



# University of Illinois, Urbana-Champaign

The following information was submitted through the [STARS Reporting Tool](#) to be shared with Sierra magazine for consideration in their Cool Schools publication.

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

# Education & Research

## Co-Curricular Education

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

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

# Student Sustainability Educators Program

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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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,
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or financial support to the program.

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

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

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

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

39379

## Program name (1st program) :

Student Weatherization Program

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

39379

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

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

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

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

The student educator was selected through a hiring process to work for Building Maintenance on this specific project. They were required to be interested in sustainability topics, have strong communication skills, and be able to work independently.

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

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

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

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

**The website URL for 1st Program :**

<http://ssc.union.illinois.edu/downloads/projects/2011/studentweather/Student%20Weatherization%20Assessment%20Program%20Plan.pdf>

**Program name (2nd program) :**

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

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

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

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

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

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**The website URL for 2nd program :**

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

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

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

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

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

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

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**The website URL for 3rd program :**

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**Program name (All other programs) :**

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

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

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

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

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

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**The website URL for all other programs :**

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# Student Sustainability Outreach Campaign

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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## Criteria

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

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

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

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

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

The following impacts are not sufficient for this credit:

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

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

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

No

**The name of the campaign(s) :**

NA

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

NA

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

NA

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

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# Sustainability in New Student Orientation

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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## Criteria

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

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

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

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

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

Yes

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

Campus holds a resource fair on the day before school starts and the OS has a booth and works to educate new students about sustainability on campus and the many ways they can become involved.

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

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# Sustainability Outreach and Publications

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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## Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
  - A sustainability newsletter
  - A vehicle to publish and disseminate student research on sustainability
  - Building signage that highlights green building features
  - Food service area signage and/or brochures that include information about sustainable food systems
  - Signage on the grounds about sustainable groundskeeping strategies employed
  - A sustainability walking map or tour
  - A guide for commuters about how to use alternative methods of transportation
  - A guide for green living and incorporating sustainability into the residential experience
  - Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
  - Other
- 

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

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

Yes

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

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

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

<http://sustainability.illinois.edu/>

**Does the institution have a sustainability newsletter? :**

Yes

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

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

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

<http://sustainability.illinois.edu/>

**Does the institution have a vehicle to publish and disseminate student research on sustainability? :**

Yes

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

In addition to the campus-wide Undergraduate Research Symposium held each spring, the Office of Sustainability hosts a forum in fall and spring where students may present their sustainability research.

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

<http://sustainability.illinois.edu/>

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

Yes

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

Each of our LEED buildings has signage that highlights the green features. For example, the Business Instructional Facility as a large electronic, interactive monitor visitors can review each of the green features of the building.

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

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**Does the institution have food service area signage and/or brochures that include information about sustainable food systems? :**

Yes

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

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

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

<http://sustainability.illinois.edu/>

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

Yes

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

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

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

<http://sustainability.illinois.edu/>

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

No

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

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

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

No

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

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

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

No

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

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

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

Yes

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

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

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

<http://dailyillini.com/>

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

Yes

**A brief description of this material :**

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

**The website URL for this material :**

<http://greenobservermagazine.com/>

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

No

**A brief description of this material :**

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**The website URL for this material :**

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

No

**A brief description of this material :**

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**The website URL for this material :**

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

No

**A brief description of this material :**

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**The website URL for this material :**

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

No

**A brief description of this material :**

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**The website URL for this material :**

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

No

**A brief description of this material :**

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**The website URL for this material :**

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

No

**A brief description of this material :**

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**The website URL for this material :**

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

No

**A brief description of this material :**

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**The website URL for this material :**

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# Student Group

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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

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

Yes

## The name and a brief description of each student group :

Student Sustainability Committee (SSC): recommends allocation of student green fees.

Students for Environmental Concerns (SECs)-

Red Bison - prairie restoration

USGBC - green building

Green Observer: student environmental newspaper

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

This year Red Bison took responsibility for managing the prairie planting near the University President's house.

The SSC was a major contributor the the campus Revolving Loan Fund.

Several student groups worked together to host outreach events like Food Day, Earth Week, and Go Green on Green Street.

The Green Observer was restarted this year and published four issues.

## List other student groups that address sustainability :

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

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

<http://sustainability.illinois.edu/studentgroups.html>



**Responsible Party**

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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

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

Yes

**A brief description of the garden :**

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

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

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

<http://thefarm.illinois.edu/>

## Model Room in a Residence Hall

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

## Themed Housing

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### Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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

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

Yes

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

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

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

<http://www.housing.illinois.edu/en/Current/Living-Learning.aspx>

**The total number of residents in themed housing. :**

50

## Sustainable Enterprise

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

# Sustainability Events

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**Responsible Party**

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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

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

Yes

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

Each fall semester the Office of Sustainability sponsors Sustainability week, and each spring semester supports Earth Week. In addition, the OS supports the spring offering of the Scholarship of Sustainability Series - an in-depth examination of sustainability literature.

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

<http://sustainability.illinois.edu/initiatives.html>

# Outdoors Program

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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

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

Yes

**A brief description of the program :**

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

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

[http://www.campusrec.illinois.edu/adventure/PAC/leave\\_no\\_trace.html](http://www.campusrec.illinois.edu/adventure/PAC/leave_no_trace.html)

## Themed Semester or Year

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### Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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

### **Has the institution chosen a sustainability-related theme for its themed semester, year, or first-year experience during the past three years? :**

Yes

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

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

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

Story of Stuff

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

<http://www.union.illinois.edu/involvement/oboc/>

# 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.

<b>Credit</b>
Sustainability Course Identification
Sustainability-Focused Courses
Sustainability-Related Courses
Sustainability Courses by Department
Sustainability Learning Outcomes
Undergraduate Program in Sustainability
Graduate Program in Sustainability
Sustainability Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Sustainability Courses



# Sustainability Course Identification

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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## Criteria

### Part 1

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

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

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

### Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. A course is either sustainability-focused or sustainability-related; no course should be identified as both sustainability-focused and sustainability-related. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

### Part 3

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

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

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

Yes

**A copy of the institution's definition of sustainability in the curriculum? :**

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

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

Yes

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

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

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

Yes

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

<http://sustainability.illinois.edu/StudentResources.html>

# Sustainability-Focused Courses

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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## Criteria

Institution offers sustainability-focused academic courses.

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

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### Submission Note:

We do not yet have our courses divided into focused vs. related to sustainability. The number included here is an estimate.

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

### The number of sustainability-focused courses offered :

50

### The total number of courses offered :

6755

### Number of years covered by the data :

One

### A list of sustainability-focused courses offered :

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

<http://sustainability.illinois.edu/Undergrad.html>

### A copy of the sustainability course inventory :

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# Sustainability-Related Courses

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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## Criteria

Institution offers sustainability-related academic courses.

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

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

## The number of sustainability-related courses offered :

264

## The total number of courses offered :

6755

## Number of years covered by the data :

One

## A list of sustainability-related courses offered :

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

<http://sustainability.illinois.edu/Undergrad.html>

## A copy of the sustainability course inventory :

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## Sustainability Courses by Department

### Criteria

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

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

# Sustainability Learning Outcomes

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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## Criteria

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

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

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

## The number of graduates covered by the sustainability learning outcomes :

7186

## Total number of graduates :

7186

## A list of degree programs that have sustainability learning outcomes :

The sustainability learning outcomes were prepared for the entire campus, covering all degree programs

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

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

## A copy of the sustainability course inventory :

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

Sustainability in day-to-day life

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

around the world, including impoverished communities.

#### Sustainability knowledge and skills

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

#### Sustainability as Personal Vision

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

# Undergraduate Program in Sustainability

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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## Criteria

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

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

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

---

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

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

Yes

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

Earth, Society, and Environmental Sustainability manor

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

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

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

Natural Resources and Environmental Sciences

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

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

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

Urban and Regional Planning

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

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

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

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





# Graduate Program in Sustainability

## Criteria

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

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

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

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

# Sustainability Immersive Experience

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

---

## Criteria

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

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

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

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

---

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

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

Yes

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

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

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

<http://www.business.illinois.edu/subsistence/teaching/immersion.html>

# Sustainability Literacy Assessment

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

---

## Criteria

### *Part 1*

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

### *Part 2*

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

---

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

### **Has the institution conducted a sustainability literacy assessment? :**

Yes

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

No

### **A copy of the questions included in the sustainability literacy assessment :**

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### **A copy of the questions included in the sustainability literacy assessment :**

How much did your education help you in thinking about how to make sustainable decisions that consider the environmental, economic and social criteria?

### **A brief description of how the assessment was developed :**

A task force was charged to develop a question that could be included in the Senior Survey.

### **A brief description of how the assessment was administered :**

Beginning in 1998 the Senior Survey has been administered electronically. In March 2011 an e-mail message regarding the Senior Survey was sent to all seniors on the May graduation list. The e-mail message from the Chancellor asked students to complete the online survey via an embedded link within the message. Ten days following the initial e-mail message a follow-up message was sent reminding students to complete the survey.

**A brief summary of results from the assessment :**

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

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

<http://cte.illinois.edu/outcomes/seniorsurv.html>

## Incentives for Developing Sustainability Courses

### Criteria

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

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

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

---

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

# Research

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

<b>Credit</b>
Sustainability Research Identification
Faculty Engaged in Sustainability Research
Departments Engaged in Sustainability Research
Sustainability Research Incentives
Interdisciplinary Research in Tenure and Promotion

# Sustainability Research Identification

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

---

## Criteria

### Part 1

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

### Part 2

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

### Part 3

Institution makes its sustainability research inventory publicly available online.

---

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

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

Yes

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

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

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

Yes

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

The definition above is only a draft, as we are in the process of determining the best way to identify sustainability research. Early data collections suggests the list could include several hundred faculty members.

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

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



Yes

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

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

# Faculty Engaged in Sustainability Research

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

---

## Criteria

Institution's faculty members conduct research on sustainability topics.

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

---

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

## The number of faculty members engaged in sustainability research :

300

## The total number of faculty members engaged in research :

1472

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

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

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

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

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

---

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

Bill Sanders, funding from DCEO for Illinois Center for a Smarter Electric Grid; Jennifer Lewis from Material Science & Engineering elected to the American Academy of Arts & Sciences; Logan Liu from Electrical & Computer Engineering earned Presidential Early Career Award; ADM funds a campus Institute for the Prevention of Postharvest Loss

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

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

# Departments Engaged in Sustainability Research

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

---

## Criteria

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

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

---

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

## **The total number of academic departments that conduct research :**

139

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

83

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

See link below

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

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

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

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# Sustainability Research Incentives

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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## Criteria

### Part 1

Institution has an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships.

### Part 2

Institution has an ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops.

---

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

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

Yes

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

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

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

<http://www.provost.illinois.edu/ugresearch/>

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

Yes

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

The Office of Sustainability encourages and supports faculty from diverse disciplines to investigate solutions to the challenges associated with a sustainable future.

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

---

# Interdisciplinary Research in Tenure and Promotion

## Criteria

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

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

# Operations

## Buildings

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

<b>Credit</b>
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality



# Building Operations and Maintenance

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

---

## Criteria

Institution owns and operates buildings that are:

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

and/or

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

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

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

## **Total building space that meets "Eligible Buildings Criteria" :**

0 Square Feet

## **Building space that is maintained in accordance with sustainable building operations and maintenance guidelines or policies but is NOT certified under LEED for Existing Buildings: O&M :**

0 Square Feet

## **Building space that is LEED for Existing Buildings: O&M Certified :**

0 Square Feet

## **Building space that is LEED for Existing Buildings: O&M Silver certified :**

0 Square Feet

## **Building space that is LEED for Existing Buildings: O&M Gold certified :**

0 Square Feet

## **Building space that is LEED for Existing Buildings: O&M Platinum certified :**

STARS Reporting Tool | AASHE | Sierra Magazine

0 Square Feet

**The website URL where a copy of the institution's guidelines or policies for sustainable building operations and maintenance is available :**

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

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

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

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

---

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

---

# Building Design and Construction

---

## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

---

## Criteria

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

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

and/or

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

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

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

## **New building space that meets "Eligible Buildings Criteria" :**

447297 Square Feet

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

0 Square Feet

## **New building space that is LEED Certified :**

0 Square Feet

## **New building space that is LEED Silver certified :**

197297 Square Feet

## **New building space that is LEED Gold certified :**

90000 Square Feet

**New building space that is LEED Platinum certified :**

160000 *Square Feet*

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

<http://www.fs.illinois.edu/facilitiesstandards/toc.htm>

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

---

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

2011

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

---

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

Business Instructional Facility  
Nugent Hall  
Ikenberry Dining Hall  
NCSA Petascale Computing Facility

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

---

## Indoor Air Quality

### Criteria

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

---

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

# Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas emissions. Global warming is expected to have myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are expected to be particularly pronounced for poor communities and countries.

<b>Credit</b>
Greenhouse Gas Emissions Inventory
Greenhouse Gas Emissions Reduction
Air Travel Emissions
Local Offsets Program

# Greenhouse Gas Emissions Inventory

---

## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

---

## Criteria

### Part 1

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

### Part 2

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

---

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

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

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

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

Yes

## Does the inventory include emissions from air travel? :

Yes

## Does the inventory include emissions from commuting? :

Yes

## Does the inventory include embodied emissions from food purchases? :

No

## Does the inventory include embodied emissions from other purchased products? :

No

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

Yes

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

Yes

**If yes, please specify :**

Transmission & Distribution losses

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

---

**If yes, please specify :**

---

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

---

**If yes, please specify :**

---

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

---

**If yes, please specify :**

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# Greenhouse Gas Emissions Reduction

---

## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

---

## Criteria

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

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

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

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

---

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

## Scope 1 and 2 gross GHG emissions, 2005 :

467156.30 Metric Tons of CO2 Equivalent

## Off-site, institution-catalyzed carbon offsets generated, 2005 :

0 Metric Tons of CO2 Equivalent

## Third-party verified carbon offsets purchased, 2005 :

0 Metric Tons of CO2 Equivalent

## On-campus residents, 2005 :

9046

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

40005

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

2102

## Scope 1 and 2 gross GHG emissions, performance year :

424614 *Metric Tons of CO2 Equivalent*

**Off-site, institution-catalyzed offsets generated, performance year :**

0 *Metric Tons of CO2 Equivalent*

**Carbon offsets purchased, performance year :**

0 *Metric Tons of CO2 Equivalent*

**List the start and end dates of the GHG emissions performance year :**

7/1/2010 to 6/30/2011

**On-campus residents, performance year :**

11614

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

39853

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

2882

**Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with GHG performance year) :**

8/2010 to 7/2011

## Air Travel Emissions

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**Responsible Party**

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

---

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

**Does the institution have policies and/or programs in place to reduce emissions from air travel? :**

No

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

na

**The website URL where information about the policies and/or programs is available :**

---

# Local Offsets Program

---

**Responsible Party**

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

---

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

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

No

**A brief description of the program :**

na

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

---

# Dining Services

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

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

<b>Credit</b>
Food and Beverage Purchasing
Trayless Dining
Vegan Dining
Trans-Fats
Guidelines for Franchisees
Pre-Consumer Food Waste Composting
PostConsumer Food Waste Composting
Food Donation
Recycled Content Napkins
Reusable Container Discounts
Reusable To-Go Containers

# Food and Beverage Purchasing

---

## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

---

## Criteria

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

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

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

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

---

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

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

27

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

verification through menu management system and prime vendor

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

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

# Trayless Dining

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

**Responsible Party**

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

---

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

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

Yes

**A brief description of the vegan dining program :**

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

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

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



# Trans-Fats

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

# Guidelines for Franchisees

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

# Pre-Consumer Food Waste Composting

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**Responsible Party**

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

---

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

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

No

**A brief description of the pre-consumer food waste composting program :**

New facility to be in operation by end of calendar year.

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

---

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

---

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

---

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

---

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

---

# PostConsumer Food Waste Composting

---

**Responsible Party**

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

---

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

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

No

**A brief description of the postconsumer food waste composting program :**

New facility in operation by end of calendar year.

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

---

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

---

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

---

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

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

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## Food Donation

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

# Recycled Content Napkins

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

## Reusable Container Discounts

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

## Reusable To-Go Containers

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



# Energy

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

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

<b>Credit</b>
Building Energy Consumption
Clean and Renewable Energy
Timers for Temperature Control
Lighting Sensors
LED Lighting
Vending Machine Sensors
Energy Management System
Energy Metering

# Building Energy Consumption

---

## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

---

## Criteria

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

---

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

## Total building energy consumption, 2005 :

6805751 MMBtu

## Building space, 2005 :

18892639 Gross Square Feet

## Total building energy consumption, performance year :

5094059 MMBtu

## Building space, performance year :

20771195 Gross Square Feet

## List the start and end dates of the energy consumption performance year :

7/1/2010 to 6/30/2011

## Responsible Party

**Stephanie Lage**

Asst. to Director

Office of Sustainability

---

## Criteria

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

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

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

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

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

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

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

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies are captured by *OP Credit 5: Greenhouse Gas Emissions Reductions* and *OP Credit 7: Building Energy Consumption*.

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU

---

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

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

203 MMBtu

**Option 2: Non-electric renewable energy generated :**

0 MMBtu

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

0 MMBtu

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

0 MMBtu

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

976187 MMBtu

**Total energy consumed during the performance year :**

5106570 MMBtu

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

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

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

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

---

**A brief description of RECs or other similar renewable energy products purchased during the previous year, including contract timeframes :**

---

**A brief description of cogeneration technologies deployed :**

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

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

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# Timers for Temperature Control

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**Responsible Party**

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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

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

Yes

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

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

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

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

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## Lighting Sensors

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**Responsible Party**

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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

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

Yes

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

Occupancy sensor technology includes wall and ceiling mount, passive infrared and ultrasonic motion sensors.

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

3

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

---

# LED Lighting

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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

**Does the institution use Light Emitting Diode (LED) technology in at least one lighting application? LED applications in exit signs and remote controls do not count for this credit. :**

Yes

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

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

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

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

1

**The percentage of parking deck space with LED lighting :**

0

**The percentage of outdoor space that uses LED lighting :**

1

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

95

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

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# Vending Machine Sensors

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

# Energy Management System

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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

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

Yes

**A brief description of the management system :**

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

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

75

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

0

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

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# Energy Metering

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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

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

Yes

### **A brief description of the metering system :**

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

### **The percentage of building space with energy metering :**

100

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

<http://www.energymanagement.illinois.edu/>

# Grounds

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

<b>Credit</b>
Integrated Pest Management
Native Plants
Wildlife Habitat
Tree Campus USA
Snow and Ice Removal
Landscape Waste Composting

# Integrated Pest Management

## Criteria

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

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

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

## Native Plants

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**Responsible Party**

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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

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

Yes

**A brief description of the native plant program, policy, or practice :**

The Grounds Division uses native trees/shrubs/perennials as much as possible, and sets annual goals toward more sustainable practices.

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

<http://www.fs.uiuc.edu/environmentalconservation/sustainableplantings.html>

**Responsible Party**

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

---

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

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

Yes

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

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

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

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

<http://www.research.illinois.edu/cna/>

**Responsible Party**

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

---

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

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

No

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

NA

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

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# Snow and Ice Removal

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**Responsible Party**

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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

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

Yes

**A brief description of the snow and ice removal program, policy, or practice :**

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

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

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# Landscape Waste Composting

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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

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

Yes

## A brief description of the composting or mulching program :

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

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

100

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

---

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

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# 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.

<b>Credit</b>
Computer Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Vendor Code of Conduct
Historically Underutilized Businesses
Local Businesses

# Computer Purchasing

---

## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

---

## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

### *Part 2*

Institution purchases Electronic Product Environmental Assessment Tool (EPEAT) Silver and/or Gold registered products for standard desktop and notebook/laptop computers and monitors. This credit does not include specialized computers for which no EPEAT certified products are available.

---

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

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

No

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

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

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

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

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

No

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

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

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

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# Cleaning Products Purchasing

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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## Criteria

### Part 1

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogo™ certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning products. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

### Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or EcoLogo certified cleaning products. This credit does not include cleaning products for which no Green Seal or EcoLogo certified products are available.

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#### Submission Note:

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

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

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

Yes

**The website URL where the green cleaning product purchasing policy, directive, or guidelines are posted :**

<http://ilga.gov/legislation/ilcs/ilcs3.asp?ActID=2903&ChapterID=17>

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

The University requires that all preferred vendors provide cleaning products that meet the EPA or Green seal standard.

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

No

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

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**Total expenditures on cleaning products :**

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

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# Office Paper Purchasing

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

### *Part 2*

Institution purchases recycled content office paper.

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

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

Yes

**The URL where the recycled paper policy, directive, or guidelines are posted :**

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

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

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

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

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



Yes

**Expenditures on 10-29 percent recycled-content office paper :**

1601.58 *US/Canadian \$*

**Expenditures on 30-49 percent recycled-content office paper :**

154631.79 *US/Canadian \$*

**Expenditures on 50-69 percent recycled-content office paper :**

29610.18 *US/Canadian \$*

**Expenditures on 70-89 percent recycled-content office paper (required if claiming points for Part 2) :**

0 *US/Canadian \$*

**Expenditures on 90-100 percent recycled-content office paper :**

15449.05 *US/Canadian \$*

**Total expenditures on office paper :**

515117.13 *US/Canadian \$*

# Vendor Code of Conduct

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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## Criteria

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

---

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

**Does the institution have and act on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business? :**

Yes

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

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

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

---

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

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

# Historically Underutilized Businesses

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

## Local Businesses

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

# Transportation

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

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

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

## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

---

## Criteria

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

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

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

---

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

### **Gasoline-electric, non-plug-in hybrid vehicles in the institution's fleet :**

32

### **Diesel-electric, non-plug-in hybrid vehicles in the institution's fleet :**

0

### **Plug-in hybrid vehicles in the institution's fleet :**

2

### **100 percent electric vehicles in the institution's fleet :**

2

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

0

**Hydrogen fueled vehicles in the institution's fleet :**

0

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

1

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

52

**Total number of vehicles in the institution's fleet, including all of the above :**

2622

# Student Commute Modal Split

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

---

## Criteria

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

---

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

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

90.30

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

9.70

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

54.80

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

1.10

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

33.20

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

0.40

**The website URL where information about alternative transportation is available :**

<http://www.fs.uiuc.edu/campuservices/tdm/tdm.cfm>



# Employee Commute Modal Split

---

## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

---

## Criteria

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

---

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

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

37.90

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

62.10

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

15.40

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

9.50

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

9.30

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

0.40

### **The website URL where information about alternative transportation is available :**

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# Bicycle Sharing

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**Responsible Party**

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

---

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

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

Yes

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

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

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

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## Facilities for Bicyclists

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### Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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

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

Yes

**A brief description of the facilities :**

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

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

[http://business.illinois.edu/instructional\\_facility/](http://business.illinois.edu/instructional_facility/)

# Bicycle and Pedestrian Plan

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

---

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

## Has the institution developed a bicycle plan? :

Yes

## A brief description of the plan :

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

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

<http://www.uocpres.uillinois.edu/resources/uiucplan>

# Mass Transit Programs

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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

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

Yes

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

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

## The website URL where information about the program is available :

<http://www.cumtd.com/>

## Condensed Work Week

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**Responsible Party**

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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

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

No

**A brief description of the program :**

na

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

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# Telecommuting

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**Responsible Party**

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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

**Does the institution offer a telecommute program for employees? :**

No

**A brief description of the program :**

NA

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

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## Carpool/Vanpool Matching

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**Responsible Party**

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

---

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

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

No

**A brief description of the program :**

NA

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

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## Cash-out of Parking

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**Responsible Party**

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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

**Does the institution allow commuters to cash out of parking spaces (i.e., it pays employees who do not drive to work)?**

:

No

**A brief description of the program :**

NA

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

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## Carpool Discount

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**Responsible Party**

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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

**Does the institution offer reduced parking fees for car and van poolers? :**

No

**A brief description of the program :**

NA

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

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## Local Housing

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**Responsible Party**

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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

**Does the institution have incentives or programs to encourage employees to live close to campus? :**

No

**A brief description of the incentives or programs :**

na

**The website URL where information about the incentives or programs is available :**

---

# Prohibiting Idling

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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

## Has the institution adopted a policy prohibiting idling? :

Yes

## A brief description of the policy :

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

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

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

## The website URL where information about the policy is available :

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## Car Sharing

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**Responsible Party**

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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

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

Yes

**A brief description of the program :**

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

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

<http://www.zipcar.com/>

# Waste

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

<b>Credit</b>
Waste Reduction
Waste Diversion
Construction and Demolition Waste Diversion
Electronic Waste Recycling Program
Hazardous Waste Management
Materials Exchange
Limiting Printing
Materials Online
Chemical Reuse Inventory
Move-In Waste Reduction
Move-Out Waste Reduction

# Waste Reduction

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

---

## Criteria

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

Total waste generation includes all materials recycled, composted, and disposed of as trash except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

---

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

### Weight of materials recycled, 2005 baseline year :

5040 Tons

### Weight of materials composted, 2005 baseline year :

5032.50 Tons

### Weight of materials disposed as garbage, 2005 baseline year :

4992 Tons

### Weight of materials recycled, performance year :

5232 Tons

### Weight of materials composted, performance year :

0 Tons

### Weight of materials disposed as garbage, performance year :

3850 Tons

### List the start and end dates of the waste reduction performance year :

7/1/2010 to 6/30/2011

### On-campus residents, 2005 :

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



9046

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

40005

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

2102

**On-campus residents, performance year :**

11614

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

39853

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

2882

**Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with waste reduction performance year) :**

August 2010 to July 2011

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

Yes

**A brief description of the plan of action to achieve waste reduction goals :**

Illinois' Climate Action plan calls for an increased waste diversion rate of 75% by 2020

**The website URL where information about the institution's waste reduction initiatives is available :**

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

# Waste Diversion

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

---

## Criteria

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

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

---

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

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

5758.35 Tons

## Materials disposed in a solid waste landfill or incinerator :

5139.13 Tons

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

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# Construction and Demolition Waste Diversion

---

## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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## Criteria

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

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

---

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

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

865 Tons

## Amount of construction and demolition materials landfilled or incinerated :

2900 Tons

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

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# Electronic Waste Recycling Program

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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## Criteria

### *Part 1*

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

### *Part 2*

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

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

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

Yes

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

Yes

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

All institutions electronic waste is disposed of responsible in accordance with State Code.

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

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

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

Partnerships with local vendors have developed recurring collection events for student and community electronic waste.

**The website URL where information about the e-waste recycling program is available :**

---

# Hazardous Waste Management

## Criteria

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

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

## Materials Exchange

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

## Limiting Printing

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



## Materials Online

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

# Chemical Reuse Inventory

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

## Move-In Waste Reduction

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**Responsible Party**

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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

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

Yes

**A brief description of the program :**

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

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

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## Move-Out Waste Reduction

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**Responsible Party**

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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

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

Yes

**A brief description of the program :**

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

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

---

# Water

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

<b>Credit</b>
Water Consumption
Stormwater Management
Waterless Urinals
Building Water Metering
Non-Potable Water Usage
Xeriscaping
Weather-Informed Irrigation

# Water Consumption

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

---

## Criteria

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

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

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

## Water consumption, 2005 baseline year :

1470345000 Gallons

## Water consumption, performance year :

1054342000 Gallons

## List the start and end dates of the water consumption performance year :

7/1/2010 to 6/30/2011

## On-campus residents, 2005 :

9046

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

40005

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

2102

## On-campus residents, performance year :

11614

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

39853

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

**Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with water consumption performance year) :**

7/1/2009 to 6/30/2010

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

Yes

**A brief description of the plan of action to achieve water use reduction goals :**

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

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# Stormwater Management

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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## Criteria

### **Part 1**

Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

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

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

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

### **Part 2**

Institution has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

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

Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for this credit.

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

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

Yes

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

Yes



**A brief description of the institution's stormwater management initiatives :**

Stormwater is simply rainwater and snowmelt. It's important on our campus because stormwater takes pollutants on the ground and transport them via the storm drain to our creeks and rivers. The University's Storm Water Management Program is designed to minimize this pollution and improve water quality in our receiving streams.

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

<http://www.fs.uiuc.edu/stormwatermanagement/about.html>

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

Yes

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

Business Instructional Facility and Yeh Student Center

**Does the institution have porous paving? :**

Yes

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

On the southeast corner of the intersection of Fifth and Chalmers, the new part of Lot C-8/9. It is porous asphalt.

**Does the institution have retention ponds? :**

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**A brief description of the institution's retention ponds :**

Dorner Drive

**Does the institution have stone swales? :**

No

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

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**Does the institution have vegetated swales? :**

No

**A brief description of the institution's vegetated swales :**

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

---

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

Yes

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

Raingardens

# Waterless Urinals

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

# Building Water Metering

---

**Responsible Party**

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

---

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

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

Yes

**A brief description of the water metering employed :**

Each building has at least one flow meter attached for the purpose of measuring usage.

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

100

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

---

## Non-Potable Water Usage

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

## Xeriscaping

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

# Weather-Informed Irrigation

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

# Planning, Administration & Engagement

## Coordination and Planning

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution's priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

<b>Credit</b>
Sustainability Coordination
Strategic Plan
Physical Campus Plan
Sustainability Plan
Climate Action Plan



# Sustainability Coordination

---

## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

---

## Criteria

Institution has a sustainability committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus.

The committee, office, and/or coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

---

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

## Does the institution have a sustainability committee? :

Yes

## The charter or mission statement of the committee or a brief description of the committee's purview and activities :

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

## Members of the committee, including affiliations :

Dr. Phyllis Wise, Chair  
Vice President and Chancellor

Ravi Iyer  
Interim Vice Chancellor for Research

Renee Romano  
Vice Chancellor for Student Affairs

James Schroeder  
Vice Chancellor for Institutional Advancement

Richard Wheeler  
Interim Vice Chancellor for Academic Affairs and Provost

Ruth Watkins  
Dean, College of Liberal Arts and Sciences

Barbara Minsker  
Associate Provost Fellow and Professor Civil and Environmental Engineering

William Shilts  
Executive Director, Prairie Research Institute

Marika Nell  
Student Sustainability Committee

Kevin Wolz  
Student Sustainability Committee

Pradeep Khanna  
Associate Chancellor, Acting Director, Office of Sustainability

Jack Dempsey  
Executive Director, Facilities and Services

Stephanie Lage  
Assistant to the Director, Office of Sustainability

**The website URL where information about the sustainability committee is available :**

<http://sustainability.illinois.edu/council.html>

**Does the institution have a sustainability office? :**

Yes

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

The Office of Sustainability provides operational leadership for the numerous initiatives under way on campus. For example, the Office works with campus units, student groups, and community partners to develop and promote engagement activities and enhance communication about sustainability initiatives.

**The number of people employed in the sustainability office :**

4

**The website URL where information about the sustainability office is available :**

<http://sustainability.illinois.edu/staff.html>

**Does the institution have a sustainability coordinator? :**

Yes

**Sustainability coordinator's name :**

Stephanie Lage

**Sustainability coordinator's position title :**

Assistant to the Director

**A brief description of the sustainability coordinator's position :**

Coordinator develops and implements educational and outreach activities to education and motivate behavior change. Also tracks and reports on progress toward sustainability goals.

**The website URL where information about the sustainability coordinator is available :**

---

## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

---

## Criteria

Institution's current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in *PAE Credit 3: Physical Campus Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 5: Sustainability Plan*) counts for this credit.

---

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

## Year the strategic plan or equivalent was completed or adopted :

2007

## Does the institution's strategic plan or equivalent guiding document include the environmental dimensions of sustainability at a high level? :

Yes

## A brief description of how the strategic plan or amendment addresses the environmental dimensions of sustainability :

Illinois Sustainable Energy and the Environment Initiative

The Goal

Secure the economic future of the state and the nation by shaping the national research agenda, application, and stewardship of our most vital resources: energy, water, and land. We will use our unique interdisciplinary strengths in science and technology, economics, the humanities, and social sciences to develop, then demonstrate radical new technologies, practices, and policies that reduce reliance on non-renewable resources and encourage prudent use of renewable resources. This goal encompasses basic and applied research, education of students and members of the broader community, and engagement with public and private partners to encourage a sustainable world.

## Does the institution's strategic plan or equivalent guiding document include the social dimensions of sustainability at

**a high level? :**

Yes

**A brief description of how the strategic plan or amendment addresses the social dimensions of sustainability :**

Illinois Sustainable Energy and the Environment Initiative

The Goal

Secure the economic future of the state and the nation by shaping the national research agenda, application, and stewardship of our most vital resources: energy, water, and land. We will use our unique interdisciplinary strengths in science and technology, economics, the humanities, and social sciences to develop, then demonstrate radical new technologies, practices, and policies that reduce reliance on non-renewable resources and encourage prudent use of renewable resources. This goal encompasses basic and applied research, education of students and members of the broader community, and engagement with public and private partners to encourage a sustainable world.

**Does the institution's strategic plan or equivalent guiding document include the economic dimensions of sustainability at a high level? :**

Yes

**A brief description of how the strategic plan or amendment addresses the economic dimensions of sustainability :**

Illinois Sustainable Energy and the Environment Initiative

The Goal

Secure the economic future of the state and the nation by shaping the national research agenda, application, and stewardship of our most vital resources: energy, water, and land. We will use our unique interdisciplinary strengths in science and technology, economics, the humanities, and social sciences to develop, then demonstrate radical new technologies, practices, and policies that reduce reliance on non-renewable resources and encourage prudent use of renewable resources. This goal encompasses basic and applied research, education of students and members of the broader community, and engagement with public and private partners to encourage a sustainable world.

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

<http://strategicplan.illinois.edu/documents.html>

# Physical Campus Plan

## Criteria

Institution's current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in *PAE Credit 2: Strategic Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 4: Sustainability Plan*) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution's entire physical campus are eligible for this credit.

---

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

# Sustainability Plan

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

---

## Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by *PAE Credit 5: Climate Plan*, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

---

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

## Does the institution have a sustainability plan that meets the criteria for this credit? :

Yes

## A brief description of how multiple stakeholder groups were involved in developing the plan :

The Strategic Opportunity in Global Sustainability Challenges: A Vision for the University of Illinois at Urbana-Champaign was developed through a series of interviews and roundtable discussions of faculty, staff, students and community members.

## A brief description of the plan's measurable goals :

Improve cross-disciplinary engagement; create and implement a sustainable operations plan; infuse sustainability into the campus culture through educational programs.

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

Task forces were formed to implement this vision. The Climate Action Plan has been prepared and submitted; and new education and outreach programs are implemented regularly to affect behavior change

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

<http://sustainability.illinois.edu/vision.html>

## The year the plan was developed or last updated :

STARS Reporting Tool | AASHE | Sierra Magazine





# Climate Action Plan

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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## Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution's administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward *PAE Credit 4: Sustainability Plan*.

---

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

## Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit? :

Yes

## A brief summary of the climate plan's long-term goals :

Carbon Neutrality by 2050

energy use and emissions reduction: 40% by 2025

Water reduction: 40% by 2025

Waste Diversion: 75% by 2020

## A brief summary of the climate plan's short-term goals :

energy reduction: 20% by 2015

energy emissions: 15% by 2015

water reduction: 20% by 2020

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

2010

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

---

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

1, 2 and 3

**The reduction level (percentage) institution has committed to :**

40%

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

June 30, 2008

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

560981.3

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

June 30, 2025

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

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

# Diversity and Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

<b>Credit</b>
Diversity and Equity Coordination
Measuring Campus Diversity Culture
Support Programs for Underrepresented Groups
Support Programs for Future Faculty
Affordability and Access Programs
Gender Neutral Housing
Employee Training Opportunities
Student Training Opportunities

## Diversity and Equity Coordination

### Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus.

---

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

# Measuring Campus Diversity Culture

## Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

---

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

## Support Programs for Underrepresented Groups

### Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

---

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

# Support Programs for Future Faculty

## Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

# Affordability and Access Programs

## Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education such as the federal TRIO programs
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

---

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



# Gender Neutral Housing

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

## Employee Training Opportunities

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

## Student Training Opportunities

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

# Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

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

<b>Credit</b>
Sustainable Compensation
Employee Satisfaction Evaluation
Staff Professional Development in Sustainability
Sustainability in New Employee Orientation
Employee Sustainability Educators Program
Childcare
Employee Wellness Program
Socially Responsible Retirement Plan

# Sustainable Compensation

## Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

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

---

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

# Employee Satisfaction Evaluation

## Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

---

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

# Staff Professional Development in Sustainability

## Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training *available* to all staff.

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

The following training opportunities are not sufficient for this credit:

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

---

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

# Sustainability in New Employee Orientation

## Criteria

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

---

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



# Employee Sustainability Educators Program

## Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

---

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

# Childcare

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

## Employee Wellness Program

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

## Socially Responsible Retirement Plan

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.

<b>Credit</b>
Committee on Investor Responsibility
Shareholder Advocacy
Positive Sustainability Investments
Student-Managed Sustainable Investment Fund
Sustainable Investment Policy
Investment Disclosure

# Committee on Investor Responsibility

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

---

## Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

---

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

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

:

Yes

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

### Responsibilities

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

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

The investment function is centralized in Treasury Operations. The Vice President/Chief Financial Officer and Comptroller has delegated to the Senior Assistant Vice President for Treasury Operations the authority and responsibility to develop, and, after necessary consultations, disseminate guidelines and procedures regarding the investment of University funds. The Senior Assistant Vice President for Treasury Operations is also authorized to develop, install, and oversee the operations of suitable business systems to accomplish this

function. The Senior Assistant Vice President for Business and Finance or delegate is responsible for the security and administration of University bank accounts. The Senior Director of Treasury Operations is responsible for the daily management of University bank balances and general oversight of EFT activity. Requests for exceptions to approved investment policies should be addressed to the Comptroller.

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

The Policy for Management of University Endowment Farms became effective January 19, 2006. The University of Illinois Endowment and Non-Endowment Farms are managed by Treasury Operations, Agricultural Property Services.

**Members of the CIR, including affiliations :**

Members of the University of Illinois Board of Trustees

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

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

<http://www.uillinois.edu/trustees/committees/audit-finance-and-facilities.cfm>

# Shareholder Advocacy

## Criteria

There are two possible approaches to earning this credit.

1) Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but \$2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

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



# Positive Sustainability Investments

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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## Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

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

## Total value of the investment pool :

2091597782 US/Canadian \$

## Value of holdings in sustainable industries, such as renewable energy or sustainable forestry :

0 US/Canadian \$

## Value of holdings in businesses selected for exemplary sustainability performances :

0 US/Canadian \$

## Value of holdings in sustainability investment funds, such as a renewable energy investment fund :

0 US/Canadian \$

## Value of holdings in community development financial institutions (CDFIs) :

0 US/Canadian \$

## Value of holdings in socially responsible mutual funds with positive screens :

28413522 US/Canadian \$

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

U.S. Small-Mid Cap Value Portfolio

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

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## Student-Managed Sustainable Investment Fund

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

# Sustainable Investment Policy

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**Responsible Party**

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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

**Does the institution have a policy, practice or directive to consider the social and/or environmental impacts of investment decisions, in addition to financial considerations? :**

No

**A brief description of the sustainable investment policy :**

NA

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

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## Investment Disclosure

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**Responsible Party**

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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

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

Yes

**A brief description of the institution's investment disclosure practices :**

Available via Freedom of Information Act requests.

**The website URL where information about investment disclosure available :**

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# Public Engagement

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

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

# Community Sustainability Partnerships

## Criteria

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

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

# Inter-Campus Collaboration on Sustainability

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## Responsible Party

**Stephanie Lage**  
Asst. to Director  
Office of Sustainability

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## Criteria

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

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

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

Yes

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

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

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

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

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

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

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

[http://sustainability.illinois.edu/about\\_overview.html](http://sustainability.illinois.edu/about_overview.html)



# Sustainability in Continuing Education

## Criteria

### *Part 1*

Institution offers continuing education courses that are focused on or related to sustainability.

Courses that can be taken for academic credit are not included in this credit. They are covered by the *Curriculum* subcategory.

### *Part 2*

Institution has a sustainability-related certificate program through its continuing education or extension department.

---

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

# Community Service Participation

## Criteria

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

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

---

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

# Community Service Hours

## Criteria

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

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

---

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

# Sustainability Policy Advocacy

## Criteria

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

The policy advocacy must be done by the institution, not by students or a student group.

---

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

# Trademark Licensing

## Criteria

### *Part 1*

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

### *Part 2*

Institution has signed on to participate in the Designated Suppliers Program.

---

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

# Graduation Pledge

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

# Community Service on Transcripts

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

## Farmers' Market

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



# Innovation

## Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

<b>Credit</b>
Innovation 1
Innovation 2
Innovation 3
Innovation 4

# Innovation 1

## Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
- 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
- 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
- 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
- 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
- 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
- 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
- 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
- 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
- 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

---

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

## Innovation 2

### Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
- 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
- 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
- 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
- 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
- 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
- 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
- 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
- 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
- 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

---

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

## Innovation 3

### Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
- 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
- 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
- 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
- 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
- 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
- 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
- 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
- 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
- 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

---

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, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
- 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
- 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
- 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
- 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
- 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
- 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
- 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
- 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
- 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

# Supplemental

## Supplemental Data

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

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

## New Student Orientation

### Criteria

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

---

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

## Food Education

### Criteria

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

---

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



# Food and Beverage Purchases

## Criteria

Institution provides details of its food and beverage purchases.

---

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

# Confinement-Free Food Purchases

## Criteria

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

---

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

## Vegetarian-Fed Food Purchases

### Criteria

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

---

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

## Hormone-Free Food Purchases

### Criteria

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

---

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

## Seafood Purchases

### Criteria

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

---

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

# Dishware

## Criteria

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

---

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

## Energy Initiatives

### Criteria

Institution provides details about its energy initiatives.

---

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

## Energy Use by Type

### Criteria

Institution reports its energy use by type.

---

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



# Procurement

## Criteria

Institution provides details about its procurement efforts.

---

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

## Bike Sharing

### Criteria

Institution reports the number of bicycles available through bike sharing programs.

---

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

## Water Initiatives

### Criteria

Institution provides details about its water initiatives.

---

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

# Endowment

## Criteria

Institution provides details about its endowment.

---

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

# Sustainability Staffing

## Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

---

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