

Administration

Sustainability Policies

1) Does your school have its own formal sustainability policy and/or sustainability plan? Check all that apply.

[Additional Information](#)

No

Yes, a sustainability policy. Please describe and provide the URL below:

Yes, a sustainability plan. Please describe and provide the URL below:

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

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

2) Has the president of your institution signed any commitments related to environmental stewardship and/or greenhouse gas reductions? Check all that apply.

None

American College and University Presidents' Climate Commitment (ACUPCC)

Talloires Declaration

Other. Please describe:

3) Is there a sustainability component in your institution's master plan and/or strategic plan? Check all that apply.

[Additional Information](#)

No

Yes, in the master plan. Please describe and provide the URL below:

Yes, in the strategic plan. Please describe and provide the URL below:

<http://www.uocpres.uillinois.edu/docs/UIUC/guidelns/UIUCdg.pdf>

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

Administrative Committees

4) Does your school have any administrative councils, committees or task forces that advise on and/or implement sustainability policies and programs?

*You may provide detailed information for up to three committees. If you have one advisory committee that is broken down into subcommittees, please indicate that you have **one** committee and answer the questions on the following page for the entire committee (the sum of data for all subcommittees).*

No

Yes. Please provide the number of committees:

Save and Continue >>

Committee I

5) Please provide the name of the committee and note the number of meetings held since August 2009.

Committee name:

Number of meetings:

6) Please provide the number of stakeholder representatives on the committee.

When providing the data on each stakeholder group, you should provide the total number across all subcommittees (you do not need to break down individual tallies for subcommittees).

	Number of representatives
Administrators	<input type="text" value="8"/>
Faculty	<input type="text" value="3"/>
Staff	<input type="text" value="1"/>
Students	<input type="text" value="1"/>
Other. Please describe.	<input type="text"/>

7) Please provide the name of the chair(s) of the committee for the 2009-2010 academic year, and indicate which stakeholder group the chair(s) represents.

Name of chair(s):	Position(s):
<input type="text" value="Robert Easter"/>	Administrator <input type="checkbox"/>
<input type="text"/>	Select: <input type="checkbox"/>
<input type="text"/>	Select: <input type="checkbox"/>

8) To whom does the committee report?

President/Chancellor

Vice President/Vice Chancellor

Other, describe:

9) Please indicate the key issues/programs that the committee has addressed or implemented since August 2009. For each issue addressed, please indicate and describe progress made.

"Moderate" progress indicates that issues were discussed thoroughly and projects are in the early stages of planning. "Significant" progress indicates that new policies or programs were implemented, or are in the final stages of planning and approval.

Click on the issue name to see examples of programs or initiatives.

	Addressed	Progress	Description
Academics	<input checked="" type="checkbox"/>	Significant <input type="checkbox"/>	<input type="text"/>
Administration	<input type="checkbox"/>	Select: <input type="checkbox"/>	<input type="text"/>
Climate	<input checked="" type="checkbox"/>	Select: <input type="checkbox"/>	<input type="text"/>

<u>Endowment</u>	<input type="checkbox"/>	Select:	<input type="text"/>
<u>Energy</u>	<input checked="" type="checkbox"/>	Select:	<input type="text"/>
<u>Food</u>	<input checked="" type="checkbox"/>	Select:	<input type="text"/>
<u>Green Building</u>	<input checked="" type="checkbox"/>	Select:	<input type="text"/>
<u>Student Involvement</u>	<input checked="" type="checkbox"/>	Select:	<input type="text"/>
<u>Transportation</u>	<input checked="" type="checkbox"/>	Select:	<input type="text"/>
<u>Waste Reduction</u>	<input checked="" type="checkbox"/>	Select:	<input type="text"/>
<u>Water</u>	<input checked="" type="checkbox"/>	Select:	<input type="text"/>
<u>Other</u>	<input type="checkbox"/>	Select:	<input type="text"/>

Committee II

5b) Please provide the name of the committee and note the number of meetings held since August 2009.

Committee name:

Number of meetings:

6b) Please provide the number of stakeholder representatives on the committee.

When providing the data on each stakeholder group, you should provide the total number across all subcommittees (you do not need to break down individual tallies for subcommittees).

	Number of representatives
Administrators	<input type="text"/>
Faculty	<input type="text"/>
Staff	<input type="text"/>
Students	<input type="text"/>
Other. Please describe.	<input type="text"/>

7b) Please provide the name of the chair(s) of the committee for the 2009-2010 academic year, and indicate which stakeholder group the chair(s) represents.

Name of chair(s):	Position(s):
<input type="text"/>	Select: <input type="text"/>
<input type="text"/>	Select: <input type="text"/>
<input type="text"/>	Select: <input type="text"/>

8b) To whom does the committee report?

- President/Chancellor
- Vice President/Vice Chancellor

Other, describe:

9b) Please indicate the key issues/programs that the committee has addressed or implemented since August 2009. For each issue addressed, please indicate and describe progress made.

"Moderate" progress indicates that issues were discussed thoroughly and projects are in the early stages of planning. "Significant" progress indicates that new policies or programs were implemented, or are in the final stages of planning and approval.

Click on the issue name to see examples of programs or initiatives.

	Addressed	Progress	Description
Academics	<input type="checkbox"/>	Select: <input type="checkbox"/>	<input type="text"/>
Administration	<input type="checkbox"/>	Select: <input type="checkbox"/>	<input type="text"/>
Climate	<input type="checkbox"/>	Select: <input type="checkbox"/>	<input type="text"/>
Endowment	<input type="checkbox"/>	Select: <input type="checkbox"/>	<input type="text"/>
Energy	<input type="checkbox"/>	Select: <input type="checkbox"/>	<input type="text"/>
Food	<input type="checkbox"/>	Select: <input type="checkbox"/>	<input type="text"/>
Green Building	<input type="checkbox"/>	Select: <input type="checkbox"/>	<input type="text"/>
Student Involvement	<input type="checkbox"/>	Select: <input type="checkbox"/>	<input type="text"/>
Transportation	<input type="checkbox"/>	Select: <input type="checkbox"/>	<input type="text"/>
Waste Reduction	<input type="checkbox"/>	Select: <input type="checkbox"/>	<input type="text"/>
Water	<input type="checkbox"/>	Select: <input type="checkbox"/>	<input type="text"/>
Other	<input type="checkbox"/>	Select: <input type="checkbox"/>	<input type="text"/>

Committee III

5c) Please provide the name of the committee and note the number of meetings held since August 2009.

Committee name:

Number of meetings:

6c) Please provide the number of stakeholder representatives on the committee.

When providing the data on each stakeholder group, you should provide the total number across all subcommittees (you do not need to break down individual tallies for subcommittees).

	Number of representatives
Administrators	<input type="text"/>
Faculty	<input type="text"/>
Staff	<input type="text"/>
Students	<input type="text"/>
Other. Please describe.	<input type="text"/>

7c) Please provide the name of the chair(s) of the committee for the 2009-2010 academic year, and indicate which stakeholder group the chair(s) represents.

Name of chair(s):	Position(s):
<input type="text"/>	Select: <input type="button" value="Select"/>
<input type="text"/>	Select: <input type="button" value="Select"/>
<input type="text"/>	Select: <input type="button" value="Select"/>

8c) To whom does the committee report?

President/Chancellor

Vice President/Vice Chancellor

Other, describe:

9c) Please indicate the key issues/programs that the committee has addressed or implemented since August 2009. For each issue addressed, please indicate and describe progress made.

"Moderate" progress indicates that issues were discussed thoroughly and projects are in the early stages of planning.
"Significant" progress indicates that new policies or programs were implemented, or are in the final stages of planning and approval.

Click on the issue name to see examples of programs or initiatives.

	Addressed	Progress	Description
Academics	<input type="checkbox"/>	Select: <input type="button" value="Select"/>	<input type="text"/>
Administration	<input type="checkbox"/>	Select: <input type="button" value="Select"/>	<input type="text"/>
Climate	<input type="checkbox"/>	Select: <input type="button" value="Select"/>	<input type="text"/>
Endowment	<input type="checkbox"/>	Select: <input type="button" value="Select"/>	<input type="text"/>
Energy	<input type="checkbox"/>	Select: <input type="button" value="Select"/>	<input type="text"/>
Food	<input type="checkbox"/>	Select: <input type="button" value="Select"/>	<input type="text"/>
Green Building	<input type="checkbox"/>	Select: <input type="button" value="Select"/>	<input type="text"/>
Student Involvement	<input type="checkbox"/>	Select: <input type="button" value="Select"/>	<input type="text"/>
Transportation	<input type="checkbox"/>	Select: <input type="button" value="Select"/>	<input type="text"/>
Waste Reduction	<input type="checkbox"/>	Select: <input type="button" value="Select"/>	<input type="text"/>
Water	<input type="checkbox"/>	Select: <input type="button" value="Select"/>	<input type="text"/>
Other	<input type="checkbox"/>	Select: <input type="button" value="Select"/>	<input type="text"/>

Office or Department

10) Does your school have an office or department exclusively dedicated to furthering sustainability on campus? Please note: this does not include academic programs focused on sustainability.

Please provide the number of staff in the office in terms of full-time equivalent (FTE). FTE for a full-time staff member would be 1, FTE for a half-time staff member would be 0.5.

- No
- Yes. Please provide details below.

Office name:

Year created:

Description:

Number of staff in office (in FTE):

Sustainability Staff

Please provide your answers to questions 11-12 in terms of full-time equivalent (FTE). For example, FTE for a half-time staff member would be 0.5.

11) Does your school employ a sustainability coordinator, director, or manager?

Your response may include faculty/staff who, in addition to their regular responsibilities, are devoted to overseeing campus sustainability initiatives (similar to the responsibilities of a full-time sustainability coordinator). For those faculty/staff partially devoted to sustainability work, please indicate time allotted for sustainability efforts in full-time equivalent (FTE).

- No
- Yes. Please provide details below.

Title	Department	Time worked (in FTE)	Job description
Director	Office of Sustainability	1.0	

12) Please list the titles and a brief job description for all other full- and part-time staff who are engaged in planning, implementing or managing sustainability initiatives on your campus (e.g. Assistant Sustainability Coordinator, Food Services Sustainability Coordinator, Green Office Program Manager).

Your response may include faculty/staff who, in addition to their regular responsibilities, are devoted to overseeing campus sustainability initiatives (similar to the responsibilities of a full-time sustainability coordinator). For those faculty/staff partially devoted to sustainability work, please indicate time allotted for sustainability efforts (in FTE). Your response may include graduate assistants.

Your response should exclude academic researchers, administrative assistants, technical support staff, and recycling/compost collections staff. Your response should also exclude information about undergraduate student interns and student employees. This information should be provided in the Student Involvement section of the survey (questions 56-61).

Title	Department	Time worked (in FTE)	Job description
Sustainability Co	Facilities & Services	1.0	
Assoc Provost F	Provost's Office	.5	
Energy Services	Facilities & Services	1.0	
Transportation D	Facilities & Services	1.0	
Sr. Asst Dir, Dini	Housing	.50	
Manager	Sustainable Student Farr	1.0	
Assoc Dir, Garag	Facilities & Services	.50	
Retrocommission	Facilities & Services	4.0	

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Website

13) Does your school have a website detailing its sustainability initiatives?

- No
- Yes. Please provide URL:

Green Purchasing

14) Does your school have a formal green purchasing policy?

[Additional Information](#)

- No
- Yes. Please indicate the areas to which your policy pertains, and whether purchase is required or encouraged:

	Required	Encouraged
Appliances	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Cleaning products	<input type="checkbox"/>	<input type="checkbox"/>
Computers/electronics	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lighting	<input type="checkbox"/>	<input type="checkbox"/>
Office Supplies	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Paper products	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reducing packing for purchases	<input type="checkbox"/>	<input type="checkbox"/>
Other. Please describe below.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Soybased ink - required
 Vehicles meet min avg fuel economy - required

15) Please indicate in which categories you regularly purchase ENERGY STAR qualified products. Check all that apply. If possible, provide the percentage of products purchased that are ENERGY STAR qualified for each category.

[Additional Information](#)

	Percentage purchased	Description
<input checked="" type="checkbox"/> Appliances	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Building products	<input type="text"/>	<input type="text"/>
<input checked="" type="checkbox"/> Computers/electronics	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Heating and cooling	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Lighting and fans	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Plumbing	<input type="text"/>	<input type="text"/>

Additional comments:

16) Does your school purchase environmentally preferable paper products (e.g., 100 percent post-consumer recycled content, certified by the Forest Stewardship Council)?

[Additional Information](#)

- No

Yes. Please provide details below:

For each of the items below, please indicate the percentage of purchases that contain post-consumer recycled content, are chlorine-free processed, and/or are Forest Stewardship Council (FSC) certified. Please provide approximate data, to the best of your ability, if your institution uses a decentralized purchasing structure.

	Percentage post-consumer recycled content	Percentage Forest Stewardship Council certified	Percentage chlorine-free processed	Description
Envelopes	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Facial tissues	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Napkins	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Notepads	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Officer paper	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Paper towels	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other. Please describe.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Additional comments:

17) Does your school purchase computers or electronics that are Electronic Product Environmental Assessment Tool (EPEAT) certified?

Additional Information

- No
- Yes. Describe below:

Please indicate the portion of computer or electronics purchases that are EPEAT certified. Please provide the percentage of overall purchase of each product that are EPEAT certified, where data are available. Note which products have been purchased in the "Product description" column.

Product	Portion purchased	Percentage of overall electronics purchases	Product description (e.g. computers, printers)
Product 1	Select: <input type="text"/>	<input type="text"/>	<input type="text"/>
Product 2	Select: <input type="text"/>	<input type="text"/>	<input type="text"/>
Product 3	Select: <input type="text"/>	<input type="text"/>	<input type="text"/>

Funding Mechanisms

18) What mechanisms does your school use to fund sustainability projects on campus? Check and describe all that apply. If no specific mechanisms are in place, indicate as such and move on to question 19.

Data collected for this question is for informational purposes only and will not be evaluated for grading.

No specific mechanisms are in place.

- Alumni green fund
- Capital budget
- Endowment investment in on-campus sustainability projects

Description:

Campus Wind fund
<input type="text"/>
<input type="text"/>

- Operating budget
- Revolving loan fund for sustainability projects
- Student green fee
- Other. Describe:

Employee Outreach Opportunities

19) What programs does your school facilitate that encourage sustainable behavioral change among departments, offices, faculty and staff? Check all that apply.

Additional Information

Description:

- Departmental sustainability liaisons
- Green office certification program
- Green office tips posted online or on staff bulletin boards
- Incorporation of sustainability issues into new employee orientation
- Other

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Climate Change & Energy

Please note: Unless otherwise indicated, when providing data about greenhouse gas emissions levels, please provide data based on scopes 1 & 2 emissions. Scope 1 emissions refer to GHG emissions directly resulting from sources owned or operated by the institution (e.g. on-campus combustion of fossil fuels, emissions from campus vehicles). Scope 2 emissions refer to emissions generated indirectly due to the production of electricity that the institution consumes. Scope 3 emissions refer to all other indirect emissions that result from activities of the institution (e.g. employee travel).

Greenhouse Gas Inventory

20) Has your school completed a greenhouse gas (GHG) emissions inventory? Please check all that apply.

The year the inventory was started (rather than ended) should be the year of the inventory. For example, if you began an inventory in June 2008, this would be your 2008 inventory.

- No
- In progress. Please describe status and provide estimated completion date:

Yes. Please provide total annual GHG emissions (Scopes 1 & 2, as well as scopes 1, 2 & 3 in metric tons of CO2e). Include the start date for each year as well as the URL to each inventory, if available online, or attach the document.

	Start date	Emissions level (Scopes 1 & 2)	Emissions level (Scopes 1, 2 & 3)	URL	Notes
2009	<input type="text" value="7/1/2008"/>	<input type="text" value="487,753.10"/>	<input type="text" value="553,795.50"/>	<input type="text"/>	<input type="text"/>
2008	<input type="text" value="7/7/07"/>	<input type="text" value="498,585.50"/>	<input type="text" value="569,626.00"/>	<input type="text"/>	<input type="text"/>
2007	<input type="text" value="7/1/06"/>	<input type="text" value="490,738.90"/>	<input type="text" value="560,242.10"/>	<input type="text"/>	<input type="text"/>
2006	<input type="text" value="7/1/2005"/>	<input type="text" value="442,845.40"/>	<input type="text" value="509,176.50"/>	<input type="text"/>	<input type="text"/>
2005	<input type="text" value="7/1/2004"/>	<input type="text" value="437,851.60"/>	<input type="text" value="500,733.10"/>	<input type="text"/>	<input type="text"/>

Allowed file type(s): .csv,.doc,.docx,.ppt,.xls,.xlsx,.pptx

Commitment to Greenhouse Gas Emissions Reduction

21) Has your school made a commitment to reduce GHG emissions a specific amount by a target year?

The commitment should be to reducing actual campus greenhouse gas emissions, and does not include offsets or renewable energy credits (purchase of RECs is addressed in question 31). For example, if the university is committed to reaching carbon neutrality by 2030, and aims to do so by reducing campus emissions by 50 percent and buying offsets for the remaining 50 percent, you would indicate "50%" as the reduction level.

- No
- Yes. Please list details below:

Reduction level (percentage):

Baseline year:

Baseline emissions level:

Target year:

Additional comments:

Realized Greenhouse Gas Emissions Reductions

22) Has your school achieved a reduction in GHG emissions? Answer should be based on scopes 1 & 2 emissions.

Please indicate whether your school has achieved **actual** reductions in greenhouse gas emissions. This does not include the purchase of carbon offsets or renewable energy credits. (Purchase of RECs is considered in question 31.)

- No
- Yes. Please list details below:

Percentage reduced:

Baseline year:

Baseline emissions level:

Year achieved:

Additional comments:

23) Please provide GHG emissions figures in terms of gross square feet on campus for the past four years. Answers should be based on scopes 1 & 2 emissions.

Per-gross-square-foot emissions = Total CO₂e in metric tons / Total gross square footage of building space

The year the inventory was started (rather than ended) should be the year of the inventory. For example, if you began an inventory in June 2008, this would be your 2008 inventory.

2009:

2008:

2007:

2006:

2005:

24) Please provide GHG emissions figures per full-time student equivalent for the past four years. Answers should be based on scopes 1 & 2 emissions.

Per full-time student equivalent emissions = Total CO₂e in metric tons / Total number of full-time equivalent students.

Additional Information

The year the inventory was started (rather than ended) should be the year of the inventory. For example, if you began an inventory in June 2008, this would be your 2008 inventory.

2009:

2008:

2007:

2006:

2005:

Energy Efficiency

25) Has your school achieved a reduction in building energy consumption compared to a 2005 baseline?

- No
- Yes. Please provide details below:

Data must be provided in terms of MBtus (one thousand British thermal units).

Building energy consumption in the 2005 baseline year

Gross square feet of building space in the 2005 baseline year

Building energy consumption in the performance year (most recent year for which data are available)

Gross square feet of building space in the performance year (most recent year for which data are available)

26) Please indicate which programs or technologies your school has implemented to improve energy efficiency since 2000. Check all that apply.

Additional Information

- Cogeneration
- Temperature setbacks
- Steam trap systems

For the following technologies and programs, please indicate the percentage of possible campus building space in which they have been implemented.

	Percentage of building space
<input type="checkbox"/> Back pressure turbines	<input type="text"/>
<input checked="" type="checkbox"/> Economizers	<input type="text"/>
<input checked="" type="checkbox"/> Energy management system; building automation system, energy information system, or monitoring-based commissioning (MBCx) system	<input type="text"/>
<input type="checkbox"/> Gas-fired hydronic heating systems	<input type="text"/>
<input checked="" type="checkbox"/> Heat recovery systems	<input type="text"/>
<input checked="" type="checkbox"/> LED lighting	<input type="text"/>
<input checked="" type="checkbox"/> Lighting sensors	<input type="text"/>
<input checked="" type="checkbox"/> Metering—chilled water	<input type="text"/>
<input checked="" type="checkbox"/> Metering—electric	<input type="text"/>
<input checked="" type="checkbox"/> Metering—steam	<input type="text"/>
<input checked="" type="checkbox"/> Other energy-efficient lighting (e.g. T5 or T8)	<input type="text"/>
<input checked="" type="checkbox"/> Performing system tune-ups	<input type="text"/>
<input checked="" type="checkbox"/> Retrocommissioning of HVAC systems (buildings must have been commissioned, retrocommissioned or re-commissioned within the last 10 years)	<input type="text"/>
<input checked="" type="checkbox"/> Steam turbines	<input type="text"/>
<input checked="" type="checkbox"/> Steam-line insulation	<input type="text"/>
<input type="checkbox"/> Timers for temperature control	<input type="text"/>
<input checked="" type="checkbox"/> Variable speed drives	<input type="text"/>
<input checked="" type="checkbox"/> Vending machine sensors	<input type="text"/>
<input checked="" type="checkbox"/> Other. Please describe below.	<input type="text"/>

Demand Control Ventilation

27) What programs does your school facilitate that encourage members of the campus community to reduce energy use? Check all that apply.

Additional Information

- Audits or investigations of individual energy use
- Cash incentives for energy reductions among departments
- Energy monitoring website or dashboard displays for buildings
- Energy reduction competitions among departments and/or offices
- Fume hoods in science buildings
- Green IT policies (e.g. enabling power management)
- PR campaigns (increased/innovative signage, newsletters, slogans, saturation), demonstrations to raise awareness, pledge drives
- Trade-in or rebate programs for inefficient appliances (e.g. CFLs, refrigerators)

Other. Please describe:

Renewable Energy Generation

28) Does your school generate renewable energy?

- No
- Yes. Please provide details below.

Please check all types of renewable energy that are generated, and provide data on the percentage of your total energy consumption fulfilled by each renewable source listed. If less than one percent is fulfilled by a given source, leave percent box blank. For each type of renewable energy, please describe the production source.

Renewable energy type	Percent of total energy consumption	Production source description
Biomass	<input type="checkbox"/> <input type="text"/>	<input type="text"/>
Concentrated solar power	<input type="checkbox"/> <input type="text"/>	<input type="text"/>
Geothermal (shallow depth)	<input type="checkbox"/> <input type="text"/>	<input type="text"/>
Low-impact hydropower	<input type="checkbox"/> <input type="text"/>	<input type="text"/>
Photovoltaics	<input checked="" type="checkbox"/> < 1%	BIF Solar Arrays
Wind	<input type="checkbox"/> <input type="text"/>	<input type="text"/>
Other. Please specify below.	<input type="checkbox"/> <input type="text"/>	<input type="text"/>

29) Does your school have solar hot water systems?

- No
- Yes. Please specify number of systems and total BTUs generated annually, if available:

Number of systems:

Total BTUs generated annually:

Renewable Energy Purchase

30) What is the fuel mix of electricity purchased from the grid for your campus? Please provide the percentage for each source.

If less than one percent of a source is purchased, leave the percent box blank.

Energy source	Percent of total energy purchase
Coal	<input type="text"/>
Natural Gas	<input type="text"/>
Nuclear	<input type="text"/>
Petroleum	<input type="text"/>
Renewables (biomass, solar, wind, low-impact hydropower, photovoltaics, geothermal)	<input type="text"/>
Other. Please specify below.	<input type="text"/>

Percentage of overall electricity consumption purchased from the grid:

31) Has your school purchased electric energy from renewable sources or renewable energy credits (RECs)?

RECs and electricity from renewable sources must be Green-e Certified or meet the requirements of the Green-e standards. Additional Information

- No
- Yes. Please describe.

Date of most recent purchase:	<input type="text"/>
Length of contract:	<input type="text" value="2 years"/>
Average annual quantity (kWh):	<input type="text" value="321,541"/>
Average percentage of your total annual electric energy use that it represents:	<input type="text" value="0.073%"/>

On-Site Combustion

32) Please provide total BTUs of energy for heating and cooling generated from on-site combustion:

Total BTUs generated annually (MBtus):

33) Please list each fuel source used in on-site combustion for heating and cooling, and note the percentage of overall BTUs derived from that source:

If less than one percent of a source is produced, leave the percent box blank.

Energy source	Percent of overall BTUs
Biomass	<input type="text"/>
Coal	<input type="text" value="40"/>
Geothermal	<input type="text"/>
Natural gas	<input type="text" value="60"/>
Petroleum	<input type="text"/>
Other. Please specify below.	<input type="text"/>

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Food & Recycling

Please note: The food portion of this category and information about waste reduction in dining services is covered in a separate dining survey.

Waste Reduction

34) Please provide the following information pertaining to trends in waste generation per weighted campus user.

Additional Information

	2005 baseline year	Performance year (most recent year for which data are available)
Weighted campus users	<input type="text"/>	<input type="text"/>
Total waste generated (garbage + recycling + compost)	14,006	12,023

Recycling of Traditional Materials

35) Please indicate which traditional materials your institution recycles. Check all that apply.

Additional Information

- None
- Aluminum
- Cardboard
- Glass
- Paper
- Plastics (all)
- Plastics (some)
- Other. Please list:

36) Please indicate the campus-wide diversion rate of recyclable waste from traditional disposal.

The diversion rate should be calculated based on the diversion of traditional recyclables (paper, plastics, aluminum, cardboard, glass). Please do not include recycled electronic waste, recycled construction waste, or composted food and landscaping waste in the calculation of this figure.

The diversion rate is equal to the (total amount of traditional recycled materials) divided by the (total amount of landfill waste plus the total amount of traditional recycled materials).

%

Recycling of Electronic Waste

37) Does your institution have an electronics recycling program?

- No
- Yes. Please provide details below.

Please indicate where recycling of the following items is available for students (through receptacles on campus, recycling drives, or other means), and/or for institutional electronics waste. Check all that apply.

	For waste generated by students	For waste generated by the institution
Batteries	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Cell phones	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Computers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Light bulbs	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Printer cartridges	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other E-waste. Please list items below.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If possible, describe the organization and/or company you are using to collect your e-waste for recycling, and the environmental and social safeguards that they take in disposal:

Composting (Apart from Dining Facilities)

38) What percentage of your campus's landscaping waste is composted or mulched?

%

39) Do you provide composting receptacles around campus in locations other than dining halls (e.g., in residence halls, offices, academic buildings)?

- No
- Yes. Please indicate where composting is available:

- Academic buildings
- Offices
- Outdoors
- Residence halls

Description:

Source Reduction

40) Does your campus run any source-reduction initiatives (e.g., end-of-semester furniture or

clothing swaps and collections)?

Additional Information

No

Yes. Please check and describe all of the programs below that are in place at your institution:

	Description
<input type="checkbox"/> Limited printing	
<input checked="" type="checkbox"/> Move-in waste reduction	Dump & Run sale
<input checked="" type="checkbox"/> Move-out waste reduction	Dump & Run Sale
<input checked="" type="checkbox"/> Year-round materials exchange programs	Surplus property dept
<input type="checkbox"/> Other	

Green Building

Design and Construction

41) Does your school have a formal green building policy pertaining to design and construction for new buildings and major renovations?

Additional Information

- No
- Yes. Please describe policy and provide URL to the full policy, if available:

<http://www.fs.uiuc.edu/uiucapp/UIUCNative2.cfm>

42) Please provide the following information about LEED-certified buildings on your campus:

Additional Information

Total number of LEED-certified buildings:

	Combined gross square footage:	Building name(s):
Certified-level	<input type="text" value="0"/>	<input type="text"/>
Silver-level	<input type="text" value="0"/>	<input type="text"/>
Gold-level	<input type="text" value="0"/>	<input type="text"/>
Platinum-level	<input type="text" value="193198"/>	<input type="text" value="Business Instructional Facility"/>

43) Please provide information about campus buildings that meet LEED certification criteria but are not certified.

Additional Information

Total number of buildings that meet LEED criteria:

	Combined gross square footage:	Building name(s):
Certified-level criteria met, but not certified	<input type="text"/>	<input type="text"/>
Silver-level criteria met, but not certified	<input type="text"/>	<input type="text"/>
Gold-level criteria met, but not certified	<input type="text"/>	<input type="text"/>
Platinum-level criteria met, but not certified	<input type="text"/>	<input type="text"/>

44) Please provide information about buildings that are ENERGY STAR labeled.

Additional Information

Total number of ENERGY STAR buildings:	Building names:	Combined gross square footage:
<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>

45) Please provide information about buildings on your campus that meet the standards of other third-party green building certifications (e.g. Green Globes).

Certification type:	Total number of buildings:	Building names:	Combined gross square footage:
<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

46) For the 2009-2010 academic year, what percentage of your Institution's non-hazardous construction and demolition waste was diverted from landfills?

%

47) Please provide information about adaptive reuse projects your campus has completed since the year 2000.

Additional Information

Total number of adaptive reuse projects completed since the year 2000:

Please provide additional details for up to ten of the most comprehensive projects:

Project name	Square footage	Former use	Current use	Additional details
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

48) Please provide the student enrollment and gross square footage of buildings on campus in the 2000-2001 academic year.

Additional Information

Student enrollment (FTE):

Square footage:

49) Please provide the student enrollment and gross square footage of buildings on campus in the 2009-2010 academic year.

Student enrollment (FTE):

Square footage:

Operations and Maintenance

50) Does your school have a formal green building policy specifically pertaining to operations and maintenance?

Additional Information

- No
- Yes. Please describe and provide URL to the full policy, if available:

51) Please provide the following information about LEED-EB certified buildings on your campus:

Additional Information

Total number of LEED-EB certified buildings:

Building names:

Combined gross square footage:

0		
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52) Please provide the following information about buildings that meet LEED-EB certification criteria but are not certified:

Total number of buildings that meet LEED-EB criteria but are not certified:	Building names:	Combined gross square footage:
0		

Water Management

53) Has your institution reduced its water consumption per weighted campus user, as compared to a 2005 baseline?

*Weighted campus users = (1 * number of on-campus residents) + (0.75 * number of non-residential or commuter full-time students, faculty and staff members) + (0.5 * number of non-residential or commuter part-time students, faculty, and staff members).*

- No
- Yes. Please provide the following information.

	2005 baseline year	Performance year (most recent year for which data are available)
Weighted campus users		
Water consumed (gallons)	1,504,606	1,202,497

54) Please indicate which of the following water-conservation technologies have been installed in existing buildings on campus. Check all that apply. For each item, please indicate the percentage of possible campus building space in which the technology has been installed.

For example, if dual-flush toilets have been installed in all bathrooms on campus, you would indicate "100" as the percentage of building space in which the technology has been installed.

Do not provide percentages for the outdoor technologies Xeriscaping and Weather-informed irrigation.

	Percentage of building space
<input type="checkbox"/> Building water metering	
<input checked="" type="checkbox"/> Dual-flush toilets	
<input type="checkbox"/> Gray water systems	
<input type="checkbox"/> Laundry technology	
<input type="checkbox"/> Leak detection and reduction	
<input checked="" type="checkbox"/> Low-flow faucets	
<input checked="" type="checkbox"/> Low-flow showerheads	
<input type="checkbox"/> Non-potable water usage	
<input type="checkbox"/> Waterless urinals	
<input type="checkbox"/> Xeriscaping	
<input type="checkbox"/> Weather-informed irrigation	
<input checked="" type="checkbox"/> Other. Please describe below.	

pint urinals

55) What stormwater management technologies or strategies are used on your campus?

- Living or vegetated roofs
- Porous pavement

- Retention ponds
- Stone swales
- Vegetated swales
- Other. Describe:

Energy Management

Information concerning energy management will be drawn from question 26 (Climate Change & Energy). If you wish to provide any additional information about energy-efficiency technologies installed in campus buildings, please attach it in a supplemental document at the end of the survey.

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Student Involvement

Residential Communities

56) Please list sustainability-themed residential communities or housing options at your school.

A sustainability-themed residential community is created specifically to provide students with a living-and-learning experience focused on sustainability. Students must have actively selected or applied to live in the residence. Example: Synergy House at Colorado College.

For each sustainability-themed residential community, please provide the following information:

Name of program	Type of community	Number of students involved	Additional details
<input type="text"/>	Select: <input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Select: <input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Select: <input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Select: <input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Select: <input type="text"/>	<input type="text"/>	<input type="text"/>

New Student Orientation

57) Does a portion of your new student orientation specifically cover sustainability?

No

Yes. Please check and describe all ways in which sustainability is incorporated into new student orientation in the field below.

Skits, speakers, or presentations that take place in large venues that most or all first-year students attend. Topics must include at least one of the following: promoting the Office of Sustainability, student campus sustainability groups, or sustainability as an important campus issue

Incorporating sustainability information into presentations made by RAs to individual hallways.

Active engagement of students in activities that raise awareness about sustainability, highlight how sustainability occurs on campus, or in which students take part in a productive activity, such as volunteer work or projects (e.g. working in the on-campus garden).

Making orientation more sustainable through efforts such as a zero-waste meal or carbon offsets.

Other

Descriptions:

Environmental Action Night provides an opportunity each semester for students to get involved in sustainability efforts across campus. In Fall 2010, we are implementing Sustainability Week to raise

Internships/Outreach Opportunities

58) Does your school offer on-campus, office-based sustainability internships or jobs for students during the academic year?

No

Yes. Please provide the number of students and average number of hours worked weekly per student below.

	Number of students:	Average hours worked weekly per student:
Paid positions	<input type="text"/>	<input type="text"/>
Unpaid positions	<input type="text"/>	<input type="text"/>

59) Does your school have residence hall Eco-Reps or a similar program to promote behavioral change on campus?

Additional Information

No

Yes. Please provide URL to the program's website if available:

Please provide the following details about the number of students involved in program, their average working hours, and any compensation that they receive:

	Number of students	Average hours worked weekly per student
Paid positions	<input type="text"/>	<input type="text"/>
Positions that award academic credit	<input type="text"/>	<input type="text"/>
Uncompensated positions	<input type="text"/>	<input type="text"/>

Sustainability Challenges and Competitions

60) Does your school organize any sustainability challenges/competitions for your campus and/or with other colleges ?

Select: 

Please continue to the next page to provide information about your sustainability challenge or competition(s). You may provide detailed information for up to three competitions.

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Student Organizations

61) Does your school have active student-run organizations devoted to sustainability efforts on campus?

No

Yes. Please provide names of organizations, a brief description of each, and URLs for the organizations' websites, if available:

Name	Description	URL
Student Sustainability Co	Allocate student green fe	sustainability.illinois.edu/s
Students for Environment	educate students/commu	secs-uiuc.org
Roots & Shoots	promote environmental u	rootsandshoots.org
Emerging Green Builders	create network of green b	facebook.com
Ecological Design Conso	ecological design for the	www2.arch.uiuc.edu
Green Observer	newsletter for campus an	leifker2@illinois.edu
Engineers without Border	Sustainable Engineering	www.ewb-uiuc.org
Red Bison	Prairie Restoration	netfiles.uiuc.edu/ro/redbis
Wildlife Society	Conserve wildlife habitats	
Environmental Law Socie	Enhance awareness of e	els@law.illinois.edu
Illinois MBA Net Impact	Develop career opps in e	ni.illinoismbaa.org/main
Illinois Biodiesel Initiative	promote use of biodiesel	biodiesel.illinois.edu
Ill Student Senate Comm		iss.illinois.edu

Transportation

Campus Motor Fleet

62) How many vehicles are in your institution's fleet?

The fleet includes all vehicles owned by the campus such as cars, trucks, and carts. It does not include lawnmowers or other off-road vehicles.

1278

63) Please indicate which of the following alternative-fuel vehicles are included in your fleet. Check all that apply. Please list the number of vehicles for each class.

	Number of vehicles
<input type="checkbox"/> 100 percent electric	<input type="text"/>
<input type="checkbox"/> Diesel-electric hybrid	<input type="text"/>
<input type="checkbox"/> Fueled with B20 or higher biofuel for more than 6 months of the year	<input type="text"/>
<input type="checkbox"/> Fueled with E85 or higher ethanol for more than 6 months of the year	<input type="text"/>
<input type="checkbox"/> Gasoline-electric hybrid	<input type="text"/>
<input type="checkbox"/> Hydrogen fueled	<input type="text"/>
<input type="checkbox"/> Plug-in hybrid	<input type="text"/>
<input type="checkbox"/> Other. Please describe below.	<input type="text"/>

Commute Modal Split

64) What portion of the student body commutes via transportation methods other than single-occupancy vehicles (e.g., bicycle, walking, public transportation, carpool/vanpool)?

89 %

If data are available, please provide the percentage of students who commute by each of the following means:

Bicycle	9
Carpool/vanpool	5
Public transit	34
Single-occupancy vehicle	11
Walking	42

65) What percentage of employees commute via transportation methods other than single-occupancy vehicles (e.g., bicycle, walking, public transportation, carpool)?

26 %

If data are available, please provide the percentage of employees who commute by each of the following means:

Bicycle	4
Carpool/vanpool	11

Public transit

Single-occupancy vehicle

Walking

Local Transportation Alternatives

66) Does your school offer incentives for carpooling to faculty, staff and/or students? Check all that apply, and describe below.

Additional Information

- No
- Yes, to faculty and staff
- Yes, to students

Description:

Incentives provided for faculty/staff.

Describe:

- Carpool matching
- Financial remuneration
- Preferential parking
- Other

Incentives provided for students.

Describe:

- Carpool matching
- Financial remuneration
- Preferential parking
- Other

67) Does your school offer subsidies for the use of public transportation?

Additional Information

Not applicable. Please explain:

No

Yes. Please provide details:

Eligible community members:

Size of the discount
(as a percent of full price)

- Faculty
- Staff
- Students

Check here if subsidy takes the form of pre-tax payroll deduction. Describe:

68) Does your school provide free transportation around campus?

Additional Information

Not applicable. Please explain:

No

Yes. Please provide details:

69) Does your school operate a free transportation shuttle to local off-campus destinations?

Additional Information

Not applicable. Please explain:

No

Yes. Please provide details:

Bicycle Program

70) Does your school offer a bicycle sharing/rental program?

No

Yes. Please provide details below.

Year created:	Number of bikes available:	Usage fee per hour:	Usage fee per day:
2009	6	0	0

	Annual membership fee:
Students	\$ 0
Faculty, staff, administrators	\$ 0
Other, describe below.	\$ <input type="text"/>

Description:

faculty, staff and graduate students can use at not cost

71) Does your school offer bicycle repair services?

No

Yes. Please provide details below.

Year created:	Service fee:		Description:
	Yes	No	
2010	<input checked="" type="radio"/>	<input type="radio"/>	There is a partnership wi

Car Sharing Program

72) Does your school partner with a car-sharing program?

No

Yes. Please provide details below.

Year created:	Total number of vehicles:	Number of hybrid vehicles:	Usage fee per hour:	Usage fee per day:
2009	9	1	8.00	66.00

	Annual membership fee:
Students	\$ 35.00
Faculty, staff, administrators	\$ 35.00
Other, describe below.	\$ 50.00

Description:

community members

Planning

73) Does your school have policies that support a pedestrian-friendly or bike-friendly campus (e.g., in the school's master plan, a policy prohibiting vehicles from the center of campus)?

No

Yes. Please describe:

74) Do you offer the option of a condensed work week or telecommuting to at least ten percent of full-time employees? For each option, please indicate who is eligible.

	Employees eligible	Description
<input checked="" type="checkbox"/> Telecommuting	<input type="text" value="Faculty"/>	<input type="text"/>
<input checked="" type="checkbox"/> Condensed work week	<input type="text" value="Faculty"/>	<input type="text"/>

Additional comments:

<input type="button" value=" << Back"/>	<input type="button" value=" Save and Continue >>"/>
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Statistics

75) Campus setting:

- Rural
- Suburban
- Urban
- Other. Please describe:

76) Total number of buildings:

77) Combined gross square footage of all buildings:

78) Full-time enrollment (undergraduate + graduate, headcount at start of academic year):

79) Part-time enrollment (undergraduate + graduate, headcount at start of academic year):

80) Percent of full-time students that live on campus:

 %

Question 81 is for informational purposes only; responses will not be included in the Report Card evaluation process.

Other Areas of Environmental Engagement

81) Please mark each item that applies to your institution.

	Description (optional)
<input checked="" type="checkbox"/> Campus garden or farm	<input style="width: 180px; height: 18px;" type="text"/>
<input type="checkbox"/> Disposable water bottle ban	<input style="width: 180px; height: 18px;" type="text"/>
<input checked="" type="checkbox"/> Environmental science/studies major (undergraduate-level)	<input style="width: 180px; height: 18px;" type="text"/>
<input checked="" type="checkbox"/> Environmental science/studies minor or concentration (undergraduate-level)	<input style="width: 180px; height: 18px;" type="text"/>
<input checked="" type="checkbox"/> Graduate-level environmental studies program (graduate-level)	<input style="width: 180px; height: 18px;" type="text"/>
<input checked="" type="checkbox"/> Graduate-level sustainability studies program	<input style="width: 180px; height: 18px;" type="text"/>
<input checked="" type="checkbox"/> Outdoors club	<input style="width: 180px; height: 18px;" type="text"/>
<input type="checkbox"/> Participation in Recyclemania	<input style="width: 180px; height: 18px;" type="text"/>
<input checked="" type="checkbox"/> Single-stream recycling	<input style="width: 180px; height: 18px;" type="text"/>
<input checked="" type="checkbox"/> Student trustee position	<input style="width: 180px; height: 18px;" type="text"/>
<input checked="" type="checkbox"/> Sustainability major, minor or concentration (undergraduate-level)	<input style="width: 180px; height: 18px;" type="text"/>

PLEASE NOTE: A popular feature of the Green Report Card website is the ability to view each school's full survey responses online. Accordingly, we plan to post the completed surveys on www.GreenReportCard.org as a link

from each school's profile page. If you would prefer that the full text of your survey not be published, please let us know. (We will still publish relevant excerpts from the survey in your school's profile.) To opt out of online publication of your full survey response, please enter your name below:

Thank you for completing the campus survey for the College Sustainability Report Card 2011. We greatly appreciate your participation.