dollar National Science Foundation EPSCOR collaboration that included research in understanding climate change and sustainability; a collaboration between UND's Chemical Engineering, Atmospheric Sciences, and Earth Systems Science and Policy departments.

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

http://und.edu/research/about/index.cfm

# Support for Research

**Responsible Party**

**Chris Zygarlicke**
Deputy Associate Director for Research
Energy & Environmental Research Center

**Criteria**

Institution encourages and/or supports sustainability research through one or more of the following:

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships. The program specifically aims to increase student sustainability research.
- An ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops. The program specifically aims to increase faculty sustainability research.
- Formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.
- Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and e-learning objects focused on sustainability.

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

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

Yes

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

North Dakota's two primary economic sectors are agriculture and energy. Researchers at the University of North Dakota, North Dakota State University, North Dakota State College of Science, and Mayville State University have the SUstainable eNergy Research, Infrastructure and Supporting Education program, or SUNRISE, a multidisciplinary cluster of researchers from various institutions sharing expertise and resources for sustainable energy.

The SUNRISE initiative addresses three aspects of sustainable energy that are particularly important to the State of North Dakota: 1) Sustainable coal utilization through improved environmental performance and the development of chemicals to replace petroleum-based products; 2) Agriculture-based fuels, chemicals, polymers, and composites development; and 3) Harvesting energy from diffuse sustainable resources (wind/solar). The strength of this research group is the demonstrated commitment of the principal participants to truly collaborative, student-centered RD&C, as well as supporting education and outreach programs. SUNRISE is centered in and managed from the UND Departments of Chemical Engineering and Chemistry.

A total of 31 faculty researchers from 13 separate academic departments from UND, NDSU, and Mayville State, plus nearly 100 students participate annually in SUNRISE-associated research projects. Disciplines represented include:

Agribusiness and Economics (NDSU)
Ag & Biosystems Engineering (NDSU)
Chemistry (UND, NDSU)
Chemical Engineering (UND)
Earth System Science and Policy (UND)
Electrical Engineering (UND, NDSU)
Industrial Engineering (NDSU)
Law (UND)
Mechanical Engineering (UND, NDSU)
Plant Sciences (NDSU, Mayville State)
Political Science (UND)
Polymers and Coatings (NDSU)
Teaching & Learning (UND).


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

http://und.edu/centers/sunrise/


**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:**

North Dakota's two primary economic sectors are agriculture and energy. Researchers at the University of North Dakota, North Dakota State University, North Dakota State College of Science, and Mayville State University have been developing experience and infrastructure so that the SUNRISE BioProducts Center of Excellence can be realized to directly impact these two primary economic sectors. The result of this development is the SUstainable eNergy Research, Infrastructure and Supporting Education program, or SUNRISE, a multidisciplinary cluster of researchers from various institutions sharing expertise and resources.


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

http://und.edu/centers/sunrise/


**Has the institution formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions?:**

Yes


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

UND has developed an award for Interdisciplinary Collaboration in Research or Creative Work. This award recognizes outstanding interdisciplinary, collaborative work over a three-year period by two or more UND faculty investigators. There are no limitations on disciplines that may be recognized. Scholarly creative work can be demonstrated in many forms: peer-reviewed publications, books, art, music, multimedia, and other forms. Each investigator must have made a substantial intellectual contribution to the joint work product.

The award winners are recognized at UND's Founders Day Banquet held in the winter and receive a plaque and a $2,000 award.

Nomination Process

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

http://und.edu/research/about/interdisciplinary-award.cfm

**Does the institution provide ongoing library support for sustainability research and learning that meets the criteria for this credit?:**

Yes

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

UND's library system is under the umbrella name of the The Chester Fritz Library. The library includes a full search system for on-campus and in-library documents and digital collections related to sustainability topics. The Chester Fritz Library system includes various departments and branches including: special collections; reference and research assistance to students and faculty on any subject including sustainability research on all subject areas; access services to normal circulation, library loans, reserve articles, all UND theses and dissertations, and periodicals; acquisition and bibliographic control for cataloging; a separate energy library at the 220-person Energy & Environmental Research Center; a separate music library--Gordon Erickson Music Library; and a separate geology library at Leonard Hall called the F.D. Holland Geology Library.

The Chester Fritz Library system provides ongoing library support for students and faculty to develop sustainability research and learning; including providing research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and other tools related to researching sustainability.The University of North Dakota Chester Fritz Library provides library support for sustainability research and learning includes research guides, and materials selection policies and practices. Specific UND Departments and centers, such as Biology, Forestry, the Energy & Environmental Research Center, Geography, Aerospace–Earth System Science and Policy work with library bibliographers to search and develop resources related to sustainability topics.

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

http://library.und.edu/research/research-guides/

# Access to Research

**Criteria**

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

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

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

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

62

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

0

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

UND does not have an open access policy.

**A copy of the open access policy:**

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**The open access policy:**

---

**The website URL where the open access repository is available:**

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

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

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# Engagement

## Campus Engagement

This subcategory seeks to recognize institutions that provide their students with sustainability learning experiences outside the formal curriculum. Engaging in sustainability issues through co-curricular activities allows students to deepen and apply their understandings of sustainability principles. Institution-sponsored co-curricular sustainability offerings, often coordinated by student affairs offices, help integrate sustainability into the campus culture and set a positive tone for the institution.

In addition, this subcategory recognizes institutions that support faculty and staff engagement, training, and development programs in sustainability. Faculty and staff members' daily decisions impact an institution's sustainability performance. Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

| Credit |
| --- |
| Student Educators Program |
| Student Orientation |
| Student Life |
| Outreach Materials and Publications |
| Outreach Campaign |
| Employee Educators Program |
| Employee Orientation |
| Staff Professional Development |

# Student Educators Program

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**Responsible Party**

**Soizik Laguette**
Associate Professor & Chair
Earth System Science & Policy

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**Criteria**

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

- Selects or appoints students to serve as educators and formally designates the students as educators (paid and/or volunteer),
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or other financial support to the program.

This credit focuses on programs for degree-seeking students enrolled in a for-credit program.  Continuing education and/or non-credit students are excluded from this credit.

This credit recognizes ongoing student educator programs that engage students on a regular basis. For example, student educators may be responsible for serving (i.e. directly targeting) a particular subset of students, such as those living in residence halls or enrolled in certain academic subdivisions. Thus, a group of students may be served by a program even if not all of these students avail themselves of the outreach and education offerings.

Sustainability outreach campaigns, sustainability events, and student clubs or groups are not eligible for this credit unless the criteria outlined above are met. These programs are covered by *EN 5: Outreach Campaign* and *EN 3: Student Life*.

---

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

# Student Orientation

**Responsible Party**

**Soizik Laguette**
Associate Professor & Chair
Earth System Science & Policy

**Criteria**

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

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

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

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

# Student Life

**Responsible Party**

**Randall Bohlman**
Technology Advancement Coordination
Facilities Management

**Criteria**

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

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

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

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

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

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

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

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

\* Recycling Board ARH works to promote recycling and environmentally friendly practices on campus.
\* UND Student for Sustainability club is actively involved in raising awareness on campus and in the community for environmentally sustainable practices. We volunteer, travel, host events, go on tours, show films, have discussions, and much more. Sustainability isn't just about science, and is actually very relevant in almost any field of study, and this club is a great way to make a difference.

https://involvement.und.edu/organization/StudentsforSustainability

(and

https://www.facebook.com/groups/317154385135972/?fref=ts

)

**The website URL where information about student groups is available:**

http://und.collegiatelink.net/organization/arhrecyclingboard

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

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

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

The Dakota Venture Group (DVG) is a University of North Dakota student run venture capital investment fund. DVG is the first completely student run venture capital fund in the United States. It is unique because DVG is the first fund where students complete all due diligence, make the final investment decision, and negotiate the deal's term structure. By participating in Dakota Venture Group UND students receive an unheard of opportunity for experiential learning in the field of venture capital and angel investing.

The investment strategy of DVG includes making investments in high-growth ventures started by entrepreneurs in the United States, with preference given to regional and student initiated ventures. All investments are made with the goal of fostering economic growth.

DVG currently has a non-profit "Innovationn Fund" fueled by benefactors and is currently in the process of starting a for-profit "Harvest Fund" which intends to produce returns for "Harvest Fund" investors. With the addition of the "Harvest Fund", members of DVG have the opportunity to recieve scholarships generated by the "Harvest Fund".

The Dakota Venture Group was established in September 2006 through a donation from the Dakota Foundation and is an entity of the Center for Innovation Foundation. The Center for Innovation Foundation is the catalyst for entrepreneurship and innovation in the region and nation.

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

http://business.und.edu/experiential-learning/dakota-venture-group.cfm

**A brief description of the sustainable investment or finance initiatives:**

In the Student Managed Investment Fund (SMIF), students receive hands-on experience in the field of finance by allowing them to actually manage a $1,000,000+ portfolio of equity and bonds. Students work in small groups conducting research and analysis, and prepare investment decisions. Students are responsible for managing all aspects of the Investment Fund: research, investment management, administration and client services.

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

http://business.und.edu/experiential-learning/studentmanagedinvestmentfund.cfm

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

The University of North Dakota has celebrated Earth Day/Week with various projects, events and initiatives since 2005. Here is an update from the most recent years. All programs were open to students, faculty, staff and many were also open to the public and/or sponsored by the city. All planning committees included students.

2010: Celebrate Earth Day All Week. This week was a collaborative between the University of North Dakota and the City of Grand Forks and included these activities: Super Science Saturday, the Mayor's Earth Week Proclamation, Walk and Roll with the University President, Earth and Eats Expo, container gardening sessions, and the Fuel Efficient and Alternative Fuel Vehicle Show. Additionally, there were month long activities which included the NIKE Re-Use a Shoe program, an eco-tracker challenge for all of campus, Eco-discussions on Facebook and a public review of the UND Climate Action Plan.

2011: Pre-Earth Week and Earth Week At UND. Activities were planned as a collaborative effort between the University of North Dakota and the City of Grand Forks. Pre-Earth Week activities included a month of the Nike Re-Use-A-Shoe program, Super Science Day and signing of the UND Green Pledge. The week-long program included: tours of the water treatment plant, tours of the Energy and Environmental Research Center, Earth Week Expo, composting information sessions, campus clean-up with the University President, Green Out (wear green) & Photo Competition, container gardening, electronic collection day and the Big Event to help with community projects.

2012: UND Earth Day: UND provided an Earth Day Expo gathering various organizations on and off campus that promote green ways of life including the City of Grand Forks Sustainability, Recycling and City Area Transit Program, Healthy UND Green Rewards Program, Storm Water and UND Recycling, UND Sustainability Council, Waste Management, the Association of Resident Halls Recycling Committee and other community vendors who provided eco-information, free samples and were available to answer questions from students, staff and faculty at the Memorial Union on campus.

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

http://und.edu/health-wellness/healthy-und/pre-earth-week-events.cfm

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

---

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

---

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

A cross country ski program that highlights outdoor trails on campus funded by Student Government and conducted by the Student Wellness Advisory Committee. Along the trail were also outdoor and environmental related facts.

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

http://und.edu/health-wellness/wellness/skiund.cfm

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

---

**The website URL where information about the theme is available:**

---

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

Demonstration rooms are available and do demonstrate sustainable living principles such as recycling.

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

---

**A brief description of sustainability-focused student employment opportunities:**

---

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

---

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

---

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

---

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

   ---

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

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# Outreach Materials and Publications

**Responsible Party**

**Jennifer Puhl Winkler**
Director
Wellness Center

**Criteria**

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

• A central sustainability website that consolidates information about the institution's sustainability efforts

• A sustainability newsletter

• Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability

• A vehicle to publish and disseminate student research on sustainability

• Building signage that highlights green building features

• Food service area signage and/or brochures that include information about sustainable food systems

• Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed

• A sustainability walking map or tour

• A guide for commuters about how to use alternative methods of transportation

• Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)

• A guide for green living and incorporating sustainability into the residential experience

• Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat

• Other

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

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

**Does the institution produce the following outreach materials and/or publications that foster sustainability learning and knowledge? :**

|  | **Yes or No** |
|---|---|
| **A central sustainability website that consolidates information about the institution's sustainability efforts** | Yes |

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

**A brief description of the central sustainability website:**

UND's sustainability website provides information on UND's commitment to sustainability, including links to the President's Campus Climate Commitment, Green House Gas Report, Green Report Card, and Climate Action Plan. Minutes and work being done by the University's Council of Environmental Stewardship and Sustainability are also available. This website provides information on opportunities for the campus to get involved as well as research and sustainability related events and news occurring at UND.

**The website URL for the central sustainability website:**

http://und.edu/finance-operations/sustainability/

**A brief description of the sustainability newsletter:**

   ---

**The website URL for the sustainability newsletter:**

---

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

"UND Students For Sustainability" on Facebook is open to all the people, the members can organize activities, share information and communicate with each other. There are 34 student members in this club now.

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

https://www.facebook.com/pages/UND-Students-for-Sustainability/526598174151804?fref=ts

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

UND's Sustainability website or Earth System Science and Policy website

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

http://essp.und.edu/Research/default.aspx

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

Signage that has identifies the green cleaning products and supplies that are used within the University facilities is posted. Tobacco free signage is present at every entrance of a University facility. LEED certified facilities also provide educational signage throughout the facility to help provide information on green initiatives and features.

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

http://www.undalumni.org/page.aspx?pid=4777

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

Items purchased from local vendors is signed in the dining centers. Sustainable pracatices are listed on the dining services website.

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

http://und.edu/student-life/dining/

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

The natural prairie garden. Rain gardens at University place. Hilton Garden Pond.

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

---

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

This website provides walking trails and program for the UND community to make use of that are both indoors and outdoors.

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

http://und.edu/dept/walk//

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

This website provides information on a campus shuttle and links to the Grand Forks communities bus transportation options.

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

http://und.edu/finance-operations/transportation/campus-shuttle.cfm

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

There are apps, 3D map and PDFs available on app store and

UND.edu

.

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

http://und.edu/discover/virtual-tour.cfm

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

ARH Environmental Board has worked to incorporate sustainability in the following ways over the years: In the Fall of 2008 ARH funded the purchase of recycling bins for every residence hall room. ARH saw this as an important project to fund because before Fall 2008 the residence just put everything in one can and it was not recycled now the students have a choice to recycle or not. Over the years this board has put on many advertisement campaigns to inform residence of how to properly recycle Cans, Bottle, Paper, Boxes etc. This board also has two advisor who help serve this board. One of the advisor is a housing official and the other advisor is from UND Facilities. The Facilities advisor over the years has worked with ARH Environmental Board to make sure we have enough recycling dumpster on campus as well as makes sure that we bring in dumpster at the beginning of the year to collect the boxes that may student bring with them during opening weekend. The UND Facilities advisor also works with our Custodial staff to make sure they follow the

proper steps needed to make sure items get recycled in the residence halls. Over the years this board has done many program gear to sustainability that included: Go Trayless days at the Dining center to save water and the amount of food people waste, Recycled Art competitions between the halls to see who could make the best Art out of Recycled items, handed out recyclable grocery bags, handed out reusable water bottle to student to cute down on plastic bottles used, held many book drives, works with better world books to get the books recycled properly, collect printer cartridges to be recycled correctly, and this board also meet bi weekly to talk about sustainability and how to get residence hall students more involved.

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

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

   ---

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

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

The Alumni Review, .

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

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

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

Dakota Student newspaper

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

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

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

University News Letter. UND spotlight (on UND web page).

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

---

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

Yes

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

Climate Action Plan

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

http://und.edu/finance-operations/sustainability/

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

No

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

   ---

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

---

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

No

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

   ---

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

---

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

No

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

---

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

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

No

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

---

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

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# Outreach Campaign

**Responsible Party**

**Wenyu Song**
Enviromental Assistant
facilities management

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**Criteria**

*Part 1*

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

*Part 2*

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

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

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

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

---

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

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

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

**The name of the campaign (1st campaign):**
SkiUND

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

A cross country ski program that highlights outdoor trails on campus funded by Student Government and conducted by the Student Wellness Advisory Committee. Along the trail were also outdoor and environmental related facts.

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

Assessment of participation, satisfaction and student learning outcomes was performed. There was positive results in all areas.

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

http://und.edu/health-wellness/wellness/skiund.cfm

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

---

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

---

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

---

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

---

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

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# Employee Educators Program

**Responsible Party**

**Haley Desjarlais**
Human Resource/ Office Assistant
Facilities Management

**Criteria**

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

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

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

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

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

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

Yes

**Total number of employees:**

2,874

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

University within the University (U2)

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

2,000

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

Educators are selected based on development expertise and new ideas they possess and want to share with the rest of the staff. U2 Classes focus on topics such as accounting, purchasing, computer, technology, duplicating, printing, mailing, facilities, safety, operations, health, wellness, human resources, supervision, payroll, record retention.

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

Employee educators are given training on the University's policies and procedures so they may be intergrated with their expertise.

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

Educators are given insturctional support, marketing and promotion, registration services, and logistical arrangements.

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

http://u2.und.edu/teach/

**Name of the employee educators program (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):**
---

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

**Number of employees served by 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):**

---

# Employee Orientation

**Responsible Party**

**Haley Desjarlais**
Human Resource/ Office Assistant
Facilities Management

## Criteria

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

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

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

100

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

It's important that orientation programs are carefully planned to educate and inform employees not only about their role with the university, but also to help create awareness and understanding UND's values, culture, vision and objectives/mission.

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

http://und.edu/finance-operations/human-resources-payroll/employees/orientation.cfm

# Staff Professional Development

**Responsible Party**

**Haley Desjarlais**
Human Resource/ Office Assistant
Facilities Management

**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 available training and/or other professional development opportunities in sustainability to all staff at least once per year?:**
Yes

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

The Office of Human Resources provides several training programs throughout the year to enhance staff/supervisory development. These sessions are scheduled through the University Within the University (U2) program. Orientation for new employees is provided on a weekly basis and includes information from the UND Campus Safety and Security, Human Resources, and Payroll Offices. Tuition waivers are another option for training provided to UND benefited employees. Staff are encouraged to apply for scholarships towards professional training through the Staff Senate.

**The percentage of staff that participated in training and/or other professional development opportunities in sustainability during the previous year:**
100

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

http://und.edu/finance-operations/human-resources-payroll/employees/employee-training.cfm

# Public Engagement

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

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

# Community Partnerships

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**Responsible Party**

**Janice Hallin**
Administrative Assistant
Facilities Management

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**Criteria**

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

Each partnership conforms to one of the following types:

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

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

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

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

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

---

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

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

Yes

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

The University and the City of Grand Forks partner in building and maintaining bike paths that run through the campus to encourage bicycling. The city bus route is coordinated with the campus schedule to promote public transporation. Students are also given a special rate to ride the bus. The University and the city maintain the interconnecting storm sewer system.

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

Yes

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

City of Grand Forks

**Does the institution have at least one formal sustainability partnership with the local community that meets the**

**criteria as "transformative"?:**

Yes

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

City of Grand Forks

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

---

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

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# Inter-Campus Collaboration

**Responsible Party**

**Janice Hallin**
Administrative Assistant
Facilities Management

**Criteria**

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

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

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

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

Yes

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

Collaborated with several local campuses to prepare and assist in the Presidential Climate Committment program. Provided information and expertise in the subjects pertaining to the committment. Presentations on energy and sustainability to campus, universities, and professional organizations.

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

North Dakota Solid Waste Association
American Association of Engineers
ASHRAE American Society of Heating Refridgeration Association of Engineers
Sierra Club
Ducks Unlimited
Wilderness Club

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

Participated in the Recycling Mania event which is supported by universities and colleges across the nation.

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

http://und.edu/academics/instructional-development/

# Continuing Education

**Responsible Party**

**Haley Desjarlais**
Human Resource/ Office Assistant
Facilities Management

**Criteria**

*Part 1*

Institution offers continuing education courses that address sustainability.

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

*Part 2*

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

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

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

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

**Number of continuing education courses offered that address sustainability:**
1

**Total number of continuing education courses offered:**
1

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

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

NA

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

No

**A brief description of the certificate program:**

N/A

**Year the certificate program was created:**

---

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

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# Community Service

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**Responsible Party**

**Soizik Laguette**
Associate Professor & Chair
Earth System Science & Policy

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**Criteria**

*Part 1*

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

*Part 2*

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

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

---

**Submission Note:**

The students participate in "The Big Event" and provide service work to the community. Examples are racking yard, painting, cleaning windows, grounds work, repair & maintenance work, etc.

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

**Number of students engaged in community service:**

1,000

**Total number of students :**

1,000

**Does the institution wish to pursue Part 2 of this credit (community service hours)?:**

Yes

**Total number of student community service hours contributed during a one-year period:**

13,025

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

---

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

---

**Does the institution provide incentives for employees to participate in community service (on- or off-campus)?:**

---

**A brief description of the institution's employee community service initiatives:**

---

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

http://und.edu/student-life/student-involvement/

# Community Stakeholder Engagement

**Responsible Party**

**Randall Bohlman**
Technology Advancement Coordination
Facilities Management

**Criteria**

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

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

And

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

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

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

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

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

Yes

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

Yes; collaboration with the City of Grand Forks Office of Sustainability

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

The City of Grand Forks attends UND's sustainability council meetings.

**List of identified community stakeholders:**

City of Grand Forks

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

---

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

---

# Participation in Public Policy

**Responsible Party**

**Randall Bohlman**
Technology Advancement Coordination
Facilities Management

**Criteria**

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

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

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

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

No

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

No Advocacy has taken place at this time.

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

---

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

---

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

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# Trademark Licensing

**Responsible Party**

**Randall Bohlman**
Technology Advancement Coordination
Facilities Management

**Criteria**

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

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

# Trademark Licensing

# Hospital Network

**Responsible Party**

**Nancy Kkrom**
Office Coordinator
Office of Institutional Research

**Criteria**

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

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

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

**Is the institution a member of the Global Green and Healthy Hospitals Network?:**

No

**Is the institution a member of the Healthier Hospitals Initiative?:**

No

**Is the institution a member of Practice Greenhealth?:**

No

**A brief description of the hospital's sustainability initiatives:**

   ---

**The website URL where information about the hospital's sustainability initiatives is available:**

---

# Operations

## Air & Climate

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

| Credit |
| --- |
| Greenhouse Gas Emissions |
| Outdoor Air Quality |

# Greenhouse Gas Emissions

**Responsible Party**

**Randall Bohlman**
Technology Advancement Coordination
Facilities Management

**Criteria**

*Part 1*

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

*Part 2*

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

*Part 3*

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

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

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

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

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

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

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

**Submission Note:**

Also note UND's square footage was 5,248907 SF in 2005 and 6,377,470 SF in 2010.

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

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

Yes

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

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

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

Yes

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

The inventory was completed through evaluation of associated data, survey's, and compiled in the Cool Green Plant GHG calculator

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

No

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

---

**Scope 1 and Scope 2 GHG emissions::**

| | Performance Year | Baseline Year |
|---|---|---|
| **Scope 1 GHG emissions from stationary combustion** | 77,439 *Metric Tons of CO2 Equivalent* | 80,697 *Metric Tons of CO2 Equivalent* |
| **Scope 1 GHG emissions from other sources** | 10,783 *Metric Tons of CO2 Equivalent* | 7,777 *Metric Tons of CO2 Equivalent* |
| **Scope 2 GHG emissions from purchased electricity** | 20,208 *Metric Tons of CO2 Equivalent* | 17,211 *Metric Tons of CO2 Equivalent* |
| **Scope 2 GHG emissions from other sources** | 0 *Metric Tons of CO2 Equivalent* | 0 *Metric Tons of CO2 Equivalent* |

**Figures needed to determine total carbon offsets::**

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

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

No program exists.

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

No program exists.

**A brief description of the composting and carbon storage program:**

No program exists. Although research for capture and carbon storage is in progress at central steam plant

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

No program exists.

**Figures needed to determine "Weighted Campus Users"::**

|  | Performance Year | Baseline Year |
|---|---|---|
| **Number of residential students** | 15,250 | 11,940 |
| **Number of residential employees** | 2,864 | 2,981 |
| **Number of in-patient hospital beds** | 0 | 0 |
| **Full-time equivalent enrollment** | 10,992 | 9,274 |
| **Full-time equivalent of employees** | 2,864 | 2,981 |
| **Full-time equivalent of distance education students** | 2,600 | 0 |

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

|  | Start Date | End Date |
|---|---|---|
| **Performance Year** | July 1, 2012 | June 30, 2013 |
| **Baseline Year** | July 1, 1992 | June 30, 1993 |

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

First year that quantified data was able to be extracted.

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

6,632,913 *Square Feet*

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

|  | Floor Area |
|---|---|
| **Laboratory space** | 423,362 *Square Feet* |
| **Healthcare space** | 114,326 *Square Feet* |
| **Other energy intensive space** | 250,000 *Square Feet* |

**Scope 3 GHG emissions, performance year::**

|  | Emissions |
|---|---|
| **Business travel** | 4,426 *Metric Tons of CO2 Equivalent* |
| **Commuting** | 17,845 *Metric Tons of CO2 Equivalent* |
| **Purchased goods and services** | 179 *Metric Tons of CO2 Equivalent* |
| **Capital goods** | 0 *Metric Tons of CO2 Equivalent* |
| **Fuel- and energy-related activities not included in Scope 1 or Scope 2** | 0 *Metric Tons of CO2 Equivalent* |
| **Waste generated in operations** | 6,620 *Metric Tons of CO2 Equivalent* |
| **Other categories (please specify below)** | 2,889 *Metric Tons of CO2 Equivalent* |

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

Scope 2 T&D Losses; Study Abroad Air Travel

**A copy of the most recent GHG emissions inventory:**

GHGReport_1-31-14 Final.pdf

**The website URL where the GHG emissions inventory is posted:**

http://und.edu/finance-operations/sustainability/

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

---

# Outdoor Air Quality

**Responsible Party**

**Randall Bohlman**
Technology Advancement Coordination
Facilities Management

**Criteria**

*Part 1*

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

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

*Part 2*

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides ($NO_x$), sulfur oxides ($SO_x$), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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

**Does the institution have policies and/or guidelines in place to improve outdoor air quality and minimize air pollutant emissions from mobile sources?:**

Yes

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

The university follows North Dakota State Health Department; Title V permit to operate. Restrictions and guidelines for emissions and ambient air quality are listed in this document.

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

Yes

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

Emissions are either measured or calculated by use of fuel types and hours of operation.

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

| | Weight of Emissions |
|---|---|
| **Nitrogen oxides (NOx)** | 181.10 *Tons* |
| **Sulfur oxides (SOx)** | 406.30 *Tons* |
| **Carbon monoxide (CO)** | 107.50 *Tons* |
| **Particulate matter (PM)** | 114.70 *Tons* |
| **Ozone (O3)** | --- |
| **Lead (Pb)** | --- |
| **Hazardous air pollutants (HAPs)** | 0.67 *Tons* |
| **Ozone-depleting compounds (ODCs)** | --- |
| **Other standard categories of air emissions identified in permits and/or regulations** | --- |

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

    ---


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

---

# Buildings

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

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

# Building Operations and Maintenance

<div align="center">

**Responsible Party**

**Randall Bohlman**
Technology Advancement Coordination
Facilities Management

</div>

**Criteria**

Institution owns and operates buildings that are:

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

And/or

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

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

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

---

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

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

|  | **Yes or No** |
|---|---|
| **LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)** | No |
| **The DGNB system, Green Star Performance, or another 3-tier GBC rating system** | No |

| | |
|---|---|
| **BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system** | No |
| **Other non-GBC rating systems (e.g. BOMA BESt, Green Globes)** | No |

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

Education Building; LEED _ Silver
Goreki Alumni Center; LEED - Platnium

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

6,632,913 *Square Feet*

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

| | Certified Floor Area |
|---|---|
| **Minimum Level (e.g. LEED Certified)** | 0 *Square Feet* |
| **3rd Highest Level (e.g. LEED Silver)** | 89,174 *Square Feet* |
| **2nd Highest Level (e.g. LEED Gold)** | 0 *Square Feet* |
| **Highest Achievable Level (e.g. LEED Platinum)** | 0 *Square Feet* |

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

| | Certified Floor Area |
|---|---|
| **Minimum Level** | 0 *Square Feet* |
| **Mid-Level** | 0 *Square Feet* |
| **Highest Achievable Level** | --- |

**Floor area of building space that is certified at each level under a 5-tier rating system for existing buildings used by**

**an Established Green Building Council::**

| | Certified Floor Area |
|---|---|
| **Minimum Level** | 0 *Square Feet* |
| **4th Highest Level** | 0 *Square Feet* |
| **Mid-Level** | 0 *Square Feet* |
| **2nd Highest Level** | 0 *Square Feet* |
| **Highest Achievable Level** | 0 *Square Feet* |

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

0 *Square Feet*

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

0 *Square Feet*

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

---

**The date the guidelines or policies were formally adopted:**

---

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

There are 240 buildings on campus. The same maintenance and operation practices apply to all buildings and fall under the responsibility of Facilities Management.

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

The policy and/or guideline is adopted through the Presidents council, division, or department. Each policy is normally assigned the specific related department and an assigned individual or committee is responsible for administration and enforcement.

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

http://und.edu/finance-operations/facilities-management/

# Building Design and Construction

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**Responsible Party**

**Randall Bohlman**
Technology Advancement Coordination
Facilities Management

---

**Criteria**

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

1) Certified under a green building rating system for new construction and major renovations (e.g. the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, LEED for Healthcare, and/or LEED for Core and Shell Green Building Rating Systems)

2) Certified Living under the Living Building Challenge (LBC)

And/or

3) Designed and built in accordance with formally adopted green building guidelines and policies that cover all of the following topics:

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

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

---

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

**Does the institution have any building space certified under the following green building rating systems for new construction and major renovations?:**

|  | **Yes or No** |
|---|---|
| **LEED or another 4-tier rating system used by an Established Green Building Council (GBC)** | Yes |
| **The DGNB system, Green Star, or another 3-tier GBC rating system** | No |

| | |
|---|---|
| **BREEAM, CASBEE, or another 5-tier GBC rating system** | No |
| **The Living Building Challenge** | No |
| **Other non-GBC rating systems (e.g. BOMA BESt, Green Globes)** | No |

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

Education Building
Gorecki Alumni Center

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

136,536 *Square Feet*

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

| | Certified Floor Area |
|---|---|
| **Minimum Level (e.g. LEED Certified)** | 0 *Square Feet* |
| **3rd Highest Level (e.g. LEED Silver)** | 93,470 *Square Feet* |
| **2nd Highest Level (e.g. LEED Gold)** | 0 *Square Feet* |
| **Highest Achievable Level (e.g. LEED Platinum)** | 43,066 *Square Feet* |

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

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

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

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

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

---

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

---

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

0 *Square Feet*

**A copy of the guidelines or policies :**

---

**The date the guidelines or policies were adopted:**

---

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

University Place

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

Presently how green/certification of a new building or major remodel is decided on a case by case bases. However, a energy policy is in draft that will require each building to be 20% more effecient than a standard ASHREA 90.1 building.

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

---

# Indoor Air Quality

**Responsible Party**

**Randall Bohlman**
Technology Advancement Coordination
Facilities Management

**Criteria**

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

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

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

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

3,238,473 *Square Feet*

**Gross floor area of building space:**

6,632,913 *Square Feet*

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

Facilities Managment executed a carbon dioxide (CO2) project in 2011/2012 that monitors the CO2 levels and modulates ventalation of indoor air quality by building demand. The project cost $538,702 and included 3,238,473 SF of acedemic space

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

---

# Indoor Air Quality

# Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

Please note that while dining services can also play an important role in conserving energy and water, reducing waste, and purchasing environmentally preferable materials other than food, STARS measures these impacts across the institution instead of by department; therefore, the benefits of these actions are captured in the Energy, Water, Waste, and Purchasing subcategories, respectively.

| Credit |
| --- |
| Food and Beverage Purchasing |
| Low Impact Dining |

# Food and Beverage Purchasing

---

**Responsible Party**

**Orlynn Rosaasen**
Director Dining Services
Dining Services

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**Criteria**

*Part 1*

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

  • Local and community-based

  And/or

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

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

Local community- based products:

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

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

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

*Part 2*

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

---

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

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

6.76

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

Copy of regional product (2).xlsx

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

---

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

No

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

---

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

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

---

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

Dining Servicespurchases from the following local food manufacturers: Gold'n Plump Chicken, Hormel Foods, Jenny O Turkey Stores, Dakota Mill & Elevator, Dakota Pasta Growers, Cloverdale Foods, Bakery Boy, Dean Foods, Ryan Potatoes, Malt-O-Meal Company, Michael Foods, Barrel O Fun, United Sugars Company, Min-Dak Yeast Company, Inc. Pan O Gold.

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

Our menu management system is able to flag the items for us .

**Total annual food and beverage expenditures:**

4,311,036 *US/Canadian $*

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

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

**Has the institution achieved the following?:**

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

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

---

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

http://und.edu/student-life/dining

# Low Impact Dining

**Responsible Party**

**Orlynn Rosaasen**
Director Dining Services
Dining Services

**Criteria**

*Part 1*

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

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

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

    Or

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

*Part 2*

Institution:

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

    And

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

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

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

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

100

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

Combination of our menu mangement system flagging items and reports from our vendors

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

Yes

**Does the institution provide labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items?:**

Yes

**Are the vegan options accessible to all members of the campus community?:**

Yes

**A brief description of the vegan dining program, including availability, sample menus, signage and any promotional activities (e.g. "Meatless Mondays"):**

a. Menu management for the 3 dining centers on campus feature a meatless entrée option at all of the concepts serving meat. The meatless option is either lacto-ovo vegetarian, lacto-vegetarian, ovo-vegetarian or vegan. These concepts include the following categories: Home-style concept, Specialty Bar concept, Pizza concept, Deli concept, Grill concept, and Soup concept. The Specialty Bar concept features cooked to order menu options which allows the students to select the components to build their own entrée. This allows students to choose their source of protein which there is always a non-meat protein option for them to choose. For a list of menu options please visit

http://www.nutrition.und.edu/

b. UND Dining Services offers an online menu and nutritional analysis program for the students. Icons on the menu identify vegan and vegetarian options.
c. Point of sale signage also identifies if the food option is vegan or vegetarian. Point of sale signage is attached.
d. The salad bars in each of our 3 dining centers offers a minimum of 4 different non animal based protein options plus the availability of nutritional yeast.
e. UND Dining Services offers an online ordering system for students to order vegan specific entrée and side options. The link to the form and menu options can be found at

http://und.edu/student-life/dining/special-diets.cfm

f. Promotional activities- Creative meal ideas videos. The dining services website features videos on how students can create healthy meals. UND Dining has started a series of vegan, plant based meal options to the library of videos used to education students. The link is provided.

http://und.edu/student-life/dining/creative-meal-ideas.cfm

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

The department promotes healthy eating, focusing on increasing the comsumption of fruits and vegetables and reducing or eliminating animal protien. During the month of September, the department focused on promomoting National Fruit and Veggies More Matters, resulting in an increase of almost 30% more fruits and veggies comsumed for the month. Every Monday during fall semster, dietetic students staffed a display booth, promoting healthy eating, which focused on reducing animal protien intake. During the National Nutrition Month, the department again promotes healthy eating, which includes consuming more fruits and vegetables. The institution recieved a grant and will use the funds to hand out free fresh fruit during the first 2 weeks of March.

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

http://und.edu/student-life/dining/

**Annual dining services expenditures on food:**

4,311,036 *US/Canadian $*

**Annual dining services expenditures on conventionally produced animal products:**

1,221,440 *US/Canadian $*

**Annual dining services expenditures on sustainably produced animal products:**

0 *US/Canadian $*

# Energy

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

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

| Credit |
| --- |
| Building Energy Consumption |
| Clean and Renewable Energy |

# Building Energy Consumption

### Responsible Party

**Randall Bohlman**
Technology Advancement Coordination
Facilities Management

**Criteria**

*Part 1*

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

*Part 2*

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

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

| **Submission Note:** |
| --- |
| We entered data from 2010 for two reasons. One this is the same year as our GHG. second is because FY 12 was an exceptionally warm year. Numbers for 2012 are: 6381476 SF and 855440 total MMBtu's. |

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

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

|  | **Performance Year** | **Baseline Year** |
| --- | --- | --- |
| **Total building energy consumption** | 1,067,677 *MMBtu* | 1,042,924 *MMBtu* |

**Purchased electricity and steam:**

|  | **Performance Year** | **Baseline Year** |
| --- | --- | --- |
| **Grid-purchased electricity** | 225,993 *MMBtu* | 232,988 *MMBtu* |
| **District steam/hot water** | 841,684 *MMBtu* | 809,936 *MMBtu* |

**Gross floor area of building space::**

| | Performance Year | Baseline Year |
|---|---|---|
| **Gross floor area** | 6,632,913 *Gross Square Feet* | 4,905,946 *Gross Square Feet* |

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

| | Floor Area |
|---|---|
| **Laboratory space** | 423,362 *Square Feet* |
| **Healthcare space** | 114,326 *Square Feet* |
| **Other energy intensive space** | |

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

| | Degree Days |
|---|---|
| **Heating degree days** | 9,965 |
| **Cooling degree days** | 581 |

**Source-site ratios::**

| | Source-Site Ratio (1.0 - 5.0; see help icon above) |
|---|---|
| **Grid-purchased electricity** | 3.14 |
| **District steam/hot water** | 1.20 |

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

| | Start Date | End Date |
|---|---|---|
| **Performance Year** | July 1, 2012 | June 30, 2013 |
| **Baseline Year** | July 1, 1992 | June 30, 1993 |

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

Baseline was established same as GHG inventory baseline

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

Through the Honeywell central building management system heating and ventilation systems are turned and off based on time scheduleds based on building occupancy hours.

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

LED's are used in our outdoor lighting (wall packs) Induction lighting is also used for outdoor lighting. spotted areas indoors, LED's are used for incandesant replacement. $263,000 was spent in 2012 for LED and Induction lighting improvement projects.

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

Motion lighting sensors have been installed in the majority of restrooms (86,000 SF), Hallways, some classrooms, and several office areas.

**A brief description of any passive solar heating employed by the institution:**

---

**A brief description of any ground-source heat pumps employed by the institution:**

---

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

---

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

---

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

Facilities Management has installed smartmetering in many of its buildings. this energy data is stored in a local utility sytem called famis. Also a central building and managment control system monitors and controls the building mechanical systems for building quality and energy management purposes.

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

---

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

---

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

The lighst are turned off on all of the vending machines. THe beverage vendign machines have devices that put the equipment into a enregy saving mode in the evening. The machines "wake up" if some one attempts to purchase a product from the machine .

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

Demand Ventilation Control

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

# Clean and Renewable Energy

**Responsible Party**

**Randall Bohlman**
Technology Advancement Coordination
Facilities Management

**Criteria**

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

| | |
|---|---|
| Option 1: | Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes. |
| Option 2: | Using renewable sources for non-electric, on-site energy generation, such as biomass for heating. |
| Option 3: | Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy. |
| Option 4: | Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option. |

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

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

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

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

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

|  | **Performance Year** |
|---|---|
| **Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes** | 0 *MMBtu* |
| **Option 2: Non-electric renewable energy generated on-site** | 0 *MMBtu* |
| **Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes** | 146,195 *MMBtu* |
| **Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)** | 0 *MMBtu* |

**Total energy consumption, performance year:**

1,067,677 *MMBtu*

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

   ---

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

   ---

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

Large Hydro, wind, and biomass

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

   ---

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

http://und.edu/finance-operations/facilities-management/_files/docs/wapa-und-irp-update.pdf

# Grounds

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

| Credit |
| --- |
| Landscape Management |
| Biodiversity |

# Landscape Management

**Responsible Party**

**Debbie Merrill**
Recycling Coordinator
Facilities Management

**Criteria**

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

1) Managed in accordance with an Integrated Pest Management (IPM) Plan

2) Managed in accordance with a sustainable landscape management program

And/or

3) Organic, certified and/or protected

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

| Management Level | Standards and/or Certifications Required |
| --- | --- |
| 1) IPM Plan | IPM plan calls for:<br>• Using least-toxic chemical pesticides,<br>• Minimum use of chemicals, and<br>• Use of chemicals only in targeted locations and only for targeted species |

| | |
|---|---|
| 2) Sustainable Landscape Management Program | The program includes formally adopted guidelines, policies and/or practices that cover all of the following:<br><br>• Integrated pest management (see above)<br>• Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species<br>• Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals<br>• Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials<br>• Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams<br>• Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings<br>• Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal |
| 3) Organic, Certified and/or Protected | Protected areas and land that is:<br><br>• Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials<br>• Certified Organic<br>• Certified under the Forest Stewardship Council (FSC) Forest Management standard<br>• Certified under the Sustainable Sites Initiative™ (SITES™) and/or<br>• Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent) |

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

**Submission Note:**

The vendor provides coverage for all crawling insects and rodents to include mice, rats, gophers, rabbits, and pest birds.

Other areas include crawlspaces on campus, cafeteria areas and all other dining service facilities.

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

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

|  | Area |
|---|---|
| **Total campus area** | 548 *Acres* |
| **Footprint of the institution's buildings** | 152 *Acres* |
| **Area of undeveloped land, excluding any protected areas** | 0 *Acres* |

**Area of managed grounds that is::**

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

**A copy of the IPM plan:**

---

**The IPM plan :**

UND provides an Integrated Pest Management service for the campus community, controlling pests in an environmentally and responsible manner. Midwest Pest Control is the vendor for pest control.

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

---

**A brief description of how the institution protects and uses existing vegetation, uses native and ecologically**

**appropriate plants, and controls and manages invasive species:**

There are three prairie gardens on campus that are maintained by students, staff, and faculty.
Over 44 species of prairie grass such as wild indigo, canada goldenrod, and western wheat grass grow naturally on campus and add to the prairie landscaping.

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

The maple and ash trees are broken down and used for mulching. All leaves on campus are mulched with mowers and recycled back into the grassy areas.

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

---

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

---

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

---

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

Snow is transported to designated areas to reduce run off to the storm sewer system.

Eco friendly product such as Ice Melt is used on sidewalks and walkways.

.

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

---

**Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?:**
No

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

http://und.edu/finance-operations/facilities-management/pest-control-service.cfm

# Biodiversity

**Responsible Party**

**Randall Bohlman**
Technology Advancement Coordination
Facilities Management

**Criteria**

The institution conducts one or both of the following:

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

     And/or

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

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

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

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

**Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:**
No

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

     ---

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

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

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

---

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

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

Wooded areas along the English Coulee are untouched and left alone.
Wood duck shelters are placed along approximately two miles on the English Coulee.

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

---

# Purchasing

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

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

# Electronics Purchasing

**Responsible Party**

**Jana Thompson**
Director of Purchasing
Purchasing

**Criteria**

*Part 1*

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

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

*Part 2*

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

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

---

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

**Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:**
No

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

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

The University doesn't have a policy that specifies EPEAT Silver or higher computers and monitors. However, the University has a policy that states all computers with some exceptions are to be Dell computers ordered off a UND Dell Premium page. The three lines of computers available to UND departments have an EPEAT Gold rating. The Law School and School of Engineering are the two schools that are permitted to order computers other than these Dell products.

The University ensures compliance by only supporting (troubleshooting, maintenance, & parts).

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

No

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

|  | Expenditure Per Level |
|:---:|:---:|
| **EPEAT Bronze** | --- |
| **EPEAT Silver** | --- |
| **EPEAT Gold** | --- |

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

---

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

http://und.edu/tech-support/faculty-staff/computer-purchases.cfm

# Cleaning Products Purchasing

**Responsible Party**

**Jana Thompson**
Director of Purchasing
Purchasing

**Criteria**

*Part 1*

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

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

*Part 2*

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

Cleaning and janitorial products include, at minimum:

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

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

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

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

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

Green Cleaning Program

Introduction

The UND Green Campus Initiative and Facilities Management have developed a Green Cleaning program – cleaning to protect health without harming the environment. The program introduces environmentally friendly cleaning methods that are also healthier for both building occupants and custodial staff.

How does Green Cleaning work?

Green Cleaning chooses cleaning methods and equipment that improve the health of building: and that means more than just substituting for chemicals. Methods include preventing soil from entering the building, using efficient cleaning methods that dramatically minimize chemical use, using efficient product dilution control systems, contributing to indoor air quality by selecting high-filtration vacuum systems and minimizing waste by utilizing reusable microfiber towels.

The cleaning products used in the Green Cleaning program are certified by Green Seal, an independent, non-profit certification program, which has become the leading eco-label for the U.S. cleaning industry. We are using only Green Seal recommended paper products, including hand towels, toilet paper, and tissues that are unbleached or bleached in an environmentally preferred way, have a high recycled content, and have less packaging. We are also using efficient toilet paper and hand towel dispensers that minimize waste.

What you might notice:
•Paper towels are brown because they are made from unbleached recycled materials.
•Some of the cleaning chemical fragrances and colors may not be the same, or present at all. Environmentally preferred products typically contain only the agents and chemical compounds needed to clean, without unnecessary additives.
•Floors may not be as shiny because we use fewer chemicals or environmentally preferred products to clean them (don't worry they are just as clean as before).
•The paper towel dispenser only gives you one sheet of towel at a time – please only take as much as you really need!

A Greener Future!

The success of Green Cleaning is spreading quickly. UND joins many local and state governments, schools, universities, businesses and private organizations throughout the country in leading the conversion to Green Cleaning programs. It is becoming widely recognized that properly focused building cleaning can be both environmentally responsible and an important contributor to building occupant health.

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

The University contract for Purchasing 2011-2012.
We provide green chemical training for the staff by the manufacturer.

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

No

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

---

**Total expenditures on cleaning and janitorial products:**

---

**Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological ("green") cleaning program?:**

---

**A brief description of the institution's low-impact, ecological cleaning program:**

---

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

---

**The sections of the cleaning contract(s) that reference certified green products:**

---

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

http://und.edu/finance-operations/facilities-management/services-custodial.cfm

# Office Paper Purchasing

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**Responsible Party**

**Jana Thompson**
Director of Purchasing
Purchasing

---

**Criteria**

*Part 1*

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

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

*Part 2*

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

---

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

**Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:**
No

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

**The paper purchasing policy, directive or guidelines:**

   ---

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

The University doesn't have a policy regarding preference to purchase recycled content office paper. The University purchases 95% or more of our paper off of a State of North Dakota paper contract. Of the paper ordered off the state contract 14% of that paper has a recycled content of 30-50%.

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

No

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

|  | Expenditure Per Level |
|---|---|
| **10-29 percent** | --- |
| **30-49 percent** | --- |
| **50-69 percent** | --- |
| **70-89 percent (or FSC Mix label)** | --- |
| **90-100 percent (or FSC Recycled label)** | --- |

**Total expenditures on office paper :**

---

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

---

# Inclusive and Local Purchasing

**Responsible Party**

**Jana Thompson**
Director of Purchasing
Purchasing

## Criteria

*Part 1*

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

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

*Part 2*

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

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

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

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

Yes

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

---

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

The University doesn't have a formal plan to support HUB businesses for all purchases. The University has HUB Master Subcontracting Plan for sponsored agreements.
The University Purchasing Policy has a section dedicated to our goals to support HUB purchases:
HUB Program (UND Master Subcontracting Plan: Historically Underutilized Business HUB)
Small business concerns and small business concerns controlled by socially and economically disadvantaged individuals (HUB), shall be given maximum practicable opportunity to participate in any purchases made by the University under sponsored agreements which incorporate the requirements of Public Law 95-507. All purchases shall be made in accordance with approved University purchasing procedures.

Subcontracting goals are established for each source of funds based on direct costs only. Indirect costs are not included in the calculation.

The Director of Purchasing shall be responsible for administering the HUB program at the University.

The University will include the clause in this contract entitled "Utilization of Small Business Concerns and Small Disadvantaged Business Concerns" in all subcontracts that offer further subcontracting opportunities, and the University will require all subcontractors (except small business concerns) who receive subcontracts in excess of $550,000 ($1,000,000 for construction of any public facility), to adopt a plan similar to the plan agreed to by the University.

The University will cooperate in any studies or surveys as may be required, submit periodic reports in order to allow the Government to determine the extent of compliance with the subcontracting plan, submit Standard Form (SF) 294, Subcontracting Report for Individual Contracts, and/or SF 295, Summary Subcontract Report, in accordance with the instructions on the forms, and ensure that subcontractors agree to submit SF 294 and SF 295.

The Director of Purchasing will assure that records will be maintained to demonstrate procedures that have been adopted to comply with the requirements of the goals in the plan.


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

No


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

---


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

http://und.edu/finance-operations/_files/docs/2-11-purchasing.pdf

# Life Cycle Cost Analysis

## Responsible Party

**Jana Thompson**
Director of Purchasing
Purchasing

**Criteria**

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

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

# Guidelines for Business Partners

**Responsible Party**

**Jana Thompson**
Director of Purchasing
Purchasing

**Criteria**

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

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

# Transportation

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

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

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

# Campus Fleet

**Responsible Party**

**Mary Metcalf**
Manager
Transportation

**Criteria**

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

A. Gasoline-electric hybrid

B. Diesel-electric hybrid

C. Plug-in hybrid

D. 100 percent electric

E. Fueled with Compressed Natural Gas (CNG)

F. Hydrogen fueled

G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

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

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

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

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

**Total number of vehicles in the institution's fleet :**

344

**Number of vehicles in the institution's fleet that are::**

| | **Number of Vehicles** |
| --- | --- |

| | |
|---|---|
| **Gasoline-electric, non-plug-in hybrid** | 5 |
| **Diesel-electric, non-plug-in hybrid** | 0 |
| **Plug-in hybrid** | 0 |
| **100 percent electric** | 4 |
| **Fueled with compressed natural gas (CNG)** | 1 |
| **Hydrogen fueled** | 0 |
| **Fueled with B20 or higher biofuel for more than 4 months of the year** | 283 |
| **Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year** | 51 |

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

The University of North Dakota's fleet is owned and operated under the North Dakota State Fleet. The State Fleet has numerous non-plug in Hybrids across the State of which UND is allotted five. E-85 vehicles are required to fuel with E-85 when it is available.

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

---

# Student Commute Modal Split

**Responsible Party**

**Aaron Kennedy**
Assistant Professor
Atmospheric Sciences

**Criteria**

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

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

**Submission Note:**

No details are known about other commuting habits (hence the 0 values).

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

**Total percentage of students that use more sustainable commuting options:**

32

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

|  | Percentage (0-100) |
|---|---|
| **Commute with only the driver in the vehicle (excluding motorcycles and scooters)** | 0 |
| **Walk, bicycle, or use other non-motorized means** | 32 |
| **Vanpool or carpool** | 0 |
| **Take a campus shuttle or public transportation** | 0 |
| **Use a motorcycle, scooter or moped** | 0 |

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

27% of UND students either live in University housing or fraternity/sororities. Due to the size of the campus along with the availability of a campus shuttle, nearly 100% of this population either walks or bikes to classes. An additional 5% are estimated to come from nearby non-University housing and via bike commuting across the city.

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

---

# Employee Commute Modal Split

**Responsible Party**

**Aaron Kennedy**
Assistant Professor
Atmospheric Sciences

**Criteria**

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

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

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

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

0

**The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::**

|  | Percentage (0-100) |
|---|---|
| **Commute with only the driver in the vehicle (excluding motorcycles and scooters)** | 0 |
| **Walk, bicycle, or use other non-motorized means** | 0 |
| **Vanpool or carpool** | 0 |
| **Take a campus shuttle or public transportation** | 0 |
| **Use a motorcycle, scooter or moped** | 0 |
| **Telecommute for 50 percent or more of their regular work hours** | 0 |

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

There is insufficient data to give accurate numbers although recent events (such as a bike commuting contest) suggest some of these fields are non-zero.

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

---

# Support for Sustainable Transportation

---

**Responsible Party**

**Aaron Kennedy**
Assistant Professor
Atmospheric Sciences

---

**Criteria**

*Part 1*

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a "complete streets" or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

    And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

*Part 2*

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

**Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:**

No

**A brief description of the facilities for bicycle commuters:**

Outdoor racks only for 98% of buildings. There are shower facilities at two athletic facilities, but are not designed for bicycle commuters. More infrastructure may be included in long-term facility planning.

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

No

**A brief description of the bicycle parking and storage facilities:**

There are short term racks at nearly all (~98%) of the buildings on campus. Bikes can be stored longer at racks near the residence halls, and permanent (covered) storage is offered for a small fee, however, this location is farther than 100m from some residence halls.

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

Yes

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

The university has a bike lane that runs from one end of campus to another. There are several multi-use paths connecting pieces of campus. UND has recently implemented a formal bike policy to cover proper procedures regarding parking of bicycles and offer long-term storage.

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

No

**A brief description of the bicycle sharing program:**

UND has piloted a bicycle sharing program, called the "green bike" program. It was suspended after its initial year due to inventory losses and vandalism. The city of Grand Forks and UND are working together to determine how to start a bike sharing program again.

**Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a**

**similar third party certification covering non-motorized transportation?:**

No

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

Bicycle Friendly University status is currently being sought.

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

Yes

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

All UND students, staff, and faculty may use the campus shuttle system free of charge. The shuttles run Monday through Friday during school hours and only when school is in session.

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

No

**A brief description of the GRT program:**

N/A

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

No

**A brief description of the carpool/vanpool program:**

N/A

**Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:**

No

**A brief description of the car sharing program:**

car share programs have been explored, and funding for such a program remains a constraint.

**Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to**

**student and employee commuters?:**

No

**A brief description of the electric vehicle recharging stations:**

---

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

Yes

**A brief description of the telecommuting program:**

Employees have the option to negotiate individual schedules that are mutually beneficial to the institution and the employee.

**Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:**

Yes

**A brief description of the condensed work week program:**

Employees have the option to negotiate individual schedules that are mutually beneficial to the institution and the employee.

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

No

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

N/A

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

No

**A brief description of other sustainable transportation initiatives and programs:**

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

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# Waste

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

| Credit |
|---|
| Waste Minimization |
| Waste Diversion |
| Construction and Demolition Waste Diversion |
| Hazardous Waste Management |

# Waste Minimization

**Responsible Party**

**Debbie Merrill**
Recycling Coordinator
Facilities Management

**Criteria**

*Part 1*

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

*Part 2*

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

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

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

**Submission Note:**

Baseline figures are from 2005-2006.

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

**Waste generated::**

|  | Performance Year | Baseline Year |
|---|---|---|
| **Materials recycled** | 592.70 *Tons* | 546 *Tons* |
| **Materials composted** | 0 *Tons* | 0 *Tons* |
| **Materials reused, donated or re-sold** | 0 *Tons* | 0 *Tons* |

| | | |
|---|---|---|
| **Materials disposed in a solid waste landfill or incinerator** | 2,271 *Tons* | 2,185 *Tons* |

**Figures needed to determine "Weighted Campus Users"::**

| | Performance Year | Baseline Year |
|---|---|---|
| **Number of residential students** | 4,060 | 4,490 |
| **Number of residential employees** | 0 | 0 |
| **Number of in-patient hospital beds** | 0 | 0 |
| **Full-time equivalent enrollment** | 15,143 | 12,954 |
| **Full-time equivalent of employees** | 2,800 | 2,750 |
| **Full-time equivalent of distance education students** | 620 | 507 |

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

| | Start Date | End Date |
|---|---|---|
| **Performance Year** | July 1, 2013 | June 30, 2014 |
| **Baseline Year** | July 1, 2005 | June 30, 2006 |

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

The updated tracking methods, collecting, and taking a more aggressive approach to reducing waste have improved since 2006.

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

None.

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

---

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

UND reuses materials thru placing photos on the website along with a description. Departments may view items on line and email/call to reserve the item. Facilities is currently improving the process to be available to the public.

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

Course catalogs, course schedules, and directories are available on line. Limited paper copies are available.

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

A $8.00 fee is charged per student at the beginning of the year. Other projects require payment of $.04/page.

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

None

**A brief description of any other (non-food) waste minimization strategies employed by the institution:**

1. The UND Recycling program keeps almost 600 tons of material out of the landfill.
2. The campus participates in RecycleMania, promotes activities such as Earth Day, Recycling Day, and student organizations help waste reduction on campus.
3. The Resident Halls organize student activities to help raise awareness for recycling.

**A brief description of any food waste audits employed by the institution:**

None.

**A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:**

N/A

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

Students in the residnetial dinig program are given the option and encouraged to go trayless. Drop off containers are available at the dirty dish return area for students choosing to go trayless. All but two of the retail locations are completely trayless. Campus Catering never uses trays.

**A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers**

**for to-go food and beverage items (in conjunction with a composting program):**

Students on a board contract can purchase a reusable to-go container for $5.00 to use with the dining center to- go program. For convenience purposes, they can return the dirty container at any time to any of the food operations and recieve a token in lieu of a clean container. The token can later be redeemed for a clean container.

**A brief description of the institution's provision of reusable service ware for "dine in" meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):**

---

**A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:**

Reusable mugs are available in the coffee shops and snack bars. People recieve a discount off of the purchase price if they use a reusable mug.
All students on a board contract recieve a reusable water bottle at the beginning of falll semster and are encouraged to use it for beverage takeout in the dining centers.

**A brief description of other dining services waste minimization programs and initiatives:**

---

**The website URL where information about the institution's waste minimization initiatives is available:**

http://und.edu/finance-operations/sustainability/

# Waste Diversion

**Responsible Party**

**Debbie Merrill**
Recycling Coordinator
Facilities Management

**Criteria**

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

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

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

**Materials diverted from the solid waste landfill or incinerator:**

597.70 *Tons*

**Materials disposed in a solid waste landfill or incinerator :**

2,271 *Tons*

**A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:**

1. UND has a Recycling program that keeps almost 600 tons of material out of the landfill.
2. The campus participates in RecycleMania, a 10-week recycling contest among colleges in the nation. UND is currently the only school in North Dakota taking part.
3. Resident Hall Enviromental Committee and Students for Sustainability organization promotes recycling and waste reduction in Resident Halls and campus community.
4. Earth Day activities promotes awareness campus wide. Students participate in campus clean ups and Nike ReUse-a-Shoe contest.

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

The department has an arrangement with the local rescue mission to take surplus food and or left overs provided the food is still safe for humna consumption. The food is packaged, frozen, and then transported to the rescue mission.

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

---

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

---

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

|  | Yes or No |
|---|---|
| **Paper, plastics, glass, metals, and other recyclable containers** | Yes |
| **Food donations** | No |
| **Food for animals** | No |
| **Food composting** | --- |
| **Cooking oil** | --- |
| **Plant materials composting** | No |
| **Animal bedding composting** | No |
| **Batteries** | Yes |
| **Light bulbs** | Yes |
| **Toner/ink-jet cartridges** | Yes |
| **White goods (i.e. appliances)** | Yes |
| **Laboratory equipment** | --- |
| **Furniture** | Yes |
| **Residence hall move-in/move-out waste** | Yes |
| **Scrap metal** | Yes |

| | |
|---|---|
| **Pallets** | --- |
| **Motor oil** | --- |
| **Tires** | Yes |

**Other materials that the institution includes in its waste diversion efforts:**

---

# Construction and Demolition Waste Diversion

**Responsible Party**

**Debbie Merrill**
Recycling Coordinator
Facilities Management

**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*

**Construction and demolition materials recycled, donated, or otherwise recovered:**

45.61 *Tons*

**Construction and demolition materials landfilled or incinerated :**

189.80 *Tons*

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

The University recycles all metals including iron, sheet metal, brass, copper, steel, etc. The construction companies are responsible for the large construction projects on campus.

# Hazardous Waste Management

**Responsible Party**

**Randall Bohlman**
Technology Advancement Coordination
Facilities Management

**Criteria**

*Part 1*

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

*Part 2*

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

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

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

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

Coal ash is collected and contained in sealed silos. Tranported in sealed containers, and desposed of in a certified land fill. Other hazardous chemical waste is inventoried, stored in secured areas, and then desposed of by UND Safety Office.

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

Coal ash is desposed of in a certified land fill. Other hazardous chemical waste is inventoried and contract desposal with certified third party.

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

None. No spills or releases.

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

N/A

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

Yes

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

Yes

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

Electronic items are delivered to Facilities Management where they are prepared for pickup. Sims Recycling Solutions pickup computers, monitors, printers, CPU's,etc. The Certificate of Recycling is received showing all materials have been destroyed and recycled properly.

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

The designated staff uses precautionary measures by using safety glasses, gloves, special containers with lid attached, and storage areas are protected.

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

http://und.edu/finance-operations/environmental-health-and-safety/policies-and-procedures/index
.cfm

# Water

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

| Credit |
| --- |
| Water Use |
| Rainwater Management |
| Wastewater Management |

# Water Use

**Responsible Party**

**Randall Bohlman**
Technology Advancement Coordination
Facilities Management

**Criteria**

*Part 1*

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

*Part 2*

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

*Part 3*

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

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

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

Low to Medium

**Total water use::**

|  | Performance Year | Baseline Year |
|---|---|---|
| **Total water use** | 92,649 *Gallons* | 105,969,000 *Gallons* |

**Potable water use::**

|  | Performance Year | Baseline Year |
|---|---|---|
| **Potable water use** | 111,082,000 *Gallons* | 143,881,454 *Gallons* |

**Figures needed to determine "Weighted Campus Users"::**

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

| | | |
|---|---|---|
| **Number of residential students** | 15,250 | 11,998 |
| **Number of residential employees** | 1,432 | 1,490 |
| **Number of in-patient hospital beds** | 0 | 0 |
| **Full-time equivalent enrollment** | 11,382 | 9,224 |
| **Full-time equivalent of employees** | 2,864 | 2,981 |
| **Full-time equivalent of distance education students** | 3,868 | 2,774 |

**Gross floor area of building space::**

| | **Performance Year** | **Baseline Year** |
|---|---|---|
| **Gross floor area** | 6,296,222 *Square Feet* | 4,905,946 *Square Feet* |

**Area of vegetated grounds::**

| | **Performance Year** | **Baseline Year** |
|---|---|---|
| **Vegetated grounds** | 396 *Acres* | 396 *Acres* |

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

| | **Start Date** | **End Date** |
|---|---|---|
| **Performance Year** | July 1, 2012 | June 30, 2013 |
| **Baseline Year** | July 1, 1992 | June 30, 1993 |

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

Baseline is 1993. Based on actual usage

**Water recycled/reused on campus, performance year:**

0 *Gallons*

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

0 *Gallons*

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

Storm water is collected from the University Place Resident Center's roof and parking lots is collected and stored in rain gardens located on the properties.

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

Metering for water is incorporated in each building. Metered water and costs in then entered and stored in the Facility Managements utility module in "famis" for archive, management, anilitical review, etc.

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

---

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

---

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

Natural prairie plantings exist in multiple rain gardens located at University Place and the Alumni Groecki Center. Also the Soaring Eagle Garden located in the mall area in the center of campus.

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

Irrigation sensors automaticaly shut-off the controller box when it rains. The sensors are located at 15 locations through out the campus.

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

Low flow shower heads. Low flush valves for toilets and urnails.

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

---

# Rainwater Management

**Responsible Party**

**Randall Bohlman**
Technology Advancement Coordination
Facilities Management

**Criteria**

*Part 1*

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

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

*Part 2*

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

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

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

**Submission Note:**

The University provides a map of direction,locations, and visual inspections of:
1. Stormwater Retention ponds.
2. Snow disposal areas.
3. Percentage of outfalls.

Various student groups also voluntarily provide a coulee cleanup in April.

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

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

Yes

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

The Storm Water Pollution Prevention Plan (SWPPP) at UND minimizes erosion and run-off of pollutants and sediments. The plan provides construction site stormwater runoff control, pollution prevention, and good housekeeping procedures for campus operations.

The University follows ordnances established by the city of Grand Forks and the Code of Student Life.

**Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :**
Yes

**A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:**

The rainwater/storm water management plan follows the North Dakota State Health Departments regulations and guidelines.

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

---

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

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

---

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

None

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

None

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

---

**A brief description of any rain gardens on campus:**

---

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

The retention ponds are located on the east and west side of the Hilton Garden Inn.

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

The natural vegetated swales run into the English Coulee which runs approximately two miles through campus.

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

None

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

http://und.edu/finance-operations/facilities-management/storm-water-pollution.cfm

# Wastewater Management

**Randall Bohlman**
Technology Advancement Coordination
Facilities Management

**Criteria**

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

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

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

**Total wastewater discharged:**

11,108,200 *Gallons*

**Wastewater naturally handled:**

0 *Gallons*

**A brief description of the natural wastewater systems used to handle the institution's wastewater:**

---

**The website URL where information about the institution's wastewater management practices is available:**

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# Planning & Administration

## Coordination, Planning & Governance

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

| Credit |
|---|
| Sustainability Coordination |
| Sustainability Planning |
| Governance |

# Sustainability Coordination

**Criteria**

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

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

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

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

Yes

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

---

**Does the institution have at least one sustainability committee?:**

Yes

**The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:**

As the first institution in North Dakota to sign the ACUPCC, it is UND's vision to set in motion a process by which the University might model positive corporate behavior. To become a leader in sustainability efforts, UND must recognize its social responsibility to substantially improve the culture of the campus to address sustainability issues associated with all of its operations and its missions of teaching, research and service to the state and beyond. To facilitate this action, campus professionals were appointed to an institutional standing Council on Environmental Stewardship and Sustainability. The council branched to include more UND representatives to serve on subcommittees and address a wide range of areas in which sustainability may be implemented. The work and recommendations of the subcommittees are found in this Climate Action Plan. The Climate Action Plan is recognized as a working document and will experience

alterations and changes in the years ahead.

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

Council for Environmental Stewardship and Sustainability

Council Member Membership Status Title, Department

Robert Kelley President of the University of North Dakota

Alice Brekke Vice President for Finance & Operations

Larry Zitzow Co-Chair Director, Facilities

Soizik Laguette Co-Chair Chair, ESSP

Randall Bohlman Steering Committee Member, Sub-committee Chair, Energy,

Climate Action Plan Chair, Technology Advancement Coordinator, Facilities

Yvette Halverson Steering Committee Member

Sub-committee Chair, Community/Outreach Director of Wellness Facilities, Wellness Center

Mike Holmes Steering Committee Member

Sub-committee Chair, Research Deputy Associate Director, EERC

Peter Johnson Steering Committee Member Director, University Relations

Dexter Perkins Steering Committee Member

Sub-committee Chair, Energy Professor, Geology & Geological Engineering

Glenn Miller Steering Committee Member

Climate Action Plan Member Gov't Rural Outreach Director, College of Business and Public Administration

Jeff VanLooy Steering Committee Member

Sub-committee, Education Assistant Professor, ESSP

Orlynn Rosaasen Steering Committee Member

Sub-committee Chair, Environment/Recycling Director of Dining Services, Dining Support Services

Scott Schreiner Steering Committee Member

Sub-committee Chair, Procurement Director of Purchasing, Purchasing

Joe Vacek Steering Committee Member

Sub-committee Chair, Transportation Assistant Professor, Aviation

Greg Vandeberg Sub-committee Chair, Education Associate Professor, Geography

Chris Zygarlicke Sub-committee, Research Deputy Associate Director, EERC

JoAnn Albrecht Sub-committee, Procurement Senior Buyer, Purchasing

Kim Ruliffson Sub-committee, Community Outreach Coordinator of Work Well, Health & Wellness

Judy Rosinski Sub-committee, Transportation Mass Transit Coordinator, Transportation

Mary Metcalf Sub-committee, Transportation Administrative Officer, Transporation

Debbie Merrill Sub-committee, Recycling-Environmental Administrative Assistant, Facilities

Juan Pedraza National Media Relations Coordinator, University Relations

Other Members of the Council on Environmental Stewardship and Sustainability

Pete Haga; Grand Forks City

Debra Plughoeft; Grand Forks City

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

http://und.edu/finance-operations/sustainability/

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

Yes

**A brief description of each sustainability office:**

With-in Facilities Management the office of energy & sustainability resides focusing on energy, emissions, and sustainability efforts. Also with-in facilities the recycling coordinator manages recycling efforts, metrics, and landfill.

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

2

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

---

**Does the institution have at least one sustainability officer?:**

No

**Name and title of each sustainability officer:**

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**A brief description of each sustainability officer position:**

   ---

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

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# Sustainability Planning

**Responsible Party**

**Randall Bohlman**
Technology Advancement Coordination
Facilities Management

## Criteria

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

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

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

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

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

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

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

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

| Other | --- | --- |
| --- | --- | --- |

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

Earth System Science and Policy has began to classes/minors in sustainability, ESSP 201 & 301

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

---

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

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

The energy research center and Department of chemical engineering will continue grants and research in this area.

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

Research dollars received and GHG reductions

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

EERC and Chemical engineering

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

As defined by the Council of sustainability and as issued in the climate action plan

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

Measurement as indicated in GHG inventory and trajectory results.

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

Facilities Management

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

---

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

---

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

---

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

---

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

---

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

---

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

Development of building guidelines

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

Energy Index Units and targets achieved.

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

Facilities Management

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

Facilities Management

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

---

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

---

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

Through the office of energy and sustainability energy efficiency projects are incited and tracked,

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

10 year measurement and verification plan for each project

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

Facilities Management

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

---

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

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

---

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

On line sale and management of surplus property. Initiatives identified in the climate action plan

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

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

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

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

---

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

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

Recycling Management

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

Measurable with waste versus recyclables

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

Facilities Management

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

Low flow shower heads and flush valves

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

Measurement and verification plan

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

Facilities Management

**A brief description of the plan(s) to advance Diversity and Affordability:**

---

**The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):**

---

**Accountable parties, offices or departments for the Diversity and Affordability plan(s):**

---

**A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:**

---

**The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):**

---

**Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):**

---

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

---

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

---

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

---

**A brief description of the plan(s) to advance sustainability in other areas:**

---

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

---

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

---

**The institution's definition of sustainability:**

---

**Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:**

---

**A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:**

---

**The website URL where information about the institution's sustainability planning is available:**

http://und.edu/finance-operations/sustainability/

# Governance

**Responsible Party**

**Randall Bohlman**
Technology Advancement Coordination
Facilities Management

**Criteria**

*Part 1*

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

*Part 2*

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

*Part 3*

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

---

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

**Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**
Yes

**A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:**

Student Government has representation on the State Board of Higher Education, University Senate, and various committees.

**Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:**
Yes

**A brief description of student representation on the governing body, including how the representatives are selected:**

The student body president serves.

**Do students have a formal role in decision-making in regard to the following?:**

|  | **Yes or No** |
|---|---|
| **Establishing organizational mission, vision, and/or goals** | --- |
| **Establishing new policies, programs, or initiatives** | --- |

| | |
|---|---|
| **Strategic and long-term planning** | --- |
| **Existing or prospective physical resources** | --- |
| **Budgeting, staffing and financial planning** | --- |
| **Communications processes and transparency practices** | --- |
| **Prioritization of programs and projects** | --- |

**A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:**

---

**Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

Yes

**A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:**

North Dakota public employees association

**Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:**

Yes

**A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:**

UND Staff senate

**Do non-supervisory staff have a formal role in decision-making in regard to the following? :**

| | Yes or No |
|---|---|
| **Establishing organizational mission, vision, and/or goals** | --- |
| **Establishing new policies, programs, or initiatives** | --- |

| | |
|---|---|
| **Strategic and long-term planning** | --- |
| **Existing or prospective physical resources** | --- |
| **Budgeting, staffing and financial planning** | --- |
| **Communications processes and transparency practices** | --- |
| **Prioritization of programs and projects** | --- |

**A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:**

   ---

**Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

Yes

**A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:**

Provosts

**Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:**

No

**A brief description of faculty representation on the governing body, including how the representatives are selected:**

   ---

**Do faculty have a formal role in decision-making in regard to the following?:**

| | Yes or No |
|---|---|
| **Establishing organizational mission, vision, and/or goals** | --- |
| **Establishing new policies, programs, or initiatives** | --- |
| **Strategic and long-term planning** | --- |

| | |
|---|---|
| **Existing or prospective physical resources** | --- |
| **Budgeting, staffing and financial planning** | --- |
| **Communications processes and transparency practices** | --- |
| **Prioritization of programs and projects** | --- |

**A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:**

---

**The website URL where information about the institution's governance structure is available:**

---

# Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

| Credit |
| --- |
| Diversity and Equity Coordination |
| Assessing Diversity and Equity |
| Support for Underrepresented Groups |
| Support for Future Faculty Diversity |
| Affordability and Access |

# Diversity and Equity Coordination

**Responsible Party**

**Jennifer Puhl Winkler**
Director
Wellness Center

**Criteria**

*Part 1*

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

*Part 2*

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
- Staff
- Faculty
- Administrators

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

**Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:**
Yes

**Does the committee, office and/or officer focus on one or both of the following?:**

|  | **Yes or No** |
|---|---|
| **Student diversity and equity** | Yes |
| **Employee diversity and equity** | Yes |

**A brief description of the diversity and equity committee, office and/or officer, including purview and activities:**

The university had a Diversity Advisory Council which ended in August 2014. A new Advisory Committee is being considered as the university's diversity initiatives are being implemented.

The original Diversity Advisory Council's charge when it was formed in 2010 was to broaden, deepen, and invigorate UND's commitment to a diverse, multicultural, and inclusive campus community in keeping with the university's mission and priorities. Since that time, this group has been responsible for the recommendation that the university employ a senior leader to support (i.e. the Associate Vice President for Diversity and Inclusion) and implement diversity initiatives.

The institution does employ two individuals who are tasked with advising and implementing policies, programs, and trainings related to diversity and equity on campus. The individuals directly responsible for advising, implementing, and providing training on diversity and equity are 1) Sandra Mitchell, Associate Vice President for Diversity and Inclusion; and 2) Donna Smith, Director. Equal Opportunity/Affirmative Action. These individuals are assisted in their activities related to diversity policies, programs, and trainings by the offices of American Indian Student Services (AISS), Multicultural Student Services, the International Centre, and the Women's Center, who additionally (and primarily) provide an array of valuable, culturally appropriate student support services to their constituents and the campus community as a whole.

The Associate Vice President for Diversity and Inclusion reports to the Provost and Vice President for Academic Affairs with dotted line reporting to the Vice President for Student Life. This position leads campus wide efforts to develop, strategize, plan, collaborate, and assess with UND community members on various diversity related programs and initiatives. The AVP also supervise and supports the program goals and success of a number of existing diversity-related offices including American Indian Student Services, Multicultural Student Services, Office of International Programs/International Centre, GLBTQA services, and the Women's Center.

The Director of Equal Opportunity/Affirmative Action, implements training programs for UND personnel on topics directly related to or impacting diversity and inclusion at UND, and also receives, reviews, and responds to reported complaints, concerns, or issues brought forth by UND personnel related to or impacting equal employment opportunities, institutional policies, and/or affirmative action issues.


**The full-time equivalent of people employed in the diversity and equity office:**

2


**The website URL where information about the diversity and equity committee, office and/or officer is available:**

http://und.edu/provost/diversity/


**Does the institution make cultural competence trainings and activities available to all members of the following groups?:**

|  | Yes or No |
|---|---|
| **Students** | Yes |
| **Staff** | Yes |
| **Faculty** | Yes |
| **Administrators** | Yes |

**A brief description of the cultural competence trainings and activities:**

The AVP and each of the diversity-related centers/programs is called upon to make presentations in classes and to UND staff and departments on a variety of topics. Other trainings and cultural competency activities include, but are not limited to the following:

Office of International Programs:
• new international student orientation;
• workshops for international students on numerous issues they may face as new to the U.S. and unique issues for international students such as employment, insurance, US culture, language, academic issues, e.g. plagerism
• pre-departure orientation for students studying abroad;
• upon request workshops for academic and/or service units regarding issues surrounding international students;

American Indian Student Services:
• assists American Indian student organizations (UNDIA, AISES, ISA, etc.) in planning and implementing cultural awareness and American Indian related educational programming and events such as the Annual UNDIA Time Out Week & Wacipi; ND First Nations Day; American Indian month (November); and other activities and events as needed or requested
• providing/administering the BaFaBaFa cultural simulation activity to first year medical students and other classes or groups, responding to requests for classroom or event presentations about American Indian cultures and issues;
• directly assisting or advising faculty and departments with American Indian related grant writing and program development and program implementation (providing activities, presentations, and student participant support).

Women's Center:
• provides education and support for programs in the Women and Gender Studies academic program
• Provides programming such as the Clothesline project which raise awareness about domestic abuse (including multicultural perspectives of the issues)
• Provide education to support Title IX mandates
• IMPACT empowerment and self-defense programs include multicultural perspectives

Multicultural Student Services:
• Assists students of color organizations in planning and implementing cultural awareness programs such as Black History Month, Hispanic Heritage Month and other activities for the university community
• Provides collaborative educational and cultural programs in the Red River Valley such as the Martin Luther King holiday celebration
• Has led diversity dinner dialogues on a variety of topics for students in the residence halls

**The website URL where information about the cultural competence trainings is available:**

http://und.edu/provost/diversity/

# Assessing Diversity and Equity

**Responsible Party**

**Jennifer Puhl Winkler**
Director
Wellness Center

## Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

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

**Has the institution assessed diversity and equity in terms of campus climate?:**

Yes

**A brief description of the campus climate assessment(s) :**

A Campus Climate Survey was conducted by PAC-W was 2003 and only surveyed faculty & staff. Attempts were made in 2013 to conduct another survey, however, because of the mandates of Title IX, it was decided to wait until the Affirmative Action Officer was hired and that their office would conduct future surveys. The latest version can be found at

http://und.edu/orgs/pac-w/_files/docs/pacw-survey-report.pdf

. Plans are currently to conduct a survey based on Title IX mandates.

**Has the institution assessed student diversity and educational equity?:**

Yes

**A brief description of the student diversity and educational equity assessment(s):**

• UND participates in the National Survey on Student Engagement (NSSE) which has some questions that surveys a particular student population on issues of diversity and educational equity.

http://und.edu/research/institutional-research/_files/docs/surveys/2013-nsse.pdf

• A climate assessment for diversity was conducted in 2006 by Rankin and Associates as part of the NDUS Diversity Initiative.
• Plans are currently underway to conduct an assessment sometime within the next 12 months.

**Has the institution assessed employee diversity and employment equity?:**
No

**A brief description of the employee diversity and employment equity assessment(s):**

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**Has the institution assessed diversity and equity in terms of governance and public engagement?:**
No

**A brief description of the governance and public engagement assessment(s):**

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

http://und.edu/provost/diversity/diversity-report.cfm

# Support for Underrepresented Groups

<div align="center">

**Responsible Party**

**Jennifer Puhl Winkler**
Director
Wellness Center

</div>

**Criteria**

*Part 1*

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

*Part 2*

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

**Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:**

Yes

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

U• TRIO

http://und.edu/student-life/trio/about.cfm

• Veteran & Nontraditional Student Services

http://und.edu/student-affairs/student-services/veteran-and-nontraditional/

• Multicultural Student Services (see URL):

http://und.edu/student-life/multicultural-student-services/reports-presentations.cfm

• The UND Women's Center provides a safe, respectful and supportive environment, which is conducive to learning about issues that affect the lives of students, faculty and staff on campus. The Women's Center advocates positive personal and societal changes, which serve to promote healthier lifestyles for all people. The Women's Center best responds to those challenges by providing the type of transformative learning outcomes as emphasized in Learning Reconsidered2: A Campus Wide Focus on the Student Experience. -taken from Women's Center Assessment Plan for 2014-2015 -

https://apps.und.edu/gears/applications/annual_reports/reports/completed.cfm

)
• Office of International Programs provides support services for international students from 82 different countries including: services to maintain student visa status,; acclimation and acculturation to the U.S., Grand Forks and UND; advising support to access university services; advocacy support
• American Indian Student Service

http://www.und.edu/dept/aiss

**The website URL where more information about the support programs for underrepresented groups is available:**
http://und.edu/provost/diversity/diversity-report.cfm

**Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:**
Yes

**A brief description of the institution's discrimination response policy, program and/or team:**

The university's Nondiscrimination and Equal Opportunity Policy Statement is available at

http://und.edu/affirmative-action/harassment.cfm

and includes access to the following additional resources:
• Code of Student Life
• Discrimination/Harassment Complaint Reporting Form: race; color; national origin; religion; age; sex/sexual harassment; disability (504/ADA); veteran status; genetic information; sexual orientation or gender identity
• Discrimination/Harassment Department Reporting Form (used by department heads only)
• Equal Opportunity/Affirmative Action Policy Statement and Procedures for Complaints of Discrimination or Harassment
• Family Educational Rights & Privacy Act (FERPA) Complaint Form
• Harassment Training: All UND employees are required to complete the mandatory harassment training as a condition of employment.
• North Dakota University System Human Resources Policies
• Notice of Nondiscrimination (issued by President Robert Kelley)
• State Board of Higher Education
• Tunnel of Oppression - UND Counseling Center
• UND Faculty Handbook

**The website URL where more information about the institution's discrimination response policy, program and/or team is available:**

http://und.edu/affirmative-action/harassment.cfm

**Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:**

No

**Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:**

No

# Support for Future Faculty Diversity

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**Responsible Party**

**Jennifer Puhl Winkler**
Director
Wellness Center

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**Criteria**

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

**Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:**

Yes

**A brief description of the institution's programs that help increase the diversity of higher education faculty:**

The AVP for Diversity and Inclusion consults with individual academic departments and Deans to discuss methods for recruiting racially diverse faculty candidates upon request.

**The website URL where more information about the faculty diversity program(s) is available :**

http://und.edu/provost/diversity/

# Affordability and Access

**Responsible Party**

**Jennifer Puhl Winkler**
Director
Wellness Center

**Criteria**

*Part 1*

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

*Part 2*

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

A. The percentage of entering students that are low-income

B. The graduation/success rate for low-income students

C. The percentage of student financial need met, on average

D. The percentage of students graduating with no interest-bearing student loan debt

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

**Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:**
Yes

**A brief description of any policies and programs to minimize the cost of attendance for low-income students:**

• The primary mission of UND's Student Financial Aid Office is to provide financial assistance to undergraduate, graduate, law and professional students who would otherwise be unable to attend the University of North Dakota. UND's Student Financial Aid encourages all students to complete the Free Application for Federal Student Aid (FAFSA). The FAFSA helps identify the financial strength of the student and their family by setting the expected family contribution. The expected family contribution is where the Student Financial Aid Office is able to award low income students grants, scholarships, waivers and work study.

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

The TRIO program works with low-income first generation students.

**A brief description of any programs to prepare students from low-income backgrounds for higher education:**

TRIO programs provide academic tutoring, personal counseling, mentoring, financial guidance, and other supports necessary for educational access and retention. TRIO programs provide direct support services for students, and relevant training for directors and staff.

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

The University of North Dakota has over 2,000 scholarship opportunities for students that range from $250 to $10,000 per year. Each scholarship opportunity is unique and has a variety of criteria to is able to make an impact students' higher education.

**A brief description of any programs to guide parents of low-income students through the higher education experience:**

If a parent was denied a Federal Parent PLUS loan due to adverse credit the Student Financial Aid office is able to award additional funding to the student. This program provides relief to parents knowing their student still has an opportunity to pursue a college degree.

**A brief description of any targeted outreach to recruit students from low-income backgrounds:**

N/A

**A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:**

N/A

**A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:**

The University of North Dakota provides scholarships based on high school achievement. Low income students and students with diverse backgrounds are also eligible to apply for the Cultural Diversity Tuition waiver to reduce and/or fully cover tuition for eight consecutive semesters.

**A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:**

N/A

**Does the institution have policies and programs in place to support non-traditional students?:**
Yes

**A brief description of any scholarships provided specifically for part-time students:**

N/A

**A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:**

The University Children's Center is licensed by the ND Department of Human Services, providing a progressive learning environment for all students, including children with special needs.

The Children's Center offers care and education to children ages 18 months to 12 years old and those children needing care before and after Head Start.

**A brief description of other policies and programs to support non-traditional students:**

N/A

**Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:**
Yes

**Indicators that the institution is accessible and affordable to low-income students::**

|  | Percentage (0-100) |
| --- | --- |
| **The percentage of entering students that are low-income** | 18.20 |
| **The graduation/success rate for low-income students** | --- |
| **The percentage of student financial need met, on average** | 60 |
| **The percentage of students graduating with no interest-bearing student loan debt** | 33 |

**The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:**

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**The website URL where information about the institution's affordability and access programs is available:**

http://und.edu/student-life/trio/about.cfm

# Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

| Credit |
|---|
| Employee Compensation |
| Assessing Employee Satisfaction |
| Wellness Program |
| Workplace Health and Safety |

# Employee Compensation

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**Responsible Party**

**Jennifer Puhl Winkler**
Director
Wellness Center

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**Criteria**

*Part 1*

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

*Part 2*

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

**Number of employees:**

6,300

**Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:**

0

**Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:**

No

**Number of employees of contractors working on campus:**

0

**Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:**

0

**A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:**

All benefitted faculty and staff wages paid meet or exceed minimum wage requirements. Compensation surveys are utilized to guide decisions on position value.

Student and temporary wages meet or exceed minimum wages requirements. These positions exist as supplemental wages to help support basic needs.

**Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:**

No

**Number of staff and faculty that receive sustainable compensation:**

---

**Number of employees of contractors that receive sustainable compensation:**

0

**A brief description of the standard(s) against which compensation was assessed:**

Minimum wage requirements, Market surveys and internal equity.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:**

Wages are based on market values. All regular (benefitted) faculty and staff receive 100% paid health insurance premiums, retirement, accrued annual and sick leave, ten paid holidays, tuition assistance, employee assistance program, and workers compensation coverage.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:**

Part-time benefited (20 or more hours per week) same as above. Retirement, accrued annual and sick leave, and holiday pay are pro-rated to percent-of-appointment.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:**

These positions do not receive benefits and wages are based on market value.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:**

These positions do not receive benefits. Wages are based on market value.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):**

Student employees receive wages only. Graduate students with assistantships receive health insurance coverage and tuition assistance.

**The local legal minimum hourly wage for regular employees:**

7.25 *US/Canadian $*

**Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:**

Yes

**Does the institution offer a socially responsible investment option for retirement plans?:**

Yes

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

http://und.edu/finance-operations/human-resources-payroll/_files/docs/salary-administration-pol
icy.pdf

# Assessing Employee Satisfaction

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**Responsible Party**

**Jennifer Puhl Winkler**
Director
Wellness Center

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**Criteria**

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

---

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

**Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:**

Yes

**The percentage of employees (staff and faculty) assessed, directly or by representative sample:**

100

**A brief description of the institution's methodology for evaluating employee satisfaction and engagement:**

The Campus Quality Survey is an instrument sponsored by Performance Horizons
that was developed by adapting categories used in the prestigious Malcolm
Baldrige National Quality Award and the Presidential Award for Quality to fit
the educational environment. The survey instrument off ers 91 statements including
10 North Dakota University System (NDUS) questions for faculty and
staff to respond to. Participants are asked to rate the University of North Dakota
from two perspectives: How It Is Now and How It Should be for the items based
on how they feel the programs, services, and activities are currently meeting the
needs of students and employees. This survey has been administered in the fall
of even numbered years, starting in 2002.

**A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including**

**examples from the previous three years):**

Shared results with department heads. They were required to address areas of concern in annual reports.

**The year the employee satisfaction and engagement evaluation was last administered:**

2,010

**The website URL where information about the institution's employee satisfaction and engagement assessment is available:**

http://und.edu/research/institutional-research/surveys/2010-cqs.cfm

# Wellness Program

**Responsible Party**

**Jennifer Puhl Winkler**
Director
Wellness Center

**Criteria**

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
- Staff
- Faculty

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

**Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:**

|  | Yes or No |
|:---:|:---:|
| **Students** | Yes |
| **Staff** | Yes |
| **Faculty** | Yes |

**A brief description of the institution's wellness and/or employee assistance program(s):**

The Work Well program promotes a culture of wellness for UND staff and faculty by providing information, services and programs to support healthy living. The vision of the Work Well program is to inspire, support and empower UND employees to achieve well-rounded, seven-dimensional wellness. The University staff may also take advantage of the Employee Assistance Program for professional services in counseling, substance abuse, financial assistance, and other issues.

The program has won the American Heart Association Fit Friendly National awards for six years and is an accredited CEO Gold Standard company offering excellence in programming, quality care, tobacco cessation options and participation has increased to over fifty percent of employees involved in programs.

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

http://und.edu/health-wellness/workwell/index.cfm

# Workplace Health and Safety

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**Responsible Party**

**Jennifer Puhl Winkler**
Director
Wellness Center

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**Criteria**

*Part 1*

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

*Part 2*

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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**Submission Note:**

Data is not collected in the format indicated above; what is available is provided.

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

# Investment

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

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

| Credit |
| --- |
| Committee on Investor Responsibility |
| Sustainable Investment |
| Investment Disclosure |

# Committee on Investor Responsibility

**Responsible Party**

**Randall Bohlman**
Technology Advancement Coordination
Facilities Management

**Criteria**

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger.  Institutions with endowments totaling less than US $1 million may choose to omit this credit.

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

**Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:**
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:**

The University of North Dakota has pledged to do its part to curb global warming. UND has signed the "American College and University Presidents Climate Commitment," which commits UND to finding ways to dramatically reduce its own contributions to greenhouse gases. An additional benefit to UND will be reduced energy costs.

**Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):**

Larry Zitzow: Director of Facilities
Soizik Laguette: Assoc Professor, Center for People & Environment
Randy Bohlman: Technology Advancement Coordinator
Dexter Perkins: Professor, Geology & Geological engineering
Mike Holmes: Deputy Assoc Director EERC
Peter Johnson: Director, University Relations

Glenn Miller: Government Rural Outreach, College of Business & Public Administration

UND Student Government Chief of Staff

Trent Dregseth: Student Representative

Chris Zygarlicke: Deputy Assoc Direct, EERC

Juan Pedraza: Media Relations Coordinator

Robert Wood: Assoc Profressor, Political Science & Public Administration

**Examples of CIR actions during the previous three years:**

Earth Week at UND 2011

Packing on the Pounds: Recyclemania 2012

Crop based jet fuel offers major economic development opportunities for the state.

UND Nursing recognizes the benefits of "going green."

UND's Green Cleaning Program

**The website URL where information about the CIR is available:**

http://und.edu/finance-operations/sustainability/sustainability-council.cfm

# Sustainable Investment

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**Responsible Party**

**Randall Bohlman**
Technology Advancement Coordination
Facilities Management

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**Criteria**

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

*Option 1: Positive Sustainability Investment*

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses** *selected for* **exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy)**.** This includes investments made, at least in in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

*Option 2: Investor Engagement*

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

**Total value of the investment pool:**

137,373,815 *US/Canadian $*

**Value of holdings in each of the following categories::**

| | **Value of Holdings** |
|---|---|
| **Sustainable industries (e.g. renewable energy or sustainable forestry)** | 0 *US/Canadian $* |
| **Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)** | 0 *US/Canadian $* |
| **Sustainability investment funds (e.g. a renewable energy or impact investment fund)** | 0 *US/Canadian $* |
| **Community development financial institutions (CDFIs) or the equivalent** | 0 *US/Canadian $* |
| **Socially responsible mutual funds with positive screens (or the equivalent)** | 0 *US/Canadian $* |
| **Green revolving loan funds that are funded from the endowment** | --- |

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

unknown

**Does the institution have a publicly available sustainable investment policy?:**

Yes

**A copy of the sustainable investment policy:**

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**The sustainable investment policy:**

http://und.edu/finance-operations/sustainability/

**Does the institution use its sustainable investment policy to select and guide investment managers?:**
---

**A brief description of how the policy is applied, including recent examples:**

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**Does the institution's sustainable investment policy include negative screens?:**
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**A brief description of the negative screens and how they have been implemented:**

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**Approximate percentage of the endowment that the negative screens apply to:**
---

**Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:**
No

**A copy of the proxy voting guidelines or proxy record:**
---

**A brief description of how managers are adhering to proxy voting guidelines:**

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**Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:**
No

**Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:**

---

**Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:**

No

**A brief description of the investor networks and/or collaborations:**

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**The website URL where information about the institution's sustainable investment efforts is available:**

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# Investment Disclosure

**Responsible Party**

**Wenyu Song**
Enviromental Assistant
facilities management

**Criteria**

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

**Does the institution make a snapshot of its investment holdings available to the public?:**

Yes

**The percentage of the total investment pool included in the snapshot of investment holdings:**

100

**A copy of the investment holdings snapshot:**

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**The website URL where the holdings snapshot is publicly available:**

http://und.edu/finance-operations/financial-report-annual.cfm

# Innovation

## Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

| Credit |
| --- |
| Innovation 1 |
| Innovation 2 |
| Innovation 3 |
| Innovation 4 |

# Innovation 1

**Responsible Party**

**Debbie Merrill**
Recycling Coordinator
Facilities Management

**Criteria**

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

**Submission Note:**

Congratulations! We are pleased to announce that UND is the winner of the 2012 North Dakota Excellence Environmentally Purchasing Award.

Attached please find a draft write-up of the award. Please feel free to make any edits and return it to me. Also, is there any chance that Larry Zitzow or another representative would be coming to Bismarck later this month or this autumn, to receive the award? If not, I could certainly mail it to the FMO… just let me know.

Thank you, and congratulations again!
Christy

Christy Smith | Procurement Officer II | ND State Procurement Office | Desk: 701.328.4912 | Fax: 701.328.1615 |
www.nd.gov/spo

From: Merrill, Debbie [mailto:debbie.merrill@email.und.edu]
Sent: Thursday, September 27, 2012 8:35 AM
To: Smith, Christy
Subject: North Dakota Excellence Environmentally Purchasing Award

Good Morning Christy,
Please see the attached nomination for the University of North Dakota.

Please contact me if you have any questions.
Thank you!
Debbie

Debbie Merrill
Assistant to Associate Director, Facilities Management
Recycling Coordinator
University of North Dakota
Stop 9032
Grand Forks, ND 58202-9032
Phone: 701-777-4878

NOTE: NEW EMAIL ADDRESS:

debbie.merrill@email.und.edu

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

# Innovation 2

**Responsible Party**

**Debbie Merrill**
Recycling Coordinator
Facilities Management

**Criteria**

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

**Submission Note:**

The BigBelly Compactor uses 100% solar power to compact the trash at the time of disposal. This increases the compacity by 5 times as ordinary receptacles, which means fewer collection trips and decreased fuel usage.

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

# Innovation 3

**Responsible Party**

**Kim Ruliffson**
Coordinator of Work Well
Health and Wellness

**Criteria**

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

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The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

**Submission Note:**

http://www.youtube.com/watch?feature=player_embedded&v=n5SEiadelCw


http://www.youtube.com/watch?feature=player_embedded&v=VfHmQcwhuyI


http://www.youtube.com/watch?feature=player_embedded&v=oTTBy13-u3E


http://www.youtube.com/watch?feature=player_embedded&v=kD6C79xTOoQ


http://www.youtube.com/watch?feature=player_embedded&v=3EpDBWsABWw


http://www.youtube.com/watch?feature=player_embedded&v=tkxaGqO78Ys


http://www.youtube.com/watch?v=dCuEgw5qTGk&feature=youtu.be


http://und.edu/staff-senate/annual-events.cfm


http://www.youtube.com/watch?v=dCuEgw5qTGk&feature=youtu.be

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

# Innovation 4

**Criteria**

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

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To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

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