



University of Florida

The following information was submitted through the [STARS Reporting Tool](#).

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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.

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Doctorate

Institutional control:

Public

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

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

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

For this submittal and our current GHG inventory, we limited our reporting to main campus and the facilities located there.

Reason for excluding hospital:

The hospital is a separate entity from the University of Florida. As such, we limited our reporting to only University of Florida facilities and entities located on the main campus.

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

UF has an approximately 2,000-acre campus and more than 900 buildings (including 170 with classrooms and laboratories). The northeast corner of campus is listed as a Historic District on the National Register of Historic Places. The UF residence halls have a total capacity of some 7,500 students and the five family housing villages house more than 1,000 married and graduate students.

UF's extensive capital improvement program has resulted in facilities ideal for 21st century academics and research, including the Health Professions, Nursing and Pharmacy Building; the Cancer and Genetics Research Center; the new Biomedical Sciences Building; and William R. Hough Hall, which houses the Hough Graduate School of Business. Overall, the university's current facilities have a book value of more than \$1 billion and a replacement value of \$2 billion.

Operational Characteristics

Criteria

n/a

Submission Note:

UF purchases steam from an on-campus, natural gas-fired co-generation facility owned by Duke Energy Progress. This steam is used to heat the majority of buildings on campus.

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

Endowment size:

1,690,000,000 *US/Canadian \$*

Total campus area:

1,955 *Acres*

IECC climate region:

Mixed-Humid

Locale:

Large town

Gross floor area of building space:

18,023,575 *Gross Square Feet*

Conditioned floor area:

13,153,501 *Square Feet*

Floor area of laboratory space:

1,495,345 *Square Feet*

Floor area of healthcare space:

207,587 *Square Feet*

Floor area of other energy intensive space:

165,692 *Square Feet*

Floor area of residential space:

1,775,547 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)
Biomass	0
Coal	31.40
Geothermal	0
Hydro	0
Natural gas	68.10
Nuclear	0
Solar photovoltaic	0
Wind	0
Other (please specify and explain below)	0.50

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

Oil

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---
Electricity	---
Fuel oil	---
Geothermal	---

Natural gas	100
Other (please specify and explain below)	---

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

Academics and Demographics

Criteria

n/a

Submission Note:

The hospital is not included within the boundary for this submission.

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

Number of academic divisions:

16

Number of academic departments (or the equivalent):

166

Full-time equivalent enrollment:

46,184

Full-time equivalent of employees:

13,728.71

Full-time equivalent of distance education students:

7,690.02

Total number of undergraduate students:

33,168

Total number of graduate students:

16,710

Number of degree-seeking students:

47,877

Number of non-credit students:

2,001

Number of employees:

13,945

Number of residential students:

8,307

Number of residential employees:

4

Number of in-patient hospital beds:

0

Academics

Curriculum

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

From the institution:

UF offers over 1000 sustainability related courses. There are a variety of undergraduate, graduate, and certificate programs across various disciplines and colleges centered on sustainability. In particular, the College of Liberal Arts and Sciences offers both a Major and Minor in Sustainability Studies. As part of General Education requirements, UF students must fulfill 3 credits of International coursework and 3 of Diversity. In addition, all students will be required to take an interdisciplinary humanities course titled “What is the Good Life?” that explores how to live an ethical life and be a positive, productive member of both one’s local and the global community.

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

Responsible Party

Megan Walker-Radtke

Program Coordinator

Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

- A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the [Earth Charter](#)).
- A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

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

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

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	3,663	3,828
Number of sustainability courses offered	37	25
Number of courses offered that include sustainability	179	133

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

34

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

166

Number of years covered by the data:

Three

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

[UF Sustainability Course List - STARS 2015.xlsx](#)

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

See attached file

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

<http://www.sustainability.ufl.edu/resources/>

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

We contracted with Sustainability Education Services, a consulting company owned and operated by a Ph.D. candidate in the Political Sciences Department at the University of Florida whose primary area of research is sustainable education literature and curricula. Analysis from SES was returned as a list of courses, which we then assigned to respective departments of record.

The following methodology description was provided by SES:

This syllabi survey utilized the content analysis software, Nvivo. Syllabi were collected by the office of sustainability from the internet, and then provided to the analyst. Maintaining departmental and college information as attributes, the data were uploaded to the software. Key word searches were run on the text of every document using the following sustainability related terms: air quality, appropriate technology, community development, earth charter, ecology, ecological economics, environment, environmental, environmental economics, environmental justice, environmental politics, green building, green business, green design, limits to growth, millennium development goals, new urbanism, our common future, resilience, social capital, social justice, social wellbeing, soil quality, soil science, sustainability, sustainable, sustainable development, waste, and water quality. This list of key words was derived from the analyst's last five years of research and development within the sustainability education literature and sustainability curricula in higher education. From the original dataset of 5,666 these word frequencies narrowed the list of potentially relevant courses to 3,000. Those courses with only a single hit on any of the key words were next examined, and irrelevant courses were eliminated. The remaining courses were renamed to correspond with their course number and course title, and then examined and qualitatively assessed to be either sustainability focused, sustainability related, or unrelated. The sample was scanned three times during this process, searching for courses that were fully focused on sustainability. The resultant sample includes 382 syllabi. 63 items were identified as sustainability focused. 319 were identified as sustainability related. Limitations of the study: further work could be done to identify sustainability focused (as opposed to merely related) courses within the existing sample; it is possible that other key words could identify additional sustainability related courses; a more rigorous collection of sustainability syllabi on campus could be achieved, but it was reasoned that efficiency of time and resource expenditures dictated that a long-term plan ensuring better access to syllabi warranted more attention than an exhaustive search for current offerings.

How did the institution count courses with multiple offerings or sections in the inventory?:

Each course was counted as a single course regardless of the number of offerings or sections

A brief description of how courses with multiple offerings or sections were counted (if different from the options outlined above):

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

	Yes or No
Internships	No
Practicums	No
Independent study	No
Special topics	No
Thesis/dissertation	No
Clinical	No

Physical education	No
Performance arts	Yes

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Megan Walker-Radtke
Program Coordinator
Office of Sustainability

Criteria

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

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

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

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

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

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

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

2,686

Total number of graduates from degree programs:

13,712

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

[AC-2 Degree Learning Outcomes - UFL 2015 - for distribution.xlsx](#)

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

see attached document

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

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

Undergraduate Program

Responsible Party

Megan Walker-Radtke
Program Coordinator
Office of Sustainability

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Bachelor's in Sustainability Studies - College of Liberal Arts and Science

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

Sustainability Studies prepares students for global citizenship while providing the knowledge and skill sets that are increasingly in demand. Maintaining environmental health, creating economic welfare, and pursuing social justice in a changing world are tough challenges. Sustainability Studies students gain understanding of the ways in which these three goals are interdependent and explore how they best can be pursued over the long term on local, national, and global levels. Students put their knowledge to work on campus and in the local community in the capstone course, Sustainability in Action.

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

<http://sustainability.clas.ufl.edu/>

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

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

The College of Design, Construction, and Planning's commitment to sustainability and the built environment focuses on understanding the interrelatedness of the social, cultural, and environmental contexts in which we build to ensure that our designs address the idea of "Sense of Place." We believe that design must seek harmony with the environment by balancing human needs and wants with a minimal environmental impact. It is therefore essential to conserve, protect, and restore natural systems and biodiversity in all design schemes.

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

<http://www.dcp.ufl.edu/sustainability>

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

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

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

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

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

Yes

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

Minor in Sustainability Studies - College of Liberal Arts and Science

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

Sustainability Studies prepares students for global citizenship while providing the knowledge and skill sets that are increasingly in demand. Maintaining environmental health, creating economic welfare, and pursuing social justice in a changing world are tough challenges. Sustainability Studies students gain understanding of the ways in which these three goals are interdependent and explore how they best can be pursued over the long term on local, national, and global levels. Students put their knowledge to work on campus and in the local community in the capstone course, Sustainability in Action.

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

<http://sustainability.clas.ufl.edu/>

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

Sustainable Crop Production Concentration - Agronomy Department

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

The Sustainable Crop Production Concentration is ideal for students interested in crop management, consulting and agro-product sales. It emphasizes sustainable prevention techniques and applied crop production and pest management.

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

<http://agronomy.ifas.ufl.edu/academics/undergraduate-curriculum/>

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

Organic and Sustainable Crop Production Minor - Department of Horticultural Sciences

A brief description of the undergraduate minor, concentration or certificate (3rd program):

The Department of Horticultural Sciences offers this interdisciplinary minor, which is open to any UF student, and encompasses organic and sustainable practices in horticulture and plant science.

The website URL for the undergraduate minor, concentration or certificate (3rd program):

<https://catalog.ufl.edu/ugrad/current/agriculture/minors/organic-and-sustainable-crop-production.aspx>

The name, brief description and URL of all other undergraduate-level sustainability-focused minors, concentrations and certificates:

Sustainability and the Built Environment Minor -

<https://catalog.ufl.edu/ugrad/current/design/Minors/sustainability.aspx>

- The minor provides an introduction to the challenges of planning, design and construction of human structures and settlements. Courses will provide an overview of environmental and cultural issues as they apply to design, planning sustainable applications and solutions. Field trips to broaden and expand students' educational experiences through study of planning, design, construction and sustainability projects are required

Bachelor of Arts in Business Administration: Area of Specialization: Sustainability Studies (SUS) -

http://warrington.ufl.edu/undergraduate/docs/baba/CLAS_SustainabilityStudies.pdf
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- The Sustainability Studies area of specialization is characterized by three overarching concerns: maintaining ecological and environmental health; creating economic welfare; and ensuring social justice. The aim of the area of specialization in Sustainability Studies is to help students understand the ways in which these three concerns are interrelated and to explore how they best can be pursued at local, national, and global scales.

Graduate Program

Responsible Party

Megan Walker-Radtke
Program Coordinator
Office of Sustainability

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Master's in Sustainable Design - College of Design, Construction, and Planning

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

The College's Masters of Science in Sustainable Design degree (MSD) is taught by faculty from all six of our college's programs, namely Architecture, Building Construction, Historic Preservation, Interior Design, Landscape Architecture and Urban and Regional Planning. We use the latest e-Learning tools to enhance collaborative learning between faculty, students and visiting experts along with weekly video conferences and three intensive workshops delivered on the UF campus, and international locations to create a dynamic and highly charged learning environment.

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

<http://sustainable.dcp.ufl.edu/pages/welcome.html>

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

Master of Urban and Regional Planning (Sustainability Specialization)

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

As our world addresses the depletion of natural resources and the need to protect our environment, sustainability has become a major component of all development plans. The Sustainability specialization will help you extend the positive impact you can have as a planner and diversify your skill set through classes in environmental land use planning, international development, sustainable communities, and more. The specialization in Sustainability is one of two tracks within the Master of Urban and Regional Planning. Sustainability is an integral part of the graduate curriculum for this degree, and as such, we have included it as a separate degree program rather than as a concentration.

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

<http://www.urbanplanningmasters.distance.ufl.edu/online-master-of-urban-regional-planning-specialization-in-sustainability>

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

LL.M. in Environmental & Land Use Law

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

Florida's sensitive, varied and beautiful natural environment makes the University of Florida a natural choice for students who want to focus on the national and global issues of land use and environmental law. Florida provides a perfect setting to study first-hand the efforts to reconcile growth and conservation. The Environmental and Land Use Law Program educates future lawyers through an innovative approach that combines the study of land use law with environmental law. Many environmental problems result from inappropriate uses of land. Air and water pollution, toxic and hazardous waste, endangered species protection and balancing public health and environmental values against the protection of private property interests are challenges that face every community.

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

<http://www.law.ufl.edu/academics/degree-programs/ll-m-environmental-land-use-law>

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

Interdisciplinary Ecology Graduate Program - School of Natural Resources and the Environment -

<http://snre.ufl.edu/graduate/>

- The Interdisciplinary Ecology graduate degree program considers the Social-Ecological System the proper conceptual framework for understanding the full scope of complex, adaptive systems comprising humans in the natural world. The degree program challenges students to understand both natural and human dynamics to obtain a holistic view and to foster integration of human activities with natural resources and the environment. The master's and doctoral degrees in Interdisciplinary Ecology promote interdisciplinary thinking in natural resources and the environment by combining (1) coursework in the basic and applied science of ecology, related social

sciences, and sustainability with (2) competence in an approved program in a traditional field of study.

Masters and PhD Programs - Engineering School of Sustainable Infrastructure and the Environment -

http://www.essie.ufl.edu/student_resources/admissions/graduate/

- The Engineering School of Sustainable Infrastructure and Environment (ESSIE) is comprised of two departments - the Department of Civil, Coastal and Oceanographic Engineering and Environmental Engineering Sciences. Research areas include air resources, coastal and oceanographic engineering, construction engineering, environmental nanotechnology, geosystems engineering, materials and pavements, public works, structural engineering, systems ecology and ecological engineering, transportation engineering, and water systems.

Master's in Sustainable Development Practice - Center for Latin American Studies, Center for African Studies -

<http://mdp.africa.ufl.edu/>

- Although tropical and sub-tropical countries contain some of the most diverse and resource rich environments, they also face the most significant development challenges. Achieving sustainable development in these countries will require major advances against hunger, poverty and disease while ensuring the protection of natural resources. Increasingly, making these advances will depend on practitioners who are able to address development challenges holistically. The University of Florida MDP program is part of the Global MDP Association, which consists of 26 MDP programs in 19 countries around the world. Initiated with the generous support from the John D. and Catherine T. MacArthur Foundation, the MDP degree is focused on training development practitioners who are able to address development challenges facing poor, resource rich communities in innovative ways. The UF MDP bridges the Natural, Social and Health sciences and Management skills.

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

Yes

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

Interdisciplinary Concentration and Certificate in Sustainable Design (ICCSd) - College of Design, Construction, and Planning

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

The Interdisciplinary Concentration and Certificate in Sustainable Design (ICCSd) was created to integrate existing sustainable design resources across the College of Design, Construction and Planning in response to broadening interest in sustainable design. The ICCSD is offered to students seeking graduate degrees in DCP. The ICCSD allows masters students in architecture, building construction, historic preservation, interior design, landscape architecture, and urban and regional planning, to extend their educational experience and become more proficient in one or more of the following areas: sustainable architecture, sustainable construction, sustainable interior design, sustainable landscape architecture or sustainable urban planning.

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

<http://www.dcp.ufl.edu/sustainability/iccsd>

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

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

By achieving a Certificate in Sustainable Construction, students will earn a credential that indicates that they have accomplished specialized, high quality study in the field of International Construction Management. Courses include: Principles of International Sustainable Construction, Construction Ecology and Metabolism, and High Performance Green Building. Applicants for the certificate program are required to have a bachelor's degree and construction experience.

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

<http://www.bcn.ufl.edu/academics/certificates/international-construction-management-certificate/s/>

The name of the graduate-level sustainability-focused minor, concentration or certificate (3rd program):

Concentration and Certificate in Sustainable Architecture - Graduate School of Architecture

A brief description of the graduate minor, concentration or certificate (3rd program):

G|SoA is one of the first accredited architecture programs in the US to formalize this initiative in the form a Concentration and Certificate in Sustainable Architecture. This program runs parallel with the Master of Architecture with addition of 12 credits from 34 pre-selected courses within and outside the GSoA that engage current sustainable issues. Students will also work with their faculty advisor to synthesize these issues within their Masters Thesis projects

The website URL for the graduate minor, concentration or certificate (3rd program):

<http://gsoa.dcp.ufl.edu/degrees/concentrations-certificates/>

The name and website URLs of all other graduate-level, sustainability-focused minors, concentrations and certificates:

Certificate in Environmental and Land Use Law -

<http://www.law.ufl.edu/academics/concentration/elul/elul-certificate>

- Florida's sensitive, varied and beautiful natural environment makes the University of Florida a natural choice for students who want to focus on the national and global issues of land use and environmental law. Florida provides a perfect setting to study first-hand the efforts to reconcile growth and conservation. The Environmental and Land Use Law Program educates future lawyers through an innovative approach that combines the study of land use law with environmental law. Many environmental problems result from inappropriate uses of land. Air and water pollution, toxic and hazardous waste, endangered species protection and balancing public health and environmental values against the protection of private property interests are challenges that face every community.

Immersive Experience

Responsible Party

Liz Storn

Program Coordinator
Office of Sustainability

Criteria

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

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

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

And/or

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

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

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

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

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

Yes

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

UF offers study abroad opportunities in sustainability through departments on campus and collaborations with other universities, including Costa Rica (Sustainable Agriculture and Development), Curitiba, Brazil (Urban Planning), Belize (Wildlife Ecology & Conservation in the Tropics), Swaziland (Wildlife Ecology), New Zealand (Biodiversity and Conservation), North Queensland (Sustaining Humans and their Environment), New Zealand (Adventure Tourism and Recreation), and Fiji (Sustaining Humans and their Environments).

<http://www.ufic.ufl.edu/sas/Sustainability.html>

Florida Alternative Breaks (FAB) offers the opportunity to do service in a location outside of Gainesville while learning about a particular issue in-depth and creating lasting friendships with your fellow trip members. Although participation in a FAB trip is very rewarding, it

also requires commitment and dedication from all involved. Sample topics includes Sustainable Agriculture, Homelessness and Nutrition, and Environmental Preservation, among many other topics.

http://www.leadershipandservice.ufl.edu/programs/florida_alternative_breaks/participants/

UF students can also get transfer credits for Sustainability Study Abroad Programs from a number of organizations offering a wide variety of programs.

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

<http://www.ufic.ufl.edu/sas/Sustainability.html>

Sustainability Literacy Assessment

Responsible Party

Megan Walker-Radtke

Program Coordinator

Office of Sustainability

Criteria

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

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

This credit includes graduate as well as undergraduate students.

Submission Note:

The University of Florida did not conduct a sustainability literacy assessment during the reporting period

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

Incentives for Developing Courses

Responsible Party

Stephanie Sims

Implementation Coordinator
Office of Sustainability

Criteria

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

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

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

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

Does the institution have an ongoing incentives program or programs that meet the criteria for this credit?:

Yes

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

While most of campus was on summer vacation, a small group of dedicated faculty participated in UF's first annual Prairie Project Workshop. The two-day event drew together 28 faculty from diverse fields across the university (and Santa Fe College) to learn about environmental issues and sustainability. Based on a national program started at Emory University, and endorsed by the Association for the Advancement of Sustainability in Higher Education (AASHE), the program was designed to provide the foundation for the development of new courses or course materials and to build a skill set for leaders in the effort to infuse sustainability concepts into university curricula.

During the two-day workshop a professional facilitator led discussions about sustainability, environmental issues, the local Florida/Alachua County ecosystem, and the political, economic, social, philosophical, and ethical dimensions of these issues. Local resource experts provided information on local ecology, public health, environmental justice, and an overview of campus environmental efforts. The lectures, discussions, outdoor time, and workshop materials highlighted connections among these issues, the campus, and broader national and international issues of sustainability.

At the conclusion of the workshop, each participant was asked to develop a work plan and become a sustainability resource person within their college. Throughout the school year, Prairie Project fellows will attend follow-up meetings to report on their progress and share their experience integrating sustainability into the curriculum at UF.

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

Faculty members receive a stipend for attending the workshop, and additional funds to use during the next school year to implement sustainability within a course or sharing their experience with colleagues in their college or departments.

This year, a number of fellows pooled these funds to plan a Prairie Project workshop for Graduate Students (planned for May 2010)

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

<http://sustainable.ufl.edu/topics/academics/curriculum-development-prairie-project/>

Campus as a Living Laboratory

Criteria

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

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

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

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

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

From the institution:

UF is home to a number of research institutes, most notably the Florida Climate Institute and the Water Institute. Many centers and institutes foster interdisciplinary collaboration on some of the world's most challenging problems.

As a tier-one research facility, UF has a unique opportunity to operate as a living laboratory and engage faculty and students in campus operations

As a land grant institution, UF extension faculty carry research from the university into the broader community, educating citizens throughout the state.

Credit
Academic Research
Support for Research
Access to Research

Responsible Party

Megan Walker-Radtke
Program Coordinator
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

364

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

2,671

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

104

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

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

[Sustainability Research UF - STARS for distribution.xlsx](#)

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

See attached Excel worksheet

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

We searched active research grants on sustainability-related keywords (keyword list from UNC), then manually reviewed each grant title and department to ensure applicability to sustainability topics and concerns.

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

Jim Jones from the Florida Climate Institute was an author on the 2013 National Climate Assessment

The website URL where information about sustainability research is available:

<http://sustainable.ufl.edu/topics/academics/centers-and-institutes/>

Support for Research

Responsible Party

Stephanie Sims

Implementation Coordinator

Office of Sustainability

Criteria

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Responsible Party

Megan Walker-Radtke

Program Coordinator

Office of Sustainability

Criteria

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

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

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

Engagement

Campus Engagement

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

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

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

Student Educators Program

Responsible Party

Jacob Adams
Office Manager
Office of Sustainability

Criteria

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

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

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

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

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

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

Does the institution coordinate one or more ongoing student, peer-to-peer sustainability outreach and education programs that meet the criteria for this credit?:

Yes

Number of degree-seeking students enrolled at the institution:

49,827

Name of the student educators program (1st program):

Housing Eco-Reps

Number of students served (i.e. directly targeted) by the program (1st program):

7,571

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

UF Housing's Eco-Rep program trains residents to engage other residents in sustainability focused programming throughout the academic year.

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

Organized through IRHA

<http://irha.housing.ufl.edu/index.php>

Residents are encouraged to apply at the beginning of the year and are selected base on their application and an interview to be the Eco-Rep for their residence hall.

Resources are provided to Eco-Reps to educate residents in their hall about reducing waste, water, and energy use, as part of the annual Eco-Challenge on campus.

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

Eco-Reps attend meetings with IHRA officers and Office of Sustainability staff to prepare for their roles. Eco-Reps are strongly encouraged to attend Sustainability Hut training and participate in that program as well.

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

The Office of Sustainability and the Department of Housing & Residence Education provide materials and prizes for Eco-Rep programming and the Eco-Challenge.

The IHRA Director of Environmental Affairs regularly interacts with staff from both offices.

Name of the student educators program (2nd program):

Sustainability Hut

Number of students served (i.e. directly targeted) by the program (2nd program):

49,827

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

The Sustainability Hut team sets up across campus throughout each week in the academic year and engages students in sustainability awareness programming including challenges and games designed to create awareness of sustainability issues and actions students can take to reduce their impact.

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

Volunteers are recruited at the beginning of each semester. Hut shift leaders are determined based on their leadership abilities and commitment to the program.

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

A brief training session on expectations and responsibilities of working at the sustainability hut and training on each topic/activities that they will be using in outreach at the hut.

The hut relays Office of Sustainability messages and programming information to the general student body, and updated information is provided to volunteers as needed.

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

The Office of Sustainability pays 3 interns to manage the sustainability hut and purchases materials needed for all hut activities.

Name of the student educators program (3rd program):

Number of students served (i.e. directly targeted) by the program (3rd program):

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

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

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

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

Name(s) of the student educator program(s) (all other programs):

Number of students served (i.e. directly targeted) by all other student educator programs:

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

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

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

A brief description of the financial or other support the institution provides to the program (all other programs):

Total number of hours student educators are engaged in peer-to-peer sustainability outreach and education activities annually:

The website URL for the peer-to-peer student outreach and education program(s):

Responsible Party

Jacob Adams
Office Manager
Office of Sustainability

Criteria

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

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

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

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

The percentage of entering students that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability:

100

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

Orientation reduces waste at meals by using reusable plates, silverware, and bags. Recycling is provided for single-serve beverages at lunch. Dinner is at a trayless dining hall, offering local food. Vegetarian and vegan options are available throughout.

The Office of Sustainability outreach tool, the "sustainability hut" interacts with students and parents as part of the resource fair and campus sustainability features are mentioned on the campus tour.

Students receive a flash drive of information in place of flyers, including a pdf about sustainability at UF and how to get involved.

Each student receives a refillable bottle and a Green Guide upon moving into the residence halls. RA's have resources to promote sustainability throughout the year and each residence hall has at least one Eco-Rep. The Common Reading Book relates to sustainability issues (this year it's *The Boy Who Harnessed the Wind*). The Office of Sustainability partners with New Student Programs on speakers

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

series and volunteer opportunities throughout the year- including Gator Plunge, and Make a Difference Day- two campus wide service events. A section of our freshman experience course, SLS1102-First Year Florida, is themed on sustainability.

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

http://sustainable.ufl.edu/wp-content/docs/Turning_Over_A_New_Leaf.pdf

Responsible Party

Jacob Adams
Office Manager
Office of Sustainability

Criteria

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

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

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

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

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

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

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

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

Gators for a Sustainable Campus (GSC) is a student organization that works closely with the University of Florida Office of Sustainability. GSC encourages and empowers students to strive for sustainability, through campus and community outreach efforts.

GSC Mission Statement

Gators for a Sustainable Campus is a grassroots, action-oriented student organization created to help UF students contribute to economic, social, and environmental sustainability. We have three main goals.

1. Raise Awareness: Education lays the foundation for campus sustainability. The more students know, the more effective they will be at creating positive change. We will spread our message by tabling, passing out information, showing films, and hosting debates.
2. Foster Sustainable Behavior: Our core mission is to help students become more sustainable. Through extensive research and preparation, we will develop social marketing plans that address students concerns and motivations. We will show them how they can take a personal role in ensuring that future generations will have the same opportunities we have.
3. Create Wider Change: Students have the power to create change beyond their own lives. With the help of outside organizations and businesses, we will give students a way to make a difference on a campus-wide scale. We will work to reduce the University of Florida's negative effects on climate, the environment, and society through innovative competitions and campaigns.

The website URL where information about student groups is available:

<http://www.facebook.com/#!/groups/2202917330>

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

The UF Organic Garden rents plots for semester periods. Members of the cooperative plant vegetables and flowers of their choice on their plots, and are responsible for up-keep. They are expected to practice organic gardening methods and to participate in community workdays several times each semester. Water, manure, and some seeds are provided, and various tools are available onsite.

In addition, the Student Agricultural Gardens are managed by the UF Agronomy and Soils Club and rents two plot sizes on an annual basis. This garden provides students, faculty and staff space in which to pursue and experiment with food production, gardening and sustainability. It is garden policy that no synthetic pesticides or herbicides be used, and organic practices are preferred.

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

<http://sustainable.ufl.edu/topics/food-and-dining-services/>

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

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

A brief description of the sustainable investment or finance initiatives:

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

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

The Office of Sustainability and student groups bring sustainability related speakers to campus each semester. Past speakers have included Jared Diamond, Blake Mycoskie of TOMS Shoes, Hunter Lovins, Bob Willard, and authors of sustainability related Common Reading Program books.

In 2006, UF hosted the first annual Florida Campus and Community Conference, which has become an annual gathering for university students, staff and the larger Florida community.

The Public Interest Environmental Law Conference is held annually at the UF Law School and targets both law students and professionals in the field.

UF student groups regularly participate in regional renewable energy networks and have hosted statewide gatherings on campus. In January of 2011, UF students will host the first Florida Student Sustainability Summit, designed for students from colleges and universities statewide to network and learn from experts in the field and from one another.

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

<http://sustainable.ufl.edu/>

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

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

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

The Travel and Recreation Program is a volunteer, student run organization that is part of the Center for Student Activities and Involvement and the Reitz Union. Our mission is to plan and lead adventure and leisure based trips for affiliates of the University of Florida and the community of Gainesville.

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

<https://www.union.ufl.edu/trip/>
STARS Reporting Tool | AASHE

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

A number of our common reading programs books have been related to sustainability issues. Not only are all freshman expected to read the book, but it is incorporated into courses and a variety of co-curricular programming throughout the year.

A full listing of past books is available through the website below-

The website URL where information about the theme is available:

<http://www.dso.ufl.edu/nsfp/firstyearexperience/commonread/>

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

Housing staff is in the process of providing information about UF recycling and sustainable residence halls practices in the Jennings Tour Room. The Jennings Tour Room is an unoccupied room set up as a model standard residence hall double room for guests and visitors to campus to tour. During the summer, 7 – 8 additional tour rooms showcasing the variety of residence hall living options are open on Day 2 of Preview, the freshmen orientation program. The UF recycling and sustainable residence halls practices information we provide in the Jennings Tour Room will also be provided in the other summer tour rooms.

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

<http://housing.ufl.edu/facilities/>

A brief description of sustainability-focused student employment opportunities:

The Office of Sustainability employees paid student interns to assist with programming related to campus sustainability initiatives related to: student body outreach, alternative transportation, energy efficiency, waste reduction, composting, recycling, office and lab certification processes

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

<http://sustainable.ufl.edu/students/>

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

Gators Going Green is proud to announce the Green Gator Challenge. This challenge is designed to encourage individuals to become involved in the sustainability movement during their time here at UF. This challenge is open to all students. Individuals who complete the Challenge by the semester of their graduation will receive a cord to be worn during graduation. Are you up for the challenge?

Green Graduation Pledge

UF encourages students to make a commitment to sustainability that extends beyond their time at the university. This site serves as a repository of signatories so graduates can be part of a virtual community to connect and reflect on sustainability in a global context, as well as stay informed and involved with sustainable developments at UF.

"I pledge to explore and take into account the social and ecological consequences of my decisions. Furthermore, I pledge to use the knowledge I gain at UF to improve the sustainability of the communities in which I live, learn, and work."

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

<http://www.sg.ufl.edu/GovernmentBranches/Executive/Agencies/GatorsGoingGreen/GreenGatorChallenge>

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

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

Outreach Materials and Publications

Responsible Party

Jacob Adams
Office Manager
Office of Sustainability

Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A sustainability newsletter
- Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Food service area signage and/or brochures that include information about sustainable food systems
- Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
- A guide for green living and incorporating sustainability into the residential experience
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- Other

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

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

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

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

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

A brief description of the central sustainability website:

The Office of Sustainability does maintain its own website where information regarding university goals, sustainability efforts, events and opportunities to be involved, and other related news is cataloged. The website is in the process of being both redesigned in look and restructured in content organization. The key sections will include: Topic based information (Academics and Research, Energy and Climate Change, Food and Dining Services, Land and Resource Management, Service, Outreach and Extension, Engagement, Social Equity and Diversity, Transportation and Zero Waste), Audience based information (resources and opportunities for Staff and Green Teams, for Faculty, and for Students), information about the Office of Sustainability (its mission and history, programs, staff and press).

This website exists to provide the campus users, and local, state, regional and national communities, with critical information on the [STARS Reporting Tool](#) | [AASHE](#)

sustainability efforts that are occurring at the operational and policy levels, in addition to educating and engaging those audiences on the topic of sustainability, its importance to the University of Florida, and the ways in which they can participate in transforming the institution.

The website URL for the central sustainability website:

<http://www.sustainable.ufl.edu/>

A brief description of the sustainability newsletter:

The UF Office of Sustainability newsletter is distributed three times during the fall and spring academic semesters, and twice during the summer term. The newsletter has an opening letter format, in which the office director reviews various accomplishments and updates on the sustainability front, acknowledging key players and partners, and promoting upcoming events and changes to look forward to. Each edition also features a “Faces of Sustainability” segment in which a staff or faculty member of the university is recognized for his or her contributions to sustainability. This not only allows our office to give proper thanks and notoriety for these individual’s efforts, but to also help tell the full story of sustainability, especially of those efforts that happen outside the primary purview of the campus community. The newsletter also contains another feature article, and promotes articles and stories from around campus, the community and the nation that pertain to sustainability at UF.

The website URL for the sustainability newsletter:

<http://us2.campaign-archive1.com/?u=91589ec0b23425e830740140b&id=9bef468bf9&e=7a64d262ae>

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

Office of Sustainability maintains Facebook, Twitter, Instagram, You Tube and Pinterest accounts focused on highlighting sustainable practices on campus, events related to sustainability, and programs designed to engage students, staff, faculty and community members.

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

<http://facebook.com/sustainableuf>

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

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

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

UF has had a commitment to LEED buildings since 2001. A part of this commitment includes spreading the word about green features of buildings and educating occupants through signage and building dashboard displays.

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

[http://www.facilities.ufl.edu/leed/STARS Reporting Tool | AASHE](http://www.facilities.ufl.edu/leed/STARS%20Reporting%20Tool%20|%20AASHE)

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

Local and sustainable options are highlighted in campus dining halls with information about the certification program and/or the local farmer/business that produced the food item.

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

<http://gatordining.com/sustainability/>

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

Signs throughout campus educate the campus community that reclaimed water is in use for irrigation. In areas of particular interest, such as the Xeriscaped area near Hume Hall and the Green Roof on the Charles Parry Construction Yard, additional signage is deployed.

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

A brief description of the sustainability walking map or tour:

Green features of campus including LEED certified buildings, ZipCar parking, conservation areas, and recycling locations are included in the "Sustainable Campus" tab of the online campus map. Campus tour guides have talking points about sustainability features, but there is not a specifically designed sustainability walking map or tour.

The website URL of the sustainability walking map or tour:

<http://campusmap.ufl.edu/>

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

The "Your Guide to Transportation At UF" transportation guide is produced by the Office of Sustainability to highlight the various options available to students, staff and faculty. It provides information in brief on the Zip Car program, the RTS bus system, the Campus Cab, SNAP (an emergency nighttime transportation service), GreenRide (a carpool matching service), Gator Lift (shuttle service for those with mobility related disabilities) and bus services to airports and other destinations around the state. The guide also provides information on the benefits of choosing to bike to walk for more trips in relation to health and the environment. Lastly, the guide highlights the One Less Car Commuter Challenge that the Office of Sustainability hosts every fall to encourage greater use of alternative transportation to single-occupancy vehicle travel, information on how transportation choices fit into the university's carbon neutrality goal, as well as other helpful links and resources on campus transit modes.

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

http://sustainable.ufl.edu/wp-content/uploads/2010/10/AltTrans_Brochure_edited1.pdf

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

The “Your Guide to Transportation At UF” transportation guide is produced by the Office of Sustainability to highlight the various options available to students, staff and faculty. It provides information in brief on the Zip Car program, the RTS bus system, the Campus Cab, SNAP (an emergency nighttime transportation service), GreenRide (a carpool matching service), Gator Lift (shuttle service for those with mobility related disabilities) and bus services to airports and other destinations around the state. The guide also provides information on the benefits of choosing to bike to walk for more trips in relation to health and the environment. Lastly, the guide highlights the One Less Car Commuter Challenge that the Office of Sustainability hosts every fall to encourage greater use of alternative transportation to single-occupancy vehicle travel, information on how transportation choices fit into the university’s carbon neutrality goal, as well as other helpful links and resources on campus transit modes.

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

http://sustainable.ufl.edu/wp-content/uploads/2010/10/AltTrans_Brochure_edited1.pdf

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

The “Green Guide: A Gator’s Guide to Sustainable Living” is a resource that is distributed to all new dorm residents every fall, and is otherwise available in electronic format on the sustainability site, and promoted at various events and at our student outreach tool, the movable Sustainability Hut. The guide provides comprehensive information and tips for living sustainably at UF, in Gainesville and beyond. The guide contains sections for going green in at home (tips for conserving resources, recycling and proper disposal of waste, and purchasing), a summary of the university’s efforts, academic opportunities relating to sustainability, books and other media resources for expanding sustainability knowledge and engagement, ways to get involved in student and other campus or community organizations, green markets and businesses whose operations reflect and support sustainability, recreational opportunities, volunteer organizations and transportation tips.

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

<http://sustainable.ufl.edu/wp-content/uploads/2011/11/GreenGuide2011-small.pdf>

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

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

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

Turning Over a New Leaf: A Guide to Greening UF

The “Turning Over a New Leaf: Guide to Greening UF” is the primary resource for staff and faculty on how to green their office spaces and operations. It is provided to all Green Team captains upon team formation. The guide contains information on the Green Team

Network, summaries of university efforts, and tips for energy conservation, water conservation, waste reduction, sustainable purchasing, transportation, and human health and well-being. This document is also provided to all attendees at Green Your Office trainings, offered through the Human Resources department and administered by Office of Sustainability staff, as well as an office audit checklist.

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

http://sustainable.ufl.edu/wp-content/uploads/2011/05/Turning_Over_A_New_Leaf.pdf

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

Yes

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

Sustainable UF Sustainable Event Planning Guide

This guide is a comprehensive resource for planning green events, both on and off campus. It provides guidance on getting started with the planning process, and outlines what to consider when choosing a venue, promoting the event, purchasing items and contracting services, and other essential logistics. The guide also contains an application and checklist for Green Events Certification.

Not yet posted online-

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

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

Yes

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

Green Team "Guide to Getting Started"

This resource contains four sections, Key Steps for Developing an Office Green Team and Resources, Examples of Efforts and Projects, Draft Communications and Tips for Meeting People Where They Are (effectively communicating with and engaging colleagues and peers). It exists to be a guide for new green team captains on how to approach starting a team and gathering wide office support, as well as for existing captains and teams to consider new strategies for affecting change in the workplace.

Not yet posted online-

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

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

Yes

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

"Chomp down on Energy" campaign brochure and materials

Chomp Down on Energy is the University Of Florida Office Of Sustainability's behavior change campaign for energy conservation and efficiency. The brochure provides facts and figures about energy use generally and at the University of Florida, and provides tips for conserving energy on campus. This brochure is provided in conjunction with single or double light switch stickers, or cards for over multi-switch plates. The PowerPoint provides an overview of the Chomp Down on Energy program, information regarding energy use at the university, and the ways students, staff and faculty can participate. It aims to be an aid for Green Team captains or other campus organizations to use when encouraging peer or colleague participation in the behavior change campaign.

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

<http://sustainable.ufl.edu/chomp-down-on-energy/>

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

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

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

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

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

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

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

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

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

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

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

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

Outreach Campaign

Responsible Party

Jacob Adams
Office Manager
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

The name of the campaign (1st campaign):

Housing Eco-Challenge

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

Each spring, residence halls across campus compete to reduce water and energy consumption. Additional programming within the halls is coordinated by Eco-Reps and additional points for the waste category are awarded through using reusable to-go containers in the dining halls, attending campus cleanup events, and visiting the sustainability hut on campus.

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

Last year, the Lakeside complex won the energy reduction challenge- residents saved 1.81 KWHs per resident, per day in February 2010 compared with February 2009. This is a savings of 26,506 KWHs in Lakeside Residential Complex for February 2010 compared with February 2009. In 2010, 15 out of 23 residence hall communities used less KWHs per resident, per day. The KWHs savings were moderate and ranged from .07 – 1.81 KWHs less per resident, per day in these 15 halls.

Last year, Weaver Hall won the water reduction challenge- residents saved 23.26 gallons of water per resident, per day, in January, compared with average water usage from February and March 2009. This is a savings of 122,580 gallons of water in Weaver Hall during January. In 2010, 18 of 24 residence hall communities used less water per resident, per day, during the competition. The water savings ranged from slight to impressive, from 1.52 to 23.26 less gallons of water per resident, per day.

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

<http://www.facebook.com/pages/UF-Eco-Challenge/174174895957641>

The name of the campaign (2nd campaign):

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

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

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

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

Employee Educators Program

Responsible Party

Stephanie Sims

Implementation Coordinator

Office of Sustainability

Criteria

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

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

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

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

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

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

Total number of employees:

12,440

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

Green Teams

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

12,440

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

Green team captains are either nominated by their supervisor/dean or volunteer after receiving proper approval from their supervisor/dean. Captains liaise directly with the Office of Sustainability to receive updates on programs, initiatives and events, as well as to receive resources and support customized to the unique challenges and opportunities for sustainability in their unit or department.

Similarly, Green Team members volunteer to be a part of the team and network, and coordinate with their captain.

The program is open to all staff, faculty and students on campus. We require that captains be a staff or faculty member, except in very few, unique situations where students are approved to serve in this capacity and find new leadership when they depart the university.

Green Team resources and training are available to all UF employees. The program is widely promoted through UF employee communications, HR training opportunities and presentations at staff meetings on campus.

There are currently 115 registered Green Teams on campus.

Total number of colleges on campus: 16

Total number of academic departments on campus: 157

Total number of administrative units: 182

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

All Green Team captains are provided a set of resources to acclimate them to what the program is and how to best deliver in their new role. This includes a guide to greening their office, a green office audit checklist, materials regarding our energy efficiency campaign, Chomp Down on Energy, material on alternative transportation options on campus and our office's annual One Less Car program, and a Sustainable Event Planning Guide.

Starting in 2011, a new resource, "Green Team Guide to Getting Started" will be available to all existing and new teams, as well as an updated and expanded Sustainable Event Planning Guide, which will include a Green Events Certification program.

Additionally, the Office of Sustainability offers individual team orientation presentations, as well as open "Green Your Office" trainings administered through Human Resources and conducted by Office of Sustainability staff. The Office of Sustainability also hosts captains' meeting once a semester, topic-based meetings twice a semester and a summer reading discussion group in the summer. These various meetings and discussions work to bring Green Teams closely into contact with our office for feedback and guidance on sustainability initiatives, and to encourage collaboration among teams for synergistic efforts.

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

The Green Team network is administered solely by the UF Office of Sustainability, and relies on the dedication and enthusiasm of its wide array of volunteer members.

The Office Outreach Coordinator oversees the program and support is provided for captains meetings and the sustainable solutions awards presentation each year.

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

<http://sustainable.ufl.edu/get-involved/green-teams/>

Name of the employee educators program (2nd program):

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

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

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

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

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

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

Number of employees served by all other programs:

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

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

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

The website URL where information about the program(s) is available (all other programs):

Employee Orientation

Responsible Party

Jacob Adams
Office Manager
Office of Sustainability

Criteria

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

Submission Note:

http://sustainable.ufl.edu/wp-content/docs/Turning_Over_A_New_Leaf.pdf

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

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

100

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

The university's commitment to sustainability is included in new employee orientation and information about alternative transportation options is distributed. Information about the university's community partnerships and cultural/diversity programming are highlighted. Health and wellness offerings, domestic partner benefits, sustainable compensation policies, and socially responsible investment options are reviewed as part of the benefits offerings at UF.

The university is exploring options for online programs for new employee orientation.

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

<http://hr.ufl.edu/working-at-uf/new-employees/enrollment/new-employee-orientation-and-benefits-enrollment/>

Staff Professional Development

Responsible Party

Stephanie Sims

Implementation Coordinator
Office of 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
-

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

Does the institution make available training and/or other professional development opportunities in sustainability to all staff at least once per year?:

Yes

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

Typically offered once per semester to all faculty and staff on campus through Training and Development: GET029 Green Your Office! A "green" office is one that is both healthy and efficient in its use of resources. The result is less wasteful work practices, efficiency, and a more pleasant place to work. And, not only does it save money and time, but it goes easier on the environment, which is something that many of us appreciate. In this session you will learn about what sustainability means, how it influences your work-life, and practical things you and your department can do to help save money and our resources.

Additional professional development opportunities have been offered to Green Team captains in the past, and the Office of Sustainability is continuing to develop topic-specific training for faculty and staff. Workshops are usually held in conjunction with existing outreach campaigns, like "Chomp Down on Energy" and "One Less Car".

The percentage of staff that participated in training and/or other professional development opportunities in

sustainability during the previous year:

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

<http://www.hr.ufl.edu/training/catalog/other.asp>

Public Engagement

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

From the institution:

The University of Florida hosts a Community Sustainability Forum in partnership with the city and county government. This open forum allows local government, UF, Santa Fe College, K-12, organizations, business and citizens to discuss sustainability topics and issues that are relevant to our area on a quarterly basis and provides a foundation for ongoing partnerships on initiatives such as a collaborative greenhouse gas inventory and community indicators discussions. Our institution is a member of AASHE, ACUPCC, Audubon International, and USGBC. UF Government Relations advocates for sustainability policy as it fits within the mission of the university. Gators Going Green, within Student Government has implemented a Green Gator Challenge that encourages students to become involved in sustainability efforts at UF, and assigns points accordingly. Graduating seniors who have completed the challenge receive a green cord to wear during commencement as a symbol of their commitment to sustainability both at UF and beyond.

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

Community Partnerships

Responsible Party

Matthew Williams

Director

Office of Sustainability

Criteria

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

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
<p>A. Supportive</p>	<ul style="list-style-type: none"> • <i>Scope:</i> Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) • <i>Duration:</i> May be time-limited (short-term projects and events), multi-year, or ongoing • <i>Commitment:</i> Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement • <i>Governance:</i> Campus and community leaders or representatives are engaged in program/project development
<p>B. Collaborative</p>	<ul style="list-style-type: none"> • <i>Scope:</i> Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood) • <i>Duration:</i> May be time-limited, multi-year, or ongoing • <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support • <i>Governance:</i> Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

C.Transformative

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

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

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

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

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

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

Yes

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

The University of Florida hosts a Community Sustainability Forum for our community through our Community Relations Office in partnership with the Office of Sustainability. This open forum allows local government, UF, Santa Fe College, K-12, organizations, business and citizens to discuss sustainability topics and issues that are relevant to our area on a quarterly basis and provides a foundation for ongoing partnerships on initiatives such as a collaborative greenhouse gas inventory and community indicators discussions.

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

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

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

criteria as “transformative”?:

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

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

The website URL where information about sustainability partnerships is available:

<http://www.urel.ufl.edu/communityRelations/sustainForum.html>

Inter-Campus Collaboration

Responsible Party

Jacob Adams
Office Manager
Office of Sustainability

Criteria

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

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

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

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

Yes

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

Sustainability at UF - AACSB Sustainability Conference 2010
Greening Athletics- AASHE 2010 Conference
Cutting Carbon- AASHE 2010 Conference
Sustainability in Student Government- AASHE 2010 and Sustainable Florida 2009 Conferences
Envisioning Success and Empowering Action- Sustainable Florida 2009
Building Sustainability in the Southeast- NACUBO 2009

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

Our institution is a member of AASHE, ACUPCC, Audubon International, and USGBC. We are also members and serve on the board of Sustainable Alachua County and Sustainable Florida.

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

UF is working with Sustainable Florida to develop the Educational Alliance for a Sustainable Florida (EASF). This network launched in January of this year with a Roundtable event hosted by the UF Office of Sustainability. This conference/workshop brought sustainability professionals from 22 Florida higher education institutions, public and private, to network, share experiences and collaboratively develop the foundation for this formal network in our state.

UF participates in the Southeastern Sustainability Network (SESN), an informal group that hosts monthly conference call to share ideas, lessons learned and best practices with institutions throughout the southeast.

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

<http://sustainableflorida.org/educational-alliance/>

Continuing Education

Responsible Party

Stephanie Sims

Implementation Coordinator
Office of Sustainability

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

Submission Note:

Reported numbers are through the Division of Continuing Education (<http://www.dce.ufl.edu>

). Some colleges on campus manage their own continuing education programs and do not report them centrally.

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

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

Yes

Number of continuing education courses offered that address sustainability:

398

Total number of continuing education courses offered:

881

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

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

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

Yes

A brief description of the certificate program:

The University of Florida Center for Training, Research and Education for Environmental Occupations (UF/TREEO) offers open-enrollment courses, online programs and customized training. During the course of a year more than 300 environmental training courses are offered. Courses are presented in each of the following topic areas; Air Quality/Mold, Asbestos Abatement, Backflow Prevention, Engineering, Field Sampling, GIS, Greenhouse Gases, Hazardous Materials and Waste, Health and Safety, Lead Abatement, LEED Courses, Online Courses, Solid Waste, Train-the-Trainer, Water and Wastewater, and Water Conservation Training.

Since all of the courses offered through UF/TREEO focus on providing continuing education for individuals in environmental occupations, they can all be considered as sustainability focused courses. UF/TREEO does offer a few courses that are specifically related to sustainability these are:

- Agriculture and Forestry GHG Accounting
- Carbon Markets, Offsets & Project Level GHG Accounting
- Greenhouse Gas Accounting
- Greenhouse Gas Recovery at Solid Waste Landfills
- Green Building Fundamentals for the LEED Green Associate
- LEED-AP BD&C Overview & Exam Preparation
- Fundamentals & Tools: LEED for Existing Buildings: Operations and Maintenance
- LEED-AP O+M Overview and Exam Preparation

UF/TREEO also provides consultation and training on Environmental Management Systems as requested.

In the spring of 2009, UF/TREEO began the development of a water conservation coordinator certification training program. The certificate program model was decided upon to recognize and give validity to the individuals that complete the entire series of eight courses and pass the competencies associated with each course.

The certification program is comprised of eight courses, four basic and four advanced. Six of the courses are offered online, the first and fourth courses are face-to-face courses, a few of the courses will include a field study and all courses have quizzes and conclude with a final exam that must be passed with a 70% accuracy. Upon successful completion of the program individuals will be certified Water Conservation Practitioners.

Year the certificate program was created:

2,009

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

<http://www.treeo.ufl.edu/>

Community Service

Responsible Party

Stephanie Sims
Implementation Coordinator
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

Submission Note:

The Center for Leadership and Service (CLS) tracks most campus-coordinated community service efforts, but individuals or groups may also participate in service not reported to the CLS.

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

Number of students engaged in community service:

20,632

Total number of students :

46,369

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

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

103,162

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

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

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

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

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

<http://www.leadershipandservice.ufl.edu/>

Community Stakeholder Engagement

Criteria

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

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

And

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

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

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

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

Participation in Public Policy

Responsible Party

Stephanie Sims

Implementation Coordinator
Office of Sustainability

Criteria

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

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

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

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

Yes

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

UF Government Relations advocates for sustainability policy as it fits within the mission of the university.

Legislative Priorities for the 2010 legislative session include:

-Health Insurance for Graduate Students-\$4.0M. Graduate students are integral to conducting research that results in important discoveries and generates new businesses that will help diversify the state's economy. In order to help attract the brightest and best graduate students to UF, we must be competitive in wages and benefits with other major national research universities. UF is asking the Legislature for a recurring appropriation to cover the cost of insurance.

-IFAS Funding- \$1.65M. The demands placed upon IFAS to support the agricultural and natural resources economy of Florida continues to grow. Furthermore, IFAS must increase research and extension efforts directed at difficult environmental issues in Florida. UF is asking for funding for the IFAS Workload Formula.

Through Gators for Higher Education is a partnership between Alumni Affairs and University Relations to involve alumni around the state in advocacy for UF.

http://gatorsforhighered.ufl.edu/site/PageServer?pagename=legislative_priorities_2010

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

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

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

<http://www.urel.ufl.edu/governmentRelations/>

Trademark Licensing

Responsible Party

Stephanie Sims
Implementation Coordinator
Office of Sustainability

Criteria

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

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

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

Yes

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

Yes

Has the institution expressed an intention to participate in the WRC's Designated Suppliers Program? :

No

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

Hospital Network

Responsible Party

Liz Storn

Program Coordinator
Office of Sustainability

Criteria

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

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

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

Operations

Air & Climate

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

From the institution:

In 2006, UF president J. Bernard Machen was the first to sign the American College and University President’s Climate Commitment, committing to reduce our carbon emissions and educate our campus community about climate change. The University of Florida has completed carbon inventory for 2004-05 as a baseline, and is working on an inventory tool that will regularly update. UF has also published a climate action plan and set a goal of carbon neutrality by 2025. UF aims to achieve this goal in ways that are local, tangible, and reliable by reducing, renewing, and then offsetting. UF partners with a local nonprofit, Neutral Gator, to provide carbon offsets through tree plantings and retrofits in the community.

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Megan Walker-Radtke
Program Coordinator
Office of Sustainability

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

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

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

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

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

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

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

Yes

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

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

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

Yes

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

We utilized the Campus Carbon Calculator Version 7.0 with some minor customizations to accommodate campus-specific operations (e.g. UF purchases steam, but not electricity, directly from an on-site natural gas fired cogeneration facility owned by Progress Energy; emissions allocated to steam production were calculated manually according to EPA guidance since CCC 7.0 does not offer that scenario as an option).

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

No

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

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	10,716 <i>Metric Tons of CO2 Equivalent</i>	10,392 <i>Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	9,423 <i>Metric Tons of CO2 Equivalent</i>	9,384 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	276,760 <i>Metric Tons of CO2 Equivalent</i>	274,451 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	68,420 <i>Metric Tons of CO2 Equivalent</i>	67,277 <i>Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	200 <i>Metric Tons of CO2 Equivalent</i>	200 <i>Metric Tons of CO2 Equivalent</i>
Carbon sequestration due to land that the institution manages specifically for sequestration	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Third-party verified carbon offsets purchased	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

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

The University of Florida works with We Are Neutral (

<http://weareneutral.com/>

), a Gainesville-based non-profit that generates local carbon offsets by performing free-of-charge energy efficiency retrofits for low-income families and by planting indigenous trees on local conservation land. UF's commencement is carbon-neutral as is the athletics program (athletics was not included in the GHG inventory, however). We continue to work actively with We Are Neutral to offset additional UF activities and programs.

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

A brief description of the composting and carbon storage program:

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

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	7,435	7,581
Number of residential employees	4	4
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	46,184	46,389
Full-time equivalent of employees	13,728.71	13,326.94
Full-time equivalent of distance education students	7,690.02	6,520.74

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2012	June 30, 2013

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

The data for 2013 is more complete and readily available than data from 2005.

The GHG emissions baseline was adopted in 2015 as the University of Florida updated its greenhouse gas inventory using the Campus Carbon Calculator v. 7.0. The previous inventory was conducted in 2009 using an internally developed methodology and a baseline year of 2005.

Since the 2009 inventory is not directly comparable to the 2015 inventory due to the significant change in methodology, we decided to adopt a new baseline year -- one for which we would have robust and consistent data for use in inventories and analyses going forward.

Gross floor area of building space, performance year:

18,023,575 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	1,495,345 <i>Square Feet</i>
Healthcare space	207,587 <i>Square Feet</i>
Other energy intensive space	165,692 <i>Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	29,991 <i>Metric Tons of CO2 Equivalent</i>
Commuting	32,236.10 <i>Metric Tons of CO2 Equivalent</i>
Purchased goods and services	1,080.10 <i>Metric Tons of CO2 Equivalent</i>
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	21,831.50 <i>Metric Tons of CO2 Equivalent</i>
Waste generated in operations	5,637.60 <i>Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	10,816.10 <i>Metric Tons of CO2 Equivalent</i>

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

Study abroad air travel
 STARS Reporting Tool | AASHE

A copy of the most recent GHG emissions inventory:

[Draft GHGI Report.pdf](#)

The website URL where the GHG emissions inventory is posted:

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

Outdoor Air Quality

Responsible Party

Megan Walker-Radtke
Program Coordinator
Office of Sustainability

Criteria

Part 1

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

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

Part 2

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

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

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

Yes

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

UF's Transportation and Parking Services has issued guidelines designed to minimize outdoor air pollution from university-owned and/or operated vehicles by minimizing fuel consumption:

<http://sustainable.ufl.edu/wp-content/docs/IdlingGuidelines.doc>

UF has also issued purchasing directives favoring vehicles with high fuel efficiencies that thereby minimize emissions.

<http://purchasing.ufl.edu/contracts/vehicles.asp>

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

Yes

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

UF updated its greenhouse gas emissions inventory in 2015. Included in that inventory are stationary sources of significant air emissions, which at UF are the natural gas boilers used to produce supplemental steam and hot water.

The emissions factors for criteria pollutants from the US EPA (Table 1.4-2

<http://www.epa.gov/ttnchie1/ap42/ch01/final/c01s04.pdf>

) were used to calculate the weight of emissions in metric tons from UF's FY 13-14 natural gas consumption.

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

	Weight of Emissions
Nitrogen oxides (NO_x)	0.20 Tons
Sulfur oxides (SO_x)	0.05 Tons
Carbon monoxide (CO)	---
Particulate matter (PM)	0.68 Tons
Ozone (O₃)	---
Lead (Pb)	0.00 Tons
Hazardous air pollutants (HAPs)	---
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	---

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

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

Buildings

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

From the institution:

The UF Campus Master Plan outlines strategies for land use and responsible stewardship of resources that support the university's mission. UF maintains 31 conservation areas on campus and 60 acres dedicated to teaching students and the public about ecology and biodiversity. All new construction on campus and any renovations have to adhere to a minimum of Leadership in Energy and Environmental Design (LEED) Gold standards, and UF boasts the first LEED Platinum facility in the state, the Heavener Football Complex. The University of Florida's Facilities, Planning and Construction Department is also renovating existing buildings to LEED certified standards.

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

Building Operations and Maintenance

Responsible Party

Matthew Williams

Director

Office of Sustainability

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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

Building Design and Construction

Responsible Party

Matthew Williams
Director
Office of Sustainability

Criteria

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

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

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

And/or

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

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

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

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

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

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

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

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

Since 2009 UF has required a minimum LEED Gold standard for all new construction and major renovations.

- South West Recreation Center
- Biomedical Science Building
- South West Parking Garage
- Lacrosse Facility
- Emerging Pathogens Institute
- Law Trial Center
- Student Wellness Center
- East Campus Office Building
- Hough Hall
- Vet. Education Building
- Sun Terrace Addition
- International Parkinson Center
- Turlington Addition
- Innovation Hub
- IFAS Professional Center
- Corry Village Commons
- Benton Hall Renovation
- Weil Hall Renovation
- Larson Hall Renovation
- Levin Law 2nd Floor
- Department of Aging (HSC)
- Environmental Health & Safety Addition

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

284,730 *Square Feet*

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

	Certified Floor Area
--	-----------------------------

Minimum Level (e.g. LEED Certified)	<i>0 Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	<i>95,852 Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	<i>59,460 Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	<i>129,418 Square Feet</i>

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

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

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

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

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

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

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

0 Square Feet

A copy of the guidelines or policies :

The date the guidelines or policies were adopted:

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

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

The University of Florida has incorporated green building design and construction guidelines and policies into their Design & Construction Standards. The construction of every new building or renovation must follow these standards. These standards are revised twice a year and the University of Florida is continuously integrating guidelines that comply with LEED requirements.

The design is reviewed by university to ensure the green features are intergrated. In addition minimum LEED Gold certification is required for university major projects.

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

<http://www.facilities.ufl.edu/leed/index.php>

Responsible Party

Matthew Williams

Director

Office of Sustainability

Criteria

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

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

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

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

18,023,575 *Square Feet*

Gross floor area of building space:

18,023,575 *Square Feet*

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

University of Florida

Indoor Air Quality Management Program Summary

A broad Indoor Air Quality Management Policy that covers IAQ issues throughout the University of Florida is active and was developed based on the EPA's Building Air Quality guide and on EPA's Tools for Schools IAQ management program guidelines.

Indoor Environmental Quality (IEQ) at UF is coordinated by the Environmental Health and Safety Department (EH&S). An EH&S certified industrial hygienist serves as the UF IEQ Coordinator, and acts as a central point of contact for IAQ issues.

With over 900 buildings on the University's Gainesville campus, regular active monitoring by EH&S is not currently feasible. However, educational programs and shared responsibility expectations for physical plant staff, building occupants, construction project managers, and contractors are covered in the IEQ Policy and procedures. IAQ concerns are investigated on a case by case basis. Each IAQ concern is entered into a log that notes the dates that the concern is received and evaluated, the location and the specific actions taken.

Specifications and guidance on a detailed range of IAQ issues are provided on the EH&S website ([link](#))

<http://www.ehs.ufl.edu/IH/IEQ.htm>

).

An IAQ protocol with guidelines related to maximum limits for various comfort parameters in University buildings has been in place for several years. Since there are currently no regulations in effect covering indoor air quality in a non-industrial environment, we follow the recommendations of the American Industrial Hygiene Association (AIHA), the American Conference of Governmental Industrial Hygienists (ACGIH), the National Institute for Occupational Health and Safety (NIOSH) and the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE).

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

<http://www.ehs.ufl.edu/IH/IEQ.htm>

Dining Services

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

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

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

From the institution:

The University works closely with Gator Dining Services (ARAMARK) to achieve goals related to sustainability. Dining halls are trayless, and have a reusable to-go program. Throughout campus, discounts are given for reusable cups and all dining locations are foam-free. In the past year, pre- and post-consumer composting have begun at several campus dining halls, and Gator Dining Services and UF are looking to expand composting opportunities across campus.

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Liz Storn

Program Coordinator
Office of Sustainability

Criteria

Part 1

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

- Local and community-based

And/or

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

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

Local community- based products:

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

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

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

Part 2

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

Submission Note:

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

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

23.70

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

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

Uploaded

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

Yes

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

4

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

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

Uploaded

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

Gator Dining Services/ARAMARK strives to bolster the preservation of local, community based farming, social equity and the minimization of our carbon and ecological footprint of our supply chain. Gator Dining Services has a very close relationship with our main distributors Sysco(C) and FreshPoint(C) as well as local, community-based suppliers. Gator Dining Services has a responsible purchasing hierarchy in which local, sustainable foods are prioritized where ever feasible. It is our goal to match, local, in-season product with our dining service needs.

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

Accounts payable and velocity reports are requested from our distributors to itemize and account for these products.

Total annual food and beverage expenditures:

10,242,000 US/Canadian \$

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

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

Has the institution achieved the following?:

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

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

Gator Dining Services operates in two LEED Silver facilities (Turlington and Heavener Hall)

Gator Dining Services is certified by ServSafe - The National Restaurant Association. The ServSafe Food Safety Training Program leads the way in providing current and comprehensive educational materials to the restaurant industry. More than 4 million foodservice professionals have been certified through the ServSafe Food Protection Manager Certification Exam, which is accredited by the American National Standards Institute (ANSI)-Conference for Food Protection (CFP). ServSafe training and certification is recognized by more federal, state and local jurisdictions than any other food safety certification.

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

<http://gatordining.com/sustainability/sustainable-food/>

Low Impact Dining

Responsible Party

Liz Storn

Program Coordinator
Office of Sustainability

Criteria

Part 1

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

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

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

Or

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

Part 2

Institution:

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

And

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

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

Submission Note:

Updated for FY 13-14

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

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

44.50

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

The velocity and accounts payable reports acquired for OP 6 Food and Beverage Purchases were used to determine the percent conventional. The reports from vendors ARAMARK purchases animal products (meat, seafood, egg, dairy) from were taken as a subset of the total food purchases. These reports were analyzed to identify any animal purchases that were not conventionally produced. The total value of these items was subtracted from the total amount of animal product products purchased and the remainder was reported as conventionally purchased.

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

Yes

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

Yes

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

Yes

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

<http://gatordining.com/menus/>

http://www.bsd.ufl.edu/dining/files/GDS_20150216_Vegan_Guide.pdf

Both residential dining halls offer a vegan station daily and Gator Dining employs a vegan chef. In addition, stations can omit the meat ingredient to make most every dish vegetarian-friendly. Gator Dining Services regularly ranks on PETA's "Top 10 most vegetarian-friendly colleges". In 2010, University of Florida took the initiative to start a Meatless Monday program for our two dining halls. There are added vegetarian stations and meat is still available for those that do not wish to participate in the program.

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

Gator Dining Services/ARAMARK has a comprehensive and dynamic pre- and post-consumer composting program. Since March of 2014 to February 2015, Gator Dining Services/ARAMARK has composted 267 tons at a commercial facility approximately 20 miles away from the University of Florida. In addition, all used cooking oil is rendered and recycled primarily as an animal feed additive.

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

<http://gatordining.com/sustainability/sustainable-food/>

Annual dining services expenditures on food:

9,003,000 *US/Canadian \$*

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

Energy

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

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

From the institution:

UF's efforts to reduce energy use include: constructing more efficient buildings, managing building temperatures with programs such as holiday setbacks, retrofitting lighting systems, maintenance and through renovations to heating, ventilation and air condition systems across campus. UF also has a number of solar energy installations on campus, with a related museum exhibit, curricula and public kiosk for the campus community to engage with.

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Megan Walker-Radtke
Program Coordinator
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

	Performance Year	Baseline Year
Total building energy consumption	2,531,085 <i>MMBtu</i>	2,498,081 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	1,543,162 <i>MMBtu</i>	1,530,287 <i>MMBtu</i>
District steam/hot water	894,391 <i>MMBtu</i>	879,448 <i>MMBtu</i>

Gross floor area of building space::

	Performance Year	Baseline Year
--	------------------	---------------

Gross floor area	18,023,575 <i>Gross Square Feet</i>	17,888,599 <i>Gross Square Feet</i>
-------------------------	-------------------------------------	-------------------------------------

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	1,495,345 <i>Square Feet</i>
Healthcare space	207,587 <i>Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	1,443
Cooling degree days	2,710

Source-site ratios::

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

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2012	June 30, 2013

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

FY 2012-2013 is the baseline year for UF's latest greenhouse gas inventory. That baseline year was adopted as a result of data availability considerations.

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

Building automation systems allow UF to control temperatures and air handler operation in buildings based on timers. Initiatives are in place to setback buildings when possible over nights, weekends, and holiday breaks.

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

The most visible application of LED lighting on campus is at the new SW Recreation Center,

LED lighting is considered, when appropriate, for all new construction projects.

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

Lighting sensors have been installed in all major lecture halls on campus and are commonly used in both new construction and renovations of classroom and office space.

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

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

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

The co-generation plant located on the campus provides all of the steam for heating needs, around 200,000 lbs/hr. Progress Energy operates this facility and the electricity goes back to the grid. UF purchases electricity from the grid, with the Progress Energy fuel mix, of which the co-generation plant is a small part.

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

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

Most campus buildings have a building control system, with the goal of 100% of buildings. These systems are integrated into the campus network and can be accessed through the UF network or remotely.

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

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

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

UF has piloted both vending machine motion sensors and EnergyStar vending machines on campus.

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

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

Responsible Party

Megan Walker-Radtke
Program Coordinator
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.

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

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

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

Submission Note:

Total energy consumption includes purchased electricity, steam, and natural gas.

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	1,229.66 <i>MMBtu</i>
Option 2: Non-electric renewable energy generated on-site	0 <i>MMBtu</i>
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 <i>MMBtu</i>
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	0 <i>MMBtu</i>

Total energy consumption, performance year:

5,376,929 *MMBtu*

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

UF has 6 PV arrays (Rinker Hall, Microbiology, Solar Energy Park, Institute of Aging, McGuire, and Diamond Village) with a total capacity of 320 kW.

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

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

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

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

Grounds

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

From the institution:

UF has a commitment to native vegetation that requires little irrigation and maintenance. In addition, 95% of UF’s irrigation water is reclaimed through our campus wastewater treatment plant, and 100% of landscape waste and debris is composted. UF has a conservation element within its Master Plan, and manages 31 conservation areas on the main campus totaling 447 acres of both wetland and upland communities.

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Liz Storn

Program Coordinator
Office of Sustainability

Criteria

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

- 1) Managed in accordance with an Integrated Pest Management (IPM) Plan
- 2) Managed in accordance with a sustainable landscape management program

And/or

- 3) Organic, certified and/or protected

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

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: <ul style="list-style-type: none">• Using least-toxic chemical pesticides,• Minimum use of chemicals, and• Use of chemicals only in targeted locations and only for targeted species

<p>2) Sustainable Landscape Management Program</p>	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

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

Submission Note:

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

	Area
Total campus area	1,955 Acres
Footprint of the institution's buildings	465 Acres
Area of undeveloped land, excluding any protected areas	781 Acres

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	0 Acres
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	0 Acres
Managed organically, third party certified and/or protected	0 Acres

A copy of the IPM plan:

The IPM plan :

A brief summary of the institution's approach to sustainable landscape management:

A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:

The university works to use native plants wherever possible.

A brief description of the institution's landscape materials management and waste minimization policies and practices:

A brief description of the institution's organic soils management practices:

A brief description of the institution's use of environmentally preferable materials in landscaping and grounds management:

A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus:

The University of Florida currently irrigates approximately 90% of the irrigated areas on campus using reclaimed water (a high quality non-potable water supply that is not meant for potable [drinking] purposes) from the Water Reclamation Facility located on North/South Drive. The remaining 10% is supplied from wells on campus or from domestic (drinking) water.

A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):

NA

A brief description of any certified and/or protected areas:

31 conservation areas totally 447 acres are protected on campus along with 22 acres of buffer. Included is 60 acres dedicated to teaching students and the public about ecology and biodiversity. Conservation areas include a wide variety of different habitats found in Florida.

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?:

Yes

The website URL where information about the institution's sustainable landscape management programs and practices is available:

Biodiversity

Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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

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.

From the institution:

UF promotes the use of recycled and other environmentally preferable products by publicizing its sustainable procurement program. UF has a Sustainable Purchasing Directive encouraging life cycle decision making. Recommendations include purchasing EnergyStar equipment and EPEAT computers. UF also encourages the purchase of paper with recycled content. The University Purchasing and Disbursements Department and the Small Business & Vendor Diversity Relations Division will make every effort to secure contracts with vendors that are socially and environmentally conscientious, and certified green whenever practicable.

Credit
Electronics Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Inclusive and Local Purchasing
Life Cycle Cost Analysis
Guidelines for Business Partners

Responsible Party

Jacob Adams
Office Manager
Office of Sustainability

Criteria

Part 1

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

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

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:

Yes

A copy of the electronics purchasing policy, directive, or guidelines:

[1.pdf](#)

The electronics purchasing policy, directive, or guidelines :

16. Sustainable Purchasing

- Purpose
- The purpose of this policy is to support campus sustainability at the University of Florida and to provide guidelines, information, and resources in procuring products that will minimize negative impacts on society and the environment to the greatest extent practicable.

- Responsibilities of Departments

- Develop and maintain information about environmentally and socially preferable products. Departments should use the list composed in this document as a guideline and may add or modify the list as needed.
- Inform employees of their responsibilities under this policy; provide them with information about sustainable procurement opportunities. Check the Purchasing web page for frequent updates on vendor commitments to sustainability, including new annual contracts and participation in vendor shows.
- Submit new ideas, problems or concerns to Purchasing (352) 392-1331 or e-mail

purchasing@ufl.edu

• Best Practices and Procurement Strategies

- Reduce waste at the point of purchase.

Faculty, staff and students can help achieve the university's waste reduction goals by practicing the three R's: reducing, reusing, and recycling. Priority should be given to reducing waste upstream by purchasing products made from recycled material that can be reused or recycled. • Office paper, letterhead stationery, envelopes, and business cards made from recycled paper

- Office supplies
- Recycled, remanufactured, or re-filled toner cartridges
- Furniture made with a percentage of postconsumer or postindustrial material and/or FSC 50% certified wood

To reduce disposal costs and waste, choose items that can be remanufactured, recycled, or composted. Many products made from recycled materials are available and are being included in the University of Florida contracts.

Contract information is available from the Purchasing website under contracts and UF Pricing.

- Purchase durable and reusable goods.

Using life-cycle cost analysis, rather than automatically choosing goods with the lowest purchase price, can help departments identify the best long-term value. Factor in a product's estimated life span as well as its energy, maintenance, consumable supplies and disposal costs.

- Consider durability and reparability of products prior to purchase.
- Invest in goods with extended warranties. Conduct routine maintenance on products/equipment.
- Save money and minimize waste by eliminating single-use items, such as non rechargeable batteries, in favor of rechargeable batteries. Use rechargeable cartridges.

- Lease and rent when appropriate.

Consider an operating lease or rental rather than a purchase or capital lease. Lease and rental contracts give vendors the responsibility for the upkeep of goods such as computers and copiers, and for managing them at the end of their useful life. Businesses that lease equipment

tend to manufacture more durable items, salvage reusable parts, refurbish, recycle, or donate used equipment that can no longer be leased. Renting is a cost-effective option for short-term equipment needs.

- Specify product and packaging take-back.
- Increasingly, product vendors are offering to take back the products they sell when they become obsolete. By utilizing vendors who offer an Extended Product Responsibility (EPR) program, especially take-back, recycle, and disposal programs, departments are ensured equipment and products are disposed of properly whether recycled, donated, refurbished or disposed of without the added cost.
- Other vendors will take back used items, such as carpeting and toner cartridges, when purchasers buy new products. For example, several carpet manufacturers have invested in sophisticated recycling facilities that turn old carpet into new carpet or other goods and toner cartridges are disposed of properly or sent to be recharged and sold at a lower cost.
- Departments should require vendors to assume responsibility for some of their shipping materials, such as wooden pallets and excess packaging materials. When ordering large furniture or computer shipments request products ship blanket-wrapped or using reduced packing material.
- Buy goods in bulk or concentrated form.

This practice can significantly reduce the packaging associated with lower product quantities and save costs. Carefully estimate demand when purchasing in bulk; purchasing more than is needed can create excess that becomes waste.

- Manage surplus effectively.

The University of Florida can reduce waste by eliminating excess purchases. Reviewing past needs can minimize the procurement of unneeded items. Clean out your office supply cabinet and post reusable items for UF Departments on

GatorList.net

or donate to local non-profit organizations such as Alachua County's Tools for Schools. Departments should utilize Asset Management Services for disposing of unwanted, out-dated property. Asset Management will effectively redistribute, recycle, or dispose of surplus property by bidding it out over the Internet through surplus on-line bids, police auctions, property warehouse, or federal warehouse. For more information see Asset Management Services Web Site:

<http://fa.ufl.edu/am/surplus/>

- Procure commodities that are certified to meet sustainability standards.

Paper and Forest Products:

- Forest Stewardship Council -

www.fsc.org

- Chlorine Free Products Association -

www.chlorinefreeproducts.org

Electronics and Appliances:

- Energy Star -

www.energystar.gov/purchasing

- Electronic Product Environmental Assessment Tool (EPEAT) -

www.epeat.net

EPEAT has tiers of environmental performance. UF's bundled computers will meet at least the EPEAT silver standard. UF's preference is that when the certification is available on the products being purchased, all purchases of computers and monitors meet or exceed the silver EPEAT certification. Cross-sector: (examples: cleaning supplies)

- Environmental Choice -

www.environmentalchoice.com

- Green Guard -

www.greenguard.org

- Ecologo -

www.ecologo.org

- Green Seal -

www.greenseal.org

- Scientific Certification Systems -

www.scscertified.com

Carpet, Adhesives and Cushion:

- CRI Green Seal and Green Seal Plus -

www.carpet-rug.org

Renewable Energy:

- Green-e -

www.green-e.org

Building Practices and Indoor Air Quality:

- Green Building Council (LEED) -

www.usgbc.org/leed

Food:

- USDA Organic, Food Alliance Certified, Rainforest Alliance Certified, Protected Harvest Certified, Fair Trade OR Marine Stewardship Council's Blue Eco-Label

- Procure remanufactured goods and use refurbishing services.

It is generally much less expensive to buy remanufactured goods such as remanufactured toner cartridges, or to use refurbishing services for computer upgrades, carpet repair, and furniture reupholster, than to buy new items. "Recharged" toner cartridges typically save departments 30 to 50 percent per sheet of paper. Remanufactured items should require no sacrifice in performance. Check with Purchasing for current contracts in place for remanufactured products.

- Purchase goods containing fewer toxic constituents.

By procuring goods with fewer or no toxic chemicals, departments can reduce their hazardous waste disposal, future liability concerns, and the risk of occupational exposure and spills. Low-toxicity products such as mercury-free medical supplies, low mercury light bulbs/lamps with a content of 90 picograms per lumen-hour or less, printing ink low in volatile organic compounds (VOCs), and chrome and chlorine free cleaning supplies are increasingly available and cost-competitive. See the Cross-sector certifications to help selecting products. The University prefers all cleaning products purchased are either Green Seal or EcoLogo certified.

- Reduce paper use.
- Set all printers, copiers, and fax machines to the default duplex

mode if the function is available.

- Purchase office equipment that has duplex capability.
- Purchase paper with recycled content
- Utilize technology to send and store information electronically.
- Utilize internet fax when available.
- E-mail document files instead of faxing hardcopies.
- Instead of having forms preprinted and stored, fill out forms online and print as needed when available and feasible.
- Store documents electronically instead of storing hard copies.
- Current Guidelines in Place
- All University of Florida personnel will purchase recycled and environmentally preferable products whenever practicable.
- University of Florida Departments will purchase hybrid or alternative fuel vehicles.
- The University of Florida will have a recycle container available within a reasonable distance of soda machines and in all dining establishments where canned or bottled drinks are served:

<http://www.ppd.ufl.edu/grndrr.htm>

. Contact Physical Plant's Solid

Waste Coordinator at 392-7396 or 392-1148 x 301.

- University of Florida should promote the use of recycled and other environmentally preferable products by publicizing its sustainable procurement program. Materials produced for advertising, conferences, trade fairs, press releases, and other communications with clients and citizens can make reference to the University of Florida's commitment and leadership in the use of recycled and environmentally/socially preferable products.
- The University Purchasing and Disbursements Department will make every effort to secure contracts with vendors that are socially and environmentally conscientious, and certified green whenever practicable.
- Purchasing and UF's Zero Waste by 2015 Goal
- Purchasing recyclable or products made out of recycled material is only part of the life cycle, you must recycle whenever possible. If you are not sure about the different recycling programs on campus, visit the Physical Plant Division, Grounds Department website

<http://www.ppd.ufl.edu/grounds-refuse.html>

or call (352) 392-7396.

- Environmentally Preferable Purchasing (EPP) Resources
- Resources:
- Center for a New American Dream's Procurement Strategies
- (

www.newdream.org/procure

)

- EPA's EPP Web Site (

www.epa.gov/oppt/epp

)

- EPPNet (

www.nerc.org/eppnet.html

-) • INFORM (

www.informinc.org

)

- Office of the Federal Environmental Executive (

www.ofee.gov

)

- Examples of environmentally preferred products:
 - Recycled paper and paper products
 - Remanufactured laser printer toner cartridges
 - Energy Star Rated computers and appliances
 - Rechargeable batteries
 - Re-refined lubrication, hydraulic oils, and antifreeze
 - Recycled plastic outdoor-wood substitutes including plastic lumber, benches, fencing, signs and posts
 - Recycled content construction, building and maintenance products, including plastic lumber, carpet, tiles and insulation
 - Re-crushed cement concrete aggregate and asphalt
 - Cement and asphalt concrete containing glass cullet, recycled fiber, plastic, tire rubber, or fly ash
 - Compost, mulch, and other organics including recycled biosolid products
 - Re-manufactured and/or low or VOC-free paint
 - Cleaning products with lowered toxicity
 - Energy saving products
 - Waste-reducing products
 - Water-saving products
 - Socially Responsible/Ethical Purchasing Standards
 - In demonstrating a commitment to sustainability and seeking to ensure safe and healthy workplaces for the people who make products for the University of Florida, purchasers should strive to ensure that the products they purchase meet International Labor Organization (ILO) manufacturing standards and Fair Trade Labeling standards.

Learn more about the importance of ethical purchasing:

- Verité (

www.verite.org

)

- Workers Rights Consortium (

www.workersrights.org

)

- Silicon Valley Toxics Coalition (svtc.igc.org/svtc/)
- Glossary
- Environmentally Preferable Products are products that have a lesser impact on human health and the environment when compared with competing products. This comparison may consider raw materials acquisition, production, manufacturing, packaging, distribution, reuse, operation, maintenance, or disposal of the product.
- Green Purchasing means purchasers take into consideration the environmental impact of products when making purchasing decisions, giving preference to more environmentally friendly products when quality and price are equal or superior.
- Recycled Products are products manufactured with waste material that has been recovered or diverted from solid waste. Recycled material may be derived from post-consumer waste (material that has served its intended end-use and been discarded by a final consumer), industrial scrap, manufacturing waste, or other waste that would otherwise have been wasted.
- Sustainability means meeting today's needs without compromising the ability of future generations to satisfy their needs.
- Waste Prevention means any action undertaken by an individual or organization to eliminate or reduce the amount or toxicity of materials before they enter the municipal solid waste stream. This action is intended to conserve resources, promote efficiency, and reduce pollution.
- Reuse means repairing what is broken or giving it to someone who can repair it or use it in its current state.
- Reduce means using less of products and utilizing other means of doing business when available to reduce the amount and toxicity of trash discarded.
- Recycle means to reprocess and reuse used material.
- Life Cycle Evaluation is an evaluation of the major environmental impacts in each life-cycle stage of a product category including resource extraction, production, distribution, use, and eventual disposal or recycling. The evaluation considers energy, resource use, and emissions to air, water, and land, as well as other environmental and health impacts. The purpose of this evaluation is to identify significant lifecycle stages to be addressed.
- Life Cycle Cost Analysis is an economic evaluation technique that

determines the total cost of owning and operating a building or equipment.

- Rechargeable means to replenish the amount of electric power in something, especially a battery.
- Extended Producer Responsibility (EPR) is vendors taking on the responsibility for the environmental impacts of their products through the entire product's life cycle; especially the take-back, recycle, and disposal programs.
- Leasing is a legal rental contract allowing somebody exclusive possession of another's property for a specific time in return for a payment.
- Certification an official document or seal providing evidence and details of something that is authentic and verified by a third party.
- Exemptions
- Nothing in this directive should be construed as requiring the purchase

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

UF has a Sustainable Purchasing directive encouraging the purchase of EnergyStar and EPEAT computers.

UF's bundled computers will meet at least the EPEAT silver standard. UF's preference is that when the certification is available on the products being purchased, all purchases of computers and monitors meet or exceed the silver EPEAT certification.

Does the institution wish to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:

Yes

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment::

	Expenditure Per Level
EPEAT Bronze	0 US/Canadian \$
EPEAT Silver	38,796.45 US/Canadian \$
EPEAT Gold	1,503,477.01 US/Canadian \$

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

1,542,273.46 US/Canadian \$

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:

<http://www.purchasing.ufl.edu/departments/directives-procedures.asp>

Cleaning Products Purchasing

Responsible Party

Jacob Adams
Office Manager
Office of Sustainability

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
- General-purpose, bathroom, glass, and carpet cleaners
- Biologically-active cleaning products (enzymatic and microbial products)
- Floor-care products, e.g. floor finish and floor finish strippers
- Hand cleaners
- Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
- Plastic film products (e.g. garbage bags/liners)
- Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
- Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses

Submission Note:

The expenditures provided above reference a quarterly audit of cleaning purchases through physical plant division, building services for our initial STARS submission.

Housing and Shands Hospital are also committed to using green cleaning products.

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:

Yes

A copy of the green cleaning product purchasing policy, directive, or guidelines:

[1.pdf](#)

The green cleaning product purchasing policy, directive, or guidelines:

16. Sustainable Purchasing

- Purpose
- Responsibilities of Departments
- The purpose of this policy is to support campus sustainability at the University of Florida and to provide guidelines, information, and resources in procuring products that will minimize negative impacts on society and the environment to the greatest extent practicable.
- Develop and maintain information about environmentally and socially preferable products. Departments should use the list composed in this document as a guideline and may add or modify the list as needed.
- Inform employees of their responsibilities under this policy; provide them with information about sustainable procurement opportunities. Check the Purchasing web page for frequent updates on vendor commitments to sustainability, including new annual contracts and participation in vendor shows.
- Submit new ideas, problems or concerns to Purchasing (352) 392-1331 or e-mail

purchasing@ufl.edu

- Best Practices and Procurement Strategies
- Reduce waste at the point of purchase.

Faculty, staff and students can help achieve the university's waste reduction goals by practicing the three R's: reducing, reusing, and recycling. Priority should be given to reducing waste upstream by purchasing products made from recycled material that can be reused or recycled.

- Office paper, letterhead stationery, envelopes, and business cards made from recycled paper

- Office supplies
- Recycled, remanufactured, or re-filled toner cartridges
- Furniture made with a percentage of postconsumer or postindustrial material and/or FSC 50% certified wood

To reduce disposal costs and waste, choose items that can be remanufactured, recycled, or composted. Many products made from recycled materials are available and are being included in the University of Florida contracts.

Contract information is available from the Purchasing website under contracts and UF Pricing.

- Purchase durable and reusable goods.
- Using life-cycle cost analysis, rather than automatically choosing goods with the lowest purchase price, can help departments identify the best long-term value. Factor in a product's estimated life span as well as its energy, maintenance, consumable supplies and disposal costs.
- Consider durability and reparability of products prior to purchase.
 - Invest in goods with extended warranties. Conduct routine maintenance on products/equipment.
 - Save money and minimize waste by eliminating single-use items, such as non rechargeable batteries, in favor of rechargeable batteries. Use rechargeable cartridges.

- Lease and rent when appropriate.

Consider an operating lease or rental rather than a purchase or capital lease. Lease and rental contracts give vendors the responsibility for the upkeep of goods such as computers and copiers, and for managing them at the end of their useful life. Businesses that lease equipment tend to manufacture more durable items, salvage reusable parts, refurbish, recycle, or donate used equipment that can no longer be leased. Renting is a cost-effective option for short-term equipment needs.

- Specify product and packaging take-back.

- Increasingly, product vendors are offering to take back the products

they sell when they become obsolete. By utilizing vendors who offer an Extended Product Responsibility (EPR) program, especially take-back, recycle, and disposal programs, departments are ensured equipment and products are disposed of properly whether recycled, donated, refurbished or disposed of without the added cost.

- Other vendors will take back used items, such as carpeting and toner cartridges, when purchasers buy new products. For example, ■several carpet manufacturers have invested in sophisticated recycling facilities that turn old carpet into new carpet or other goods and toner cartridges are disposed of properly or sent to be recharged and sold at a lower cost.

- Departments should require vendors to assume responsibility for some of their shipping materials, such as wooden pallets and excess packaging materials. When ordering large furniture or computer shipments request products ship blanket-wrapped or using reduced packing material.

- Buy goods in bulk or concentrated form.

This practice can significantly reduce the packaging associated with lower product quantities and save costs. Carefully estimate demand when purchasing in bulk; purchasing more than is needed can create excess that becomes waste.

- Manage surplus effectively.

The University of Florida can reduce waste by eliminating excess purchases. Reviewing past needs can minimize the procurement of unneeded items. Clean out your office supply cabinet and post re-usable items for UF Departments on

GatorList.net

or donate to local non-profit organizations such as Alachua County's Tools for Schools. Departments should utilize Asset Management Services for disposing of unwanted, out-dated property. Asset Management will effectively redistribute, recycle, or dispose of surplus property by bidding it out over the Internet through surplus on-line bids, police auctions, property warehouse, or federal warehouse. For more information see Asset Management Services Web Site:

<http://fa.ufl.edu/am/surplus/>

- Procure commodities that are certified to meet sustainability standards.

Paper and Forest Products:

- Forest Stewardship Council -

www.fsc.org

- Chlorine Free Products Association -

www.chlorinefreeproducts.org

Electronics and Appliances:

- Energy Star -

www.energystar.gov/purchasing

- Electronic Product Environmental Assessment Tool (EPEAT) -

www.epeat.net

EPEAT has tiers of environmental performance. UF's bundled computers will meet at least the EPEAT silver standard. UF's preference is that when the certification is available on the products being purchased, all purchases of computers and monitors meet or exceed the silver EPEAT certification.

■ Cross-sector: (examples: cleaning supplies)

- Environmental Choice -

www.environmentalchoice.com

- Green Guard -

www.greenguard.org

- Ecologo -

www.ecologo.org

- Green Seal -

www.greenseal.org

- Scientific Certification Systems -

www.scscertified.com

Carpet, Adhesives and Cushion:

- CRI Green Seal and Green Seal Plus -

www.carpet-rug.org

Renewable Energy:

- Green-e -

www.green-e.org

Building Practices and Indoor Air Quality:

- Green Building Council (LEED) -

www.usgbc.org/leed

Food:

- USDA Organic, Food Alliance Certified, Rainforest Alliance Certified, Protected Harvest Certified, Fair Trade OR Marine Stewardship Council's Blue Eco-Label

- Procure remanufactured goods and use refurbishing services.

It is generally much less expensive to buy remanufactured goods such as remanufactured toner cartridges, or to use refurbishing services for computer upgrades, carpet repair, and furniture reupholster, than to buy new items. "Recharged" toner cartridges typically save departments 30 to 50 percent per sheet of paper. Remanufactured items should require no sacrifice in performance. Check with Purchasing for current contracts in place for remanufactured products.

- Purchase goods containing fewer toxic constituents.

By procuring goods with fewer or no toxic chemicals, departments can reduce their hazardous waste disposal, future liability concerns, and the risk of occupational exposure and spills. Low-toxicity products such as mercury-free medical supplies, low mercury light bulbs/lamps with a content of 90 picograms per lumen-hour or less, printing ink low in volatile organic compounds (VOCs), and chrome and chlorine free cleaning supplies are increasingly available and cost-competitive. See the Cross-sector certifications to help selecting products. The University prefers all cleaning products purchased are either Green Seal or EcoLogo certified.

- Reduce paper use.
- Set all printers, copiers, and fax machines to the default duplex mode if the function is available.
- Purchase office equipment that has duplex capability.
- Purchase paper with recycled content
- Utilize technology to send and store information electronically.
- Utilize internet fax when available.
- E-mail document files instead of faxing hardcopies.
- Instead of having forms preprinted and stored, fill out forms online and print as needed when available and feasible.
- Store documents electronically instead of storing hard copies.

■• Current Guidelines in Place

- All University of Florida personnel will purchase recycled and environmentally preferable products whenever practicable.
- University of Florida Departments will purchase hybrid or alternative fuel vehicles.
- The University of Florida will have a recycle container available within a reasonable distance of soda machines and in all dining establishments where canned or bottled drinks are served:

<http://www.ppd.ufl.edu/grndrr.htm>

. Contact Physical Plant's Solid Waste Coordinator at 392-7396 or 392-1148 x 301.

- University of Florida should promote the use of recycled and other environmentally preferable products by publicizing its sustainable procurement program. Materials produced for advertising, conferences, trade fairs, press releases, and other communications with clients and citizens can make reference to the University of Florida's commitment and leadership in the use of recycled and environmentally/socially preferable products.
- The University Purchasing and Disbursements Department will make every effort to secure contracts with vendors that are socially and environmentally conscientious, and certified green whenever practicable.
- Purchasing and UF's Zero Waste by 2015 Goal

• Environmentally Preferable Purchasing (EPP) Resources

■• Purchasing recyclable or products made out of recycled material is only part of the life cycle, you must recycle whenever possible. If you are not sure about the different recycling programs on campus, visit the Physical Plant Division, Grounds Department website

<http://www.ppd.ufl.edu/grounds-refuse.html>

or call (352) 392-7396.

■• Resources:

• Center for a New American Dream's Procurement Strategies

(

www.newdream.org/procure

)

• EPA's EPP Web Site (

www.epa.gov/oppt/epp

) • EPPNet (

www.nerc.org/eppnet.html

)

■• INFORM (

www.informinc.org

)

• Office of the Federal Environmental Executive (

www.ofee.gov

)

• Examples of environmentally preferred products: • Recycled paper and paper products

• Remanufactured laser printer toner cartridges • Energy Star Rated computers and appliances • Rechargeable batteries

• Re-refined lubrication, hydraulic oils, and antifreeze

• Recycled plastic outdoor-wood substitutes including plastic lumber, benches, fencing, signs and posts

• Recycled content construction, building and maintenance products, including plastic lumber, carpet, tiles and insulation

• Re-crushed cement concrete aggregate and asphalt

• Cement and asphalt concrete containing glass cullet, recycled fiber, plastic, tire rubber, or fly ash

• Compost, mulch, and other organics including recycled biosolid products

• Re-manufactured and/or low or VOC-free paint • Cleaning products with lowered toxicity

• Energy saving products

• Waste-reducing products

• Water-saving products

■• Socially Responsible/Ethical Purchasing Standards

■• In demonstrating a commitment to sustainability and seeking to ensure safe and healthy workplaces for the people who make products for the University of Florida, purchasers should strive to ensure that the products they purchase meet International Labor Organization

(ILO) manufacturing standards and Fair Trade Labeling standards.

Learn more about the importance of ethical purchasing: • Verite (

www.verite.org

)

• Workers Rights Consortium (

www.workersrights.org

) • Silicon Valley Toxics Coalition (svtc.igc.org/svtc/)

■ • Glossary

■ • Environmentally Preferable Products are products that have a lesser impact on human health and the environment when compared with competing products. This comparison may consider raw materials acquisition, production, manufacturing, packaging, distribution, reuse, operation, maintenance, or disposal of the product.

• Green Purchasing means purchasers take into consideration the environmental impact of products when making purchasing decisions, giving preference to more environmentally friendly products when quality and price are equal or superior.

• Recycled Products are products manufactured with waste material that has been recovered or diverted from solid waste. Recycled material may be derived from post-consumer waste (material that has served its intended end-use and been discarded by a final consumer), industrial scrap, manufacturing waste, or other waste that would otherwise have been wasted.

• Sustainability means meeting today's needs without compromising the ability of future generations to satisfy their needs.

• Waste Prevention means any action undertaken by an individual or organization to eliminate or reduce the amount or toxicity of materials before they enter the municipal solid waste stream. This action is intended to conserve resources, promote efficiency, and reduce pollution.

• Reuse means repairing what is broken or giving it to someone who can repair it or use it in its current state.

• Reduce means using less of products and utilizing other means of doing business when available to reduce the amount and toxicity of trash discarded.

• Recycle means to reprocess and reuse used material.

• Life Cycle Evaluation is an evaluation of the major environmental impacts in each life-cycle stage of a product category including resource extraction, production, distribution, use, and eventual disposal or recycling. The evaluation considers energy, resource use, and emissions to air, water, and land, as well as other environmental and health impacts. The purpose of this evaluation is to identify significant life-cycle stages to be addressed.

• Life Cycle Cost Analysis is an economic evaluation technique that determines the total cost of owning and operating a building or equipment.

• Rechargeable means to replenish the amount of electric power in something, especially a battery.

• Extended Producer Responsibility (EPR) is vendors taking on the responsibility for the environmental impacts of their products through the entire product's life cycle; especially the take-back, recycle, and disposal programs.

• Leasing is a legal rental contract allowing somebody exclusive possession of another's property for a specific time in return for a payment.

■ • Certification an official document or seal providing evidence and details of something that is authentic and verified by a third party.

• Exemptions

■

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

University of Florida promotes the use of recycled and other environmentally preferable products by publicizing its sustainable procurement program. Materials produced for advertising, conferences, trade fairs, press releases, and other communications with clients and citizens can make reference to the University of Florida's commitment and leadership in the use of recycled and environmentally/socially preferable products.

The University Purchasing and Disbursements Department will make every effort to secure contracts with vendors that are socially and environmentally conscientious, and certified green whenever practicable.

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

Yes

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:

128,167.81 US/Canadian \$

Total expenditures on cleaning and janitorial products:

207,091.28 US/Canadian \$

Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological ("green") cleaning program?:

A brief description of the institution's low-impact, ecological cleaning program:

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

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

The website URL where information about the institution's green cleaning initiatives is available:

<http://fa.ufl.edu/uco/handbook/handbook.asp?doc=1.4.12.16>

Office Paper Purchasing

Responsible Party

Jacob Adams
Office Manager
Office of Sustainability

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:

Yes

A copy of the paper purchasing policy, directive or guidelines:

[OP-14_UF_PURCHASING_POLICY.pdf](#)

The paper purchasing policy, directive or guidelines:

16. Sustainable Purchasing

- Purpose
- The purpose of this policy is to support campus sustainability at the University of Florida and to provide guidelines, information, and resources in procuring products that will minimize negative impacts on society and the environment to the greatest extent practicable.
- Responsibilities of Departments
- Develop and maintain information about environmentally and socially preferable products. Departments should use the list composed in this document as a guideline and may add or modify the list as needed.
- Inform employees of their responsibilities under this policy; provide [STARS Reporting Tool](#) | [AASHE](#)

them with information about sustainable procurement opportunities. Check the Purchasing web page for frequent updates on vendor commitments to sustainability, including new annual contracts and participation in vendor shows.

· Submit new ideas, problems or concerns to Purchasing (352) 392-1331 or e-mail

purchasing@ufl.edu

· Best Practices and Procurement Strategies

· Reduce waste at the point of purchase.

Faculty, staff and students can help achieve the university's waste reduction goals by practicing the three R's: reducing, reusing, and recycling. Priority should be given to reducing waste upstream by purchasing products made from recycled material that can be reused or recycled.

- Office paper, letterhead stationery, envelopes, and business cards made from recycled paper
- Office supplies
- Recycled, remanufactured, or re-filled toner cartridges
- Furniture made with a percentage of postconsumer or postindustrial material and/or FSC 50% certified wood

To reduce disposal costs and waste, choose items that can be remanufactured, recycled, or composted. Many products made from recycled materials are available and are being included in the University of Florida contracts.

Contract information is available from the Purchasing website under contracts and UF Pricing.

· Purchase durable and reusable goods.

Using life-cycle cost analysis, rather than automatically choosing goods with the lowest purchase price, can help departments identify the best long-term value. Factor in a product's estimated life span as well as its energy, maintenance, consumable supplies and disposal costs.

- Consider durability and reparability of products prior to purchase.
- Invest in goods with extended warranties. Conduct routine maintenance on products/equipment.
- Save money and minimize waste by eliminating single-use items, such as non rechargeable batteries, in favor of rechargeable batteries.

Use rechargeable cartridges.

· Lease and rent when appropriate.

Consider an operating lease or rental rather than a purchase or capital lease. Lease and rental contracts give vendors the responsibility for the upkeep of goods such as computers and copiers, and for managing them at the end of their useful life. Businesses that lease equipment tend to manufacture more durable items, salvage reusable parts, refurbish, recycle, or donate used equipment that can no longer be leased. Renting is a cost-effective option for short-term equipment

needs.

- Specify product and packaging take-back.

- Increasingly, product vendors are offering to take back the products they sell when they become obsolete. By utilizing vendors who offer an Extended Product Responsibility (EPR) program, especially take-back, recycle, and disposal programs, departments are ensured equipment and products are disposed of properly whether recycled, donated, refurbished or disposed of without the added cost.

- Other vendors will take back used items, such as carpeting and toner cartridges, when purchasers buy new products. For example, several carpet manufacturers have invested in sophisticated recycling facilities that turn old carpet into new carpet or other goods and toner cartridges are disposed of properly or sent to be recharged and sold at a lower cost.

- Departments should require vendors to assume responsibility for some of their shipping materials, such as wooden pallets and excess packaging materials. When ordering large furniture or computer shipments request products ship blanket-wrapped or using reduced packing material.

- Buy goods in bulk or concentrated form.

This practice can significantly reduce the packaging associated with lower product quantities and save costs. Carefully estimate demand when purchasing in bulk; purchasing more than is needed can create excess that becomes waste.

- Manage surplus effectively.

The University of Florida can reduce waste by eliminating excess purchases. Reviewing past needs can minimize the procurement of unneeded items. Clean out your office supply cabinet and post reusable items for UF Departments on

GatorList.net

or donate to local

non-profit organizations such as Alachua County's Tools for Schools.

Departments should utilize Asset Management Services for disposing of unwanted, out-dated property. Asset Management will effectively redistribute, recycle, or dispose of surplus property by bidding it out over the Internet through surplus on-line bids, police auctions, property warehouse, or federal warehouse. For more information see Asset Management Services Web Site:

<http://fa.ufl.edu/am/surplus/>

- Procure commodities that are certified to meet sustainability standards.

Paper and Forest Products:

- Forest Stewardship Council -

www.fsc.org

- Chlorine Free Products Association -

www.chlorinefreeproducts.org

Electronics and Appliances:

- Energy Star -

www.energystar.gov/purchasing

- Electronic Product Environmental Assessment Tool (EPEAT) -

www.epeat.net

EPEAT has tiers of environmental performance. UF's bundled computers will meet at least the EPEAT silver standard. UF's preference is that when the certification is available on the products being purchased, all purchases of computers and monitors meet or exceed the silver EPEAT certification.

Cross-sector: (examples: cleaning supplies)

- Environmental Choice -

www.environmentalchoice.com

- Green Guard -

www.greenguard.org

- Ecologo -

www.ecologo.org

- Green Seal -

www.greenseal.org

- Scientific Certification Systems -

STARS Reporting Tool | AASHE

www.scscertified.com

Carpet, Adhesives and Cushion:

- CRI Green Seal and Green Seal Plus -

www.carpet-rug.org

Renewable Energy:

- Green-e -

www.green-e.org

Building Practices and Indoor Air Quality:

- Green Building Council (LEED) -

www.usgbc.org/leed

Food:

- USDA Organic, Food Alliance Certified, Rainforest Alliance Certified, Protected Harvest Certified, Fair Trade OR Marine Stewardship Council's Blue Eco-Label

· Procure remanufactured goods and use refurbishing services.

It is generally much less expensive to buy remanufactured goods such as remanufactured toner cartridges, or to use refurbishing services for computer upgrades, carpet repair, and furniture reupholster, than to buy new items. "Recharged" toner cartridges typically save departments 30 to 50 percent per sheet of paper. Remanufactured items should require no sacrifice in performance. Check with Purchasing for current contracts in place for remanufactured products.

· Purchase goods containing fewer toxic constituents.

By procuring goods with fewer or no toxic chemicals, departments can reduce their hazardous waste disposal, future liability concerns, and the risk of occupational exposure and spills. Low-toxicity products such as mercury-free medical supplies, low mercury light bulbs/lamps with a content of 90 picograms per lumen-hour or less, printing ink low in volatile organic compounds (VOCs), and chrome and chlorine free cleaning supplies are increasingly available and cost-competitive. See the Cross-sector certifications to help selecting products. The University prefers all cleaning products purchased are either Green Seal or EcoLogo certified.

· Reduce paper use.

- Set all printers, copiers, and fax machines to the default duplex mode if the function is available.

- Purchase office equipment that has duplex capability.
- Purchase paper with recycled content
- Utilize technology to send and store information electronically.
- Utilize internet fax when available.
- E-mail document files instead of faxing hardcopies.
- Instead of having forms preprinted and stored, fill out forms online and print as needed when available and feasible.
- Store documents electronically instead of storing hard copies.
- Current Guidelines in Place
- All University of Florida personnel will purchase recycled and environmentally preferable products whenever practicable.
- University of Florida Departments will purchase hybrid or alternative fuel vehicles.
- The University of Florida will have a recycle container available within a reasonable distance of soda machines and in all dining establishments where canned or bottled drinks are served:

<http://www.ppd.ufl.edu/grndrr.htm>

- Contact Physical Plant's Solid Waste Coordinator at 392-7396 or 392-1148 x 301.
- University of Florida should promote the use of recycled and other environmentally preferable products by publicizing its sustainable procurement program. Materials produced for advertising, conferences, trade fairs, press releases, and other communications with clients and citizens can make reference to the University of Florida's commitment and leadership in the use of recycled and environmentally/socially preferable products.
- The University Purchasing and Disbursements Department will make every effort to secure contracts with vendors that are socially and environmentally conscientious, and certified green whenever practicable.
- Purchasing and UF's Zero Waste by 2015 Goal
- Purchasing recyclable or products made out of recycled material is only part of the life cycle, you must recycle whenever possible. If you are not sure about the different recycling programs on campus, visit the Physical Plant Division, Grounds Department website

<http://www.ppd.ufl.edu/grounds-refuse.html>

- or call (352) 392-7396.
- Environmentally Preferable Purchasing (EPP) Resources
 - Resources:
 - Center for a New American Dream's Procurement Strategies
 - (

www.newdream.org/procure

)

- EPA's EPP Web Site (

www.epa.gov/oppt/epp

)

- EPPNet (

www.nerc.org/eppnet.html

)

- INFORM (

www.informinc.org

)

- Office of the Federal Environmental Executive (

www.ofee.gov

)

· Examples of environmentally preferred products:

- Recycled paper and paper products
- Remanufactured laser printer toner cartridges
- Energy Star Rated computers and appliances
- Rechargeable batteries
- Re-refined lubrication, hydraulic oils, and antifreeze
- Recycled plastic outdoor-wood substitutes including plastic lumber, benches, fencing, signs and posts
- Recycled content construction, building and maintenance products, including plastic lumber, carpet, tiles and insulation
- Re-crushed cement concrete aggregate and asphalt
- Cement and asphalt concrete containing glass cullet, recycled fiber, plastic, tire rubber, or fly ash
- Compost, mulch, and other organics including recycled biosolid products
- Re-manufactured and/or low or VOC-free paint
- Cleaning products with lowered toxicity
- Energy saving products
- Waste-reducing products
- Water-saving products

· Socially Responsible/Ethical Purchasing Standards

· In demonstrating a commitment to sustainability and seeking to ensure safe and healthy workplaces for the people who make products for the University of Florida, purchasers should strive to ensure that the products they purchase meet International Labor Organization (ILO)

manufacturing standards and Fair Trade Labeling standards.

Learn more about the importance of ethical purchasing:

- Verité (

www.verite.org

)

- Workers Rights Consortium (

www.workersrights.org

)

- Silicon Valley Toxics Coalition (svtc.igc.org/svtc/)

- Glossary

- Environmentally Preferable Products are products that have a lesser impact on human health and the environment when compared with competing products. This comparison may consider raw materials acquisition, production, manufacturing, packaging, distribution, reuse, operation, maintenance, or disposal of the product.

- Green Purchasing means purchasers take into consideration the environmental impact of products when making purchasing decisions, giving preference to more environmentally friendly products when quality and price are equal or superior.

- Recycled Products are products manufactured with waste material that has been recovered or diverted from solid waste. Recycled material may be derived from post-consumer waste (material that has served its intended end-use and been discarded by a final consumer), industrial scrap, manufacturing waste, or other waste that would otherwise have been wasted.

- Sustainability means meeting today's needs without compromising the ability of future generations to satisfy their needs.

- Waste Prevention means any action undertaken by an individual or organization to eliminate or reduce the amount or toxicity of materials before they enter the municipal solid waste stream. This action is intended to conserve resources, promote efficiency, and reduce pollution.

- Reuse means repairing what is broken or giving it to someone who can repair it or use it in its current state.

- Reduce means using less of products and utilizing other means of doing business when available to reduce the amount and toxicity of trash discarded.

- Recycle means to reprocess and reuse used material.

- Life Cycle Evaluation is an evaluation of the major environmental impacts in each life-cycle stage of a product category including resource extraction, production, distribution, use, and eventual disposal or recycling. The evaluation considers energy, resource use, and emissions to air, water, and land, as well as other environmental and health impacts. The purpose of this evaluation is to identify significant lifecycle

stages to be addressed.

- Life Cycle Cost Analysis is an economic evaluation technique that determines the total cost of owning and operating a building or equipment.
- Rechargeable means to replenish the amount of electric power in something, especially a battery.
- Extended Producer Responsibility (EPR) is vendors taking on the responsibility for the environmental impacts of their products through the entire product's life cycle; especially the take-back, recycle, and disposal programs.
- Leasing is a legal rental contract allowing somebody exclusive possession of another's property for a specific time in return for a payment.
- Certification an official document or seal providing evidence and details of something that is authentic and verified by a third party.
- Exemptions
- Nothing in this directive should be construed as requiring the purchase of products that do not perform adequately or are not available at a reasonable price.

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

UF has a Sustainable Purchasing directive encouraging the purchase of recycled content products and environmentally preferable paper, but the majority of purchases are decentralized and cannot be tracked.

The numbers reported below are purchases through UF's primary office supply contract with Mister Paper/Office Depot.

Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:

Yes

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	16.70 US/Canadian \$
30-49 percent	150,884.56 US/Canadian \$
50-69 percent	1,262.80 US/Canadian \$
70-89 percent (or FSC Mix label)	0 US/Canadian \$

90-100 percent (or FSC Recycled label)

9,253.40 *US/Canadian \$*

Total expenditures on office paper :

663,120.72 *US/Canadian \$*

The website URL where information about the paper purchasing policy, directive, or guidelines is available:

<http://www.purchasing.ufl.edu/departments/directives-procedures.asp>

Inclusive and Local Purchasing

Responsible Party

Matthew Williams

Director

Office of Sustainability

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

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

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

Yes

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

The policy, guidelines or directive governing inclusive and local purchasing:

The Small Business & Vendor Diversity Relations Division is responsible for overseeing the University's Supplier Diversity Program which focuses on ensuring equal access for Small/HUB Zone/Minority/Small Disadvantaged/Veteran/Service-Disabled Veteran/& Women-Owned businesses, by providing them equal opportunity to compete for procurement and contracting opportunities at the University. The division works with the various colleges and departments at the University to increase awareness and to help identify opportunities for small businesses. We endeavor to seek out, identify and utilize a diverse supply of qualified vendors interested in providing the many services and products required by the University.

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:

Yes

The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:

26

The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:

<http://sbvdr.admin.ufl.edu/>

Life Cycle Cost Analysis

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

Guidelines for Business Partners

Responsible Party

Jacob Adams
Office Manager
Office of Sustainability

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

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

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:

None

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:

None

A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:

The website URL where information about the institution's guidelines for its business partners is available:

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.

From the institution:

UF partners with the city bus system (RTS) to provide free rides for students with a UF ID, and the buses run on biodiesel collected from area dining facilities. UF hosts an annual One Less Car campaign to encourage the use of alternative transportation and highlight services including Campus Cab, SNAP, the departmental bike program, Zipcar, and Zimride. UF also offers faculty the options for a condensed work week, telecommuting, and premium parking spaces with purchase of carpool decals.

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Responsible Party

Liz Storn

Program Coordinator
Office of Sustainability

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

Submission Note:

This is based on our initial STARS submission, FY 09-10

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

Total number of vehicles in the institution's fleet :

1,604

Number of vehicles in the institution's fleet that are::

	Number of Vehicles
Gasoline-electric, non-plug-in hybrid	24
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	12
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	114
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet:

The University aims to purchase vehicles with the highest fuel efficiency and therefore lowest greenhouse gas emissions. This includes hybrid and alternative fuel vehicles. Purchasing Services maintains a listing of pre-approved, recommended vehicles, by class, to assist departments with choosing a vehicle for purchase. This directive applies to all automobile and truck vehicle purchases including used vehicles

The website URL where information about the institution's support for alternative fuel and power technology is available:

<http://www.purchasing.ufl.edu/contracts/vehicles.asp>

Student Commute Modal Split

Responsible Party

Liz Storn

Program Coordinator
Office of Sustainability

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

Total percentage of students that use more sustainable commuting options:

78.73

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	21.27
Walk, bicycle, or use other non-motorized means	49.66
Vanpool or carpool	2.02
Take a campus shuttle or public transportation	25.17
Use a motorcycle, scooter or moped	1.88

A brief description of the method(s) used to gather data about student commuting:

A survey asking for commute information for a typical week was sent out through e-mail and on social media. Information received was then tallied and compared to surveys done in 2009 for the Campus Master Plan process. Results were fairly consistent between the two surveys.

The website URL where information about sustainable transportation for students is available:

<http://www.parking.ufl.edu/pages/transcommopt.asp>

Employee Commute Modal Split

Responsible Party

Liz Storn

Program Coordinator
Office of Sustainability

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

Total percentage of the institution's employees that use more sustainable commuting options:

47.73

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	50.66
Walk, bicycle, or use other non-motorized means	20.33
Vanpool or carpool	8.25
Take a campus shuttle or public transportation	18.96
Use a motorcycle, scooter or moped	0.19
Telecommute for 50 percent or more of their regular work hours	0

A brief description of the method(s) used to gather data about employee commuting:

A survey asking for commute information for a typical week was sent out through e-mail and on social media. Information received was then tallied and compared to surveys done in 2009 for the Campus Master Plan process. Results were fairly consistent between the two surveys.

The website URL where information about sustainable transportation for employees is available:

<http://www.parking.ufl.edu/pages/transcommopt.asp>

Support for Sustainable Transportation

Responsible Party

Liz Storn

Program Coordinator
Office of Sustainability

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

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

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

No

A brief description of the facilities for bicycle commuters:

UF offers shower facilities in buildings throughout campus for bicycle commuters and a few of these have lockers. We do not have a location designed for indoor bicycle storage, although employees may store their bicycles indoors with their supervisor's permission.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

Yes

A brief description of the bicycle parking and storage facilities:

Yes, we have bicycle racks within 50 feet of nearly every building on campus (both residential and non-residential). There is no time limit for bike storage, so we consider those both short and long-term bike parking/storage.

Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

Yes

A brief description of the bicycle/pedestrian policy and/or network:

Bicycling is incorporated into planning on campus through the Master Plan and Sustainability Implementation Plans for Transportation. Both include promoting bicycling on campus, including infrastructure and education/outreach. Showers and bicycle racks are included in all plans for new buildings on campus.

<http://www.facilities.ufl.edu/planning/cmp/index.php>

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

Yes

A brief description of the bicycle sharing program:

We have a pilot departmental bicycle program for faculty & staff on campus through our Green Team Network

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

No

A brief description of the certification, including date certified and level:

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

Yes

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

Gainesville's Regional Transit System partners with the University's Student Government in order to provide free transportation to students, faculty and staff around campus as throughout Gainesville. The majority of RTS routes serve campus and student residential areas surrounding campus.

RTS provides more than 10 million rides a year- and a number of days of record ridership have occurred in 2012-13.

Additionally, Gotcha Ride is an eco-friendly, 100% battery powered transportation service that provides free rides for students and faculty. Gotcha Ride currently has five specially-designed vehicles currently operating on the University of Florida campus, each of which can safely accommodate up to 5 passengers.

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

Yes

A brief description of the GRT program:

The Emergency Ride Home Program allows participants in the Carpool Program to leave campus in the event of an unexpected personal or family emergency. A member of the TAPS or UFPD staff will drive you home in an official vehicle, or TAPS will reimburse you for cab fare home upon submission of a valid receipt, as approved by TAPS (please obtain cab fare approval prior to 4:00 PM).

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

Yes

A brief description of the carpool/vanpool program:

The Carpool Program encourages eligible University of Florida and Shands faculty and staff members to share the ride to and from campus. Each two-person Carpool group is assigned to a reserved carpool area for parking. Carpool decals will not be honored in any [STARS Reporting Tool](#) | [AASHE](#)

other decal-restricted area.

<http://www.parking.ufl.edu/subpages/carpool.html>

Additionally, Zimride allows students, faculty and staff to set up their own carpools to fit their commuting needs by posting a ride on Zimride. This is a great opportunity to split the cost of travel to and from University of Florida. Save through splitting the costs of a parking permit, gas, tolls and car maintenance.

<http://www.zimride.com/ufl>

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

Yes

A brief description of the car sharing program:

UF offers the ZipCar carsharing program on campus. ZipCar automobiles have reserved spots throughout campus for both student and faculty/staff access.

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

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

Yes

A brief description of the electric vehicle recharging stations:

Electric vehicle recharging stations are available at J. Wayne Reitz Union Welcome Center parking garage and the Shepart Broad Building

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

Yes

A brief description of the telecommuting program:

The practice of working at an approved alternate location instead of physically traveling to a central workplace is a work alternative that University of Florida supervisors may offer to employees when such requests meets the eligibility criteria established by the University of Florida's Alternative Work Location Policy and when such working arrangements would benefit both the organization and employees, resources can accommodate the requests, and supervisory discretion allows for the employees to work at alternate locations.

<http://hr.ufl.edu/wp-content/uploads/forms/recruitment/alternate.pdf>

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

Yes

A brief description of the condensed work week program:

Modified work schedules, within the defined workweek, may be established at the discretion of management and require appropriate vice presidential approval.

<http://hr.ufl.edu/manager-resources/recruitment-staffing/recruitment-resources/recruitment-policies/modified-work-schedule/>

Some UF programs, such as the graduate business school operate 4 day schedules year-round. Many faculty choose to have a 2 or 3 day teaching schedule and telecommuting is common with IT staff on campus.

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

No

A brief description of the incentives or programs to encourage employees to live close to campus:

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

Yes

A brief description of other sustainable transportation initiatives and programs:

Campus Cab taxi service provides free point-to-point transportation for University of Florida Faculty and Staff on the Main Campus, East Campus, and some UF facilities in Alachua County.

The Student Nighttime Auxiliary Patrol (SNAP) was implemented in 1976 to provide safe, nighttime transportation on the University of Florida campus. The ""buddy system"" has long been recognized as a means of enhancing personal safety and security. SNAP provides an on-call ""buddy"" ready to escort university students, staff and visitors.

The website URL where information about the institution's sustainable transportation program(s) is available:

<http://www.parking.ufl.edu/pages/transcommopt.asp>

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.

From the institution:

UF is striving to be a Zero Waste campus. To achieve that goal, campus-wide waste audits were conducted in 2009 and 2014 and are guiding our efforts moving forward. In the past year, pre and post-consumer composting has begun at several campus dining halls, and UF is constantly looking to expand both food composting and composting of other materials. Additionally, other waste streams are being studied to determine diversion and aversion opportunities. UF has programs in place to exchange surplus office equipment/furniture and lab chemicals. At the end of the spring semester the Office of Sustainability hosts a hazardous and electronic waste collection day for students, faculty/staff, and community members. Collection bins are provided during move-in to collect empty boxes and during move-out to collect clothes, nonperishable food items, and electronics for donation. In addition, UF professors are encouraged to accept electronic assignments and free printing is limited on campus.

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Liz Storn

Program Coordinator
Office of Sustainability

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

Submission Note:

Performance year is FY 2013-14. This number includes both electronics recycling information that was not available in the baseline year.

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	2,951.66 Tons	2,781.10 Tons
Materials composted	3,419.66 Tons	3,451.60 Tons
Materials reused, donated or re-sold	0 Tons	0 Tons

Materials disposed in a solid waste landfill or incinerator	8,757.37 Tons	11,571 Tons
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Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	8,307	8,202
Number of residential employees	4	4
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	46,184	44,967.50
Full-time equivalent of employees	13,729	12,126
Full-time equivalent of distance education students	368	7,690.02

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2004	June 30, 2005

A brief description of when and why the waste generation baseline was adopted:

FY 2004/2005 was chosen both because it is required for the Sierra Cool Schools submittal, and it was used for the previous submissions to AASHE STARS.

A brief description of any (non-food) waste audits employed by the institution:

Waste audits of the University's MSW were conducted in 2009 and 2014. A mini-audit of the MSW from the Reitz Union was performed in December 2014 to determine whether post-consumer composting from the food court would be feasible.

A brief description of any institutional procurement policies designed to prevent waste:

The UF Sustainable Purchasing Directive requires all UF personnel to purchase recycled and environmentally preferable products whenever practicable; purchase hybrid or alternative fuel vehicles; provide recycling containers within a reasonable distance of soda machines and in dining establishments; promote the use of recycled and other environmentally preferable products; and make efforts to secure contracts with vendors that are socially and environmentally conscientious, and certified green whenever practicable.

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

The UF Surplus Warehouse facilitates asset transfers to and from each department, and transfers between departments. Additionally, items not transferred between departments are offered to the public by auction. Finally, items not purchased through auctions are donated or responsibly disposed of. Assets can include computers, projectors, printers, automobiles, bikes and a varied array of scientific equipment.

There is a Property Swap listerv that is used to find a home for unneeded UF furniture. This listserv is open to all staff. Postings on the web site should include a description of the items and a picture if possible. Any furniture acquired through this web site must continue to serve the UF community and is not available for personal or private use.

There is a listserv and a "swap-meet" website for exchange of materials below the asset threshold and for interoffice exchange before pickup by Asset Management.

A brief description of the institution's efforts to make materials available online by default rather than printing them:

Course catalogs and schedules are all available online where they are easily accessed rather than handing out new, updated catalogs each semester.

A brief description of any limits on paper and ink consumption employed by the institution:

Each student has a limit of 250 pages of free prints per year at the student union computer lab. All other labs on campus charge a fee per page printed.

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

Since 1990, the University of Florida Department of Housing & Residence Education Recycling & Sustainability Committee has sponsored the Spring Check-Out Recycling Project.

Donations of non-perishable food, clothes, small appliances, new and used school supplies, and electronics are in residence hall lobby areas during the academic year check-out process. Salvation Army, Habitat for Humanity, The Outreach Center of Gainesville, Haven Hospice, and Bread of the Mighty Food Bank.

The goals of the project are three-fold: to assist local charitable agencies; to reduce the amount of usable items deposited in the local landfill during this period; and to assist residents moving from residence halls. Based on past experience, an average of approximately \$10 - \$50 worth of usable items will be donated by each of 7,400 campus residents. Of equal importance, approximately 4 to 5 tons of usable items collected will not be deposited in the Alachua County landfills.

During Move-In, the Department of Housing Building Services staff is tasked with collecting the thousands of empty used boxes from residence hall floors, grounds, dumpster areas, and trash chute areas for recycling. Extra paper bins and dumpsters are requested to support this expanded recycling program for move-in week.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

A brief description of any food waste audits employed by the institution:

Aramark/Gator Dining Services in conjunction with our waste hauler has conducted waste audits to understand the spread of refuse in our facilities. We look at waste in terms of volumes and mass to iteratively improve on our operational efficiency.

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

Gator Dining Services tracks food products from the moment it enters our facilities upon receiving to the point at which it is consumed or deemed as refuse. We track, weigh and itemize refuse into three categories (production waste, service waste and storage waste). This process allows us to further analyze and understand sources of waste and areas of intervention. This process is called, "End to End" food waste management and it helps Gator Dining continuously improve our business by not only saving money, but conserving valuable resources and minimizing the impact of our services to the university and community.

A brief description of programs and/or practices to track and reduce post-consumer food waste:

Gator Dining Services uses a variety of programs to track and reduce post-consumer waste. With the help of our waste hauler, we track the weight of post-consumer waste and tailor marketing programs, implemented trayless dining, and other various outreach initiatives to sensitize our population.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

Gator Dining Services offers reusable to-go containers for food from Gator Corner and Fresh Food Company. After a \$4 deposit, students are provided with a reusable container. Customers can then return the container for washing and receive a new one.

Compostable to-go containers are also available at Gator Corner and Fresh Food Company. Most vendors in the Reitz Union Food Court also offer compostable containers, although post-consumer composting is not yet available at the Reitz Union Food Court or readily across campus.

Customers can purchase a Gator Dining Services branded reusable cup at any of the dining locations on campus, and use it to get \$0.99 discount on fountain beverages.

A brief description of the institution's provision of reusable service ware for "dine in" meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

All dining locations with to-go options have certified compostable service ware containers. Gator Dining is in the process of converting all “dine-in” service ware to compostable.

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

Gator Dining Services offers a discount of \$0.25 for using a reusable mug and runs a \$0.99 promotion for fountain beverage refills using a Gator Dining Services branded reusable cup.

A brief description of other dining services waste minimization programs and initiatives:

The website URL where information about the institution’s waste minimization initiatives is available:

<http://sustainable.ufl.edu/zero-waste/>

Waste Diversion

Responsible Party

Liz Storn
Program Coordinator
Office of Sustainability

Criteria

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

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

Submission Note:

FY 2013-14

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

Materials diverted from the solid waste landfill or incinerator:

6,357.50 Tons

Materials disposed in a solid waste landfill or incinerator :

8,757.37 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

UF does not have a policy or procedure to track the total amount of waste donated, resold, or otherwise diverted, but a number of options are available to the campus community. This number includes only materials recycled or composted centrally. Donated and reused materials are not a part of the reported number above.

Asset Management encourages staff to reuse campus materials through the surplus warehouse and swap meet website. (

<http://www.fa.ufl.edu/am>

)

Housing residents donate a large amount of materials to local charities through the annual move-out waste reduction program.

A brief description of any food donation programs employed by the institution:

A brief description of any pre-consumer food waste composting program employed by the institution:

Pre-consumer food waste composting began in March 2014 at Fresh Food Company, Gator Corner, the Racquet Club and the Reitz Union Food Court, and is continuing to be rolled out across dining facilities on campus. Additionally, Starbucks Coffee franchises on campus collect and give away coffee grounds for use as compost to student organizations and the Physical Plant Department.

A brief description of any post-consumer food waste composting program employed by the institution:

Post-consumer food waste composting began in March 2014 at Fresh Food Company and Gator Corner Dining Center. Other locations are currently being studied for implementation.

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	No
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	Yes
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	No

White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	Yes
Tires	Yes

Other materials that the institution includes in its waste diversion efforts:

Construction and Demolition Waste Diversion

Responsible Party

Liz Storn

Program Coordinator
Office of Sustainability

Criteria

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

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

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

Construction and demolition materials recycled, donated, or otherwise recovered:

5,167.80 Tons

Construction and demolition materials landfilled or incinerated :

566.37 Tons

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

For all new construction and major renovation projects, the project team must develop a waste management plan to comply with LEED requirements and identify how they will manage the C&D waste stream. Waste management tracking reports will be provided to UF concurrently with each application for payment. The UF non-technical specifications indicate that projects are to recycle and/or salvage at least 75% of construction, demolition, and land-clearing waste. The numbers provided for this credit represent projects that reached substantial completion during FY 2013-2014.

Hazardous Waste Management

Responsible Party

Liz Storn

Program Coordinator
Office of Sustainability

Criteria

Part 1

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

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

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

Yes

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

The mission of the Chemical and Radioactive Waste program through Environmental Health and Safety (EH&S) is to provide campus laboratories and support services with a safe, EPA and NRC approved method for disposing of hazardous and chemical wastes. University personnel can contact EH&S if they need help in determining if their waste is hazardous and need information about safe disposal. The EH&S website offers resources for reducing hazardous waste on campus through programs such as the chemical swap program and best practices for management of waste on campus

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

Hazardous and chemical waste is disposed of through safe, EPA and NRC approved methods. Specific processes vary depending on the material.

Environmental Health & Safety educates campus users about proper disposal methods and oversees the removal from campus and regulatory reporting.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

None known

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

Environmental Health and Safety (EHS) provides a service for UF faculty and lab personnel, the UF ChemSwap. The UF ChemSwap provides a list of free research chemicals currently available to laboratories on the UF main campus and at PK Yonge School. The free chemicals are delivered with an MSDS by an EH&S staff member directly to your lab. All the chemicals are in the original, unopened container. UF labs can save money and reduce waste by redistributing unwanted chemicals.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

A brief description of the electronic waste recycling program(s):

All institutional electronic waste (including working items) are required to be processed through the Asset Management Surplus Warehouse. Items are picked up from departments at no cost to the department. The Surplus Warehouse inspects each item to determine if it is repairable and/or working. If so, it is 1) offered to other departments on campus at no cost, then 2) sold on approved online auction sites, then 3) donated to non-profit organizations. If equipment cannot be repaired or otherwise reused, it is sold to a certified E-Stewards recycler.

Departments are encouraged to review the list of surplus equipment available on Surplus Property's website before purchasing new equipment.

Additionally, a Property Swap listserv allows departments to swap working equipment directly.

Finally, the Office of Sustainability in cooperation with campus and community partners hosts a "Collection Day" where individual employees and students are encouraged to bring in personal hazardous, electronic waste, university assets, IT equipment, school supplies, books, gently used clothing, and small household items to be recycled or donated for reuse.

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

Surplus Property will not sell or donate electronic equipment (working or non-working) in bulk unless the buyer has been approved as a recycler by Environmental Health and Safety and vendor pricing has been approved by Asset Management. All approved vendors are certified E-Steward recyclers.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

http://www.ehs.ufl.edu/programs/chemrad_waste/

Water

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

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Liz Storn

Program Coordinator
Office of Sustainability

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

Level of water risk for the institution's main campus:

Medium to High

Total water use::

	Performance Year	Baseline Year
Total water use	816,115,000 Gallons	853,924,512.10 Gallons

Potable water use::

	Performance Year	Baseline Year
Potable water use	816,115,000 Gallons	853,924,512.10 Gallons

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
--	------------------	---------------

Number of residential students	8,307	8,202
Number of residential employees	4	4
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	46,184	44,967.50
Full-time equivalent of employees	13,728.71	12,125.91
Full-time equivalent of distance education students	7,690.02	368

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	18,023,575 <i>Square Feet</i>	17,436,606 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	781 <i>Acres</i>	830 <i>Acres</i>

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2004	June 30, 2005

A brief description of when and why the water use baseline was adopted:

FY 2004-2005 was used as our baseline for previous STARS submittals, in addition to being required for the Sierra Cool Schools submittal

Water recycled/reused on campus, performance year:

278,000,000 *Gallons*

Recycled/reused water withdrawn from off-campus sources, performance year:

0 Gallons

A brief description of any water recovery and reuse systems employed by the institution:

At least one building on campus uses harvested rainwater for irrigation of the green roof. The majority of the runoff from that building is harvested – stored in two 1,550 gallon cisterns and used for the drip irrigation system for the roof plantings. When rainfall is scarce during the extremely dry months of the year and the stored water is depleted, irrigation water is available from the University’s reclaimed water supply. As such, this design is a model of water conservation efficiency since no potable water is utilized.

UF uses reclaimed water irrigation for 98% of its irrigation. the reclaimed water is from university's 3MGD wastewater treatment plan. every day over 2 million gallons of effluent is generated, 1M gallons used for irrigation on campus, and the other effluent is used for FL aquifer recharge.

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

Many newer, LEED certified buildings on campus have building-level water meters. Residence Halls are also metered independently.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

Physical Plant's Grounds Department is constantly searching for ways to reduce the amount of water necessary to irrigate the thousands of plants on campus. To that end, Grounds employs a strategy called xeriscaping to help cut down on water usage.

Xeriscaping is a landscaping philosophy that emphasizes using native and drought-resistant plants which do not require supplemental irrigation. Xeriscaped areas also require little maintenance and soil preparation to survive.

PPD Landscaping/Groundskeeping Superintendent Marty Werts said, "We're very committed to reducing our water usage in landscape design at Grounds. I would estimate that 80% of the landscape projects we implement are xeriscaped, and more than half of those designs incorporate primarily native plants." Native plants offer unique advantages, according to Werts. "We can greatly reduce the labor time involved in caring for landscaped areas using natives," he explains. "They're much more hardy because they're used to the climate and the soil - we don't have to amend the soil prior to planting. Also, they're very efficient when it comes to watering - most native plants can get by with just rainwater and don't have to be irrigated constantly."

A brief description of any weather-informed irrigation technologies employed by the institution:

A brief description of other water conservation and efficiency strategies employed by the institution:

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

Responsible Party

Liz Storn

Program Coordinator
Office of Sustainability

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

Stormwater Management Initiatives:

1) Incorporate Low Impact Development - to improve water quality and prevent additional erosion in the University's streams, all projects which impact soil must incorporate the use of Low Impact Development (LID) stormwater techniques where physically, economically, and practically possible.

2)UF Clean Water Campaign - Conduct water quality monitoring, pollution reduction strategies, storm drain marking, and more. Please visit:

<http://soils.ifas.ufl.edu/campuswaterquality/>

3) All new construction at UF is required to be certified at the LEED Gold level. As part of the LEED rating system, projects are encouraged to incorporate LID or other landscape methods to reduce or eliminate the impact of additional impervious surfaces on stormwater runoff.

Several new buildings, including the Chemical Engineering Student Center, the Harn Museum and the Small Animal Hospital all included LID features

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

Yes

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

On-site retention and detention facilities for stormwater runoff shall be designed as natural landscape features and integrated into the overall site design to create natural open spaces and wildlife habitat. The majority of campus discharges to Lake Alice, which provides both water quality treatment and peak discharge control. The remaining areas are required to detain the 25- year storm to the pre-developed conditions and to analyze both the 25-year and 100-year storms. Water quality treatment in the remaining areas is based on the volume of initial storm times the impervious area.

A brief description of any rainwater harvesting employed by the institution:

At least one building on campus uses harvested rainwater for irrigation of the green roof. The majority of the runoff from that building is harvested – stored in two 1,550 gallon cisterns and used for the drip irrigation system for the roof plantings. When rainfall is scarce during the extremely dry months of the year and the stored water is depleted, irrigation water is available from the University's reclaimed water supply. As such, this design is a model of water conservation efficiency since no potable water is utilized.

UF uses reclaimed water irrigation for 98% of its irrigation. the reclaimed water is from university's 3MGD wastewater treatment plan. Every day over 2 million gallons of effluent is generated, 1M gallons used for irrigation on campus, and the other effluent is used for FL aquifer recharge.

Rainwater harvested directly and stored/used by the institution, performance year:

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

The majority of campus discharges to Lake Alice, which provides both water quality treatment and peak discharge control. Additionally, new construction is encouraged to treat and detain stormwater on-site.

A brief description of any living or vegetated roofs on campus:

A green roof measuring 2,600 square feet, with a soil depth of 5 inches was constructed on the Charles R. Perry Construction Yard. Designed by landscape architect Glenn Acomb in conjunction with Soil and Water Science professor Mark Clark and doctoral student Sylvia Lang, the roof will help manage stormwater runoff and will reduce demand on the stormwater system.

A brief description of any porous (i.e. permeable) paving employed by the institution:

Pervious concrete and pervious asphalt has been installed at some campus locations. It has been proposed to be included in University construction standards for future projects where possible. Two examples are a walking path made of pervious paving and a parking lot containing pervious pavers.

A brief description of any downspout disconnection employed by the institution:

A brief description of any rain gardens on campus:

One example of a rain garden on campus is at the renovated SW Recreation Center. The facility takes advantage of the topography on the site to create an ephemeral water feature that brings runoff from the building's roof through a series of runnels that eventually cascade into rain gardens filled with native plants and boulders.

A brief description of any stormwater retention and/or detention ponds employed by the institution:

The majority of the runoff on campus goes to a campus lake, Lake Alice. In addition, there are 13 depression basins on campus that are used for stormwater retention.

A brief description of any bioswales on campus (vegetated, compost or stone):

Vegetated swales are part of the landscape design on campus and part of the university's approach to sustainable sites and implementing LID.

A brief description of any other rainwater management technologies or strategies employed by the institution:

The website URL where information about the institution's rainwater management initiatives, plan or policy is available:

<http://soils.ifas.ufl.edu/campuswaterquality/>

Wastewater Management

Responsible Party

Liz Storn

Program Coordinator
Office of Sustainability

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Total wastewater discharged:

595,000,000 Gallons

Wastewater naturally handled:

0 Gallons

A brief description of the natural wastewater systems used to handle the institution's wastewater:

The website URL where information about the institution's wastewater management practices is available:

http://www.ppd.ufl.edu/departments/wrf_home.asp

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

From the institution:

UF has a sustainability committee that promotes sustainability within the University and in the University's relations with the larger community. It assesses the progress of the University of Florida's sustainability efforts as compared to national and international best practices and pursues their implementation when appropriate. UF has developed a strategic plan that incorporates the three legs of sustainability and a Climate Action Plan to reduce and mitigate for greenhouse gas emissions.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Matthew Williams
Director
Office of Sustainability

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

Zero Waste Football home season program
Campus composting launch

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

This committee promotes sustainability within the University and in the University's relations with the larger community and seeks to enhance the University's standing as a global leader in sustainability. It assesses the progress of the University of Florida's sustainability efforts as compared to national and international best practices and pursues their implementation when appropriate. It aids in the development of policy with the Office of Sustainability and participates in the annual evaluations of that Office, its director and academic officer.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Available online:

<http://fora.aa.ufl.edu/University/JointCommittees/Sustainability-Committee>

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

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

The mission of the Office of Sustainability is to make the University of Florida - in its operations, education, research, and outreach - a model of sustainability, integrating the goals of ecological restoration, economic development, and social equity.

In pursuing this mandate, the Office of Sustainability will encourage and facilitate the collaborative efforts of faculty, students, and staff to generate knowledge, acquire skills, develop values, and initiate practices that contribute to a sustainable, high quality of life on campus, in the state of Florida, and across the globe.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

5.50

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

<http://www.sustainable.ufl.edu/>

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Matthew Williams

A brief description of each sustainability officer position:

The responsibilities of the Director include:

-Initiate, facilitate and coordinate opportunities to improve the sustainability of the University's physical operations, including energy and natural resource conservation, waste management, procurement, planning, design and construction.

-Work with the Chief Academic officer to communicate, publicize and promote UF's sustainability-related efforts within and beyond the UF community.

-Foster involvement, support and leadership for sustainability practices and projects among faculty, staff and students to create and

maintain an institutional culture of sustainability.

-Develop and implement an incentive, recognition, and awards program for University units engaged in sustainability efforts. Initiate, facilitate and coordinate opportunities to extend UF's community outreach and services in sustainability-related areas.

-Initiate, facilitate, and coordinate opportunities to extend UF's community outreach and services in areas related to operations sustainability.

-Identify and aggressively pursue external funding, including grants and gifts, for sustainability practices and projects relating to outreach and operations, including, but not limited to, those directly administered by the Office of Sustainability. Assist faculty and staff in the pursuit of grants and external funding.

-Work with the Chief Academic Officer to develop opportunities for UF faculty and students to engage in interdisciplinary research and teaching that exploits UF operations as a model laboratory

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

<http://sustainable.ufl.edu/office-of-sustainability/office-staff/>

Sustainability Planning

Responsible Party

Matthew Williams

Director

Office of Sustainability

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	No	---
Research (or other scholarship)	---	---
Campus Engagement	---	---
Public Engagement	---	---
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	No	---
Energy	Yes	Yes
Grounds	No	---
Purchasing	No	---
Transportation	Yes	No
Waste	Yes	Yes
Water	---	---
Diversity and Affordability	Yes	No
Health, Wellbeing and Work	No	---
Investment	---	---

Other

A brief description of the plan(s) to advance sustainability in Curriculum:

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

Accountable parties, offices or departments for the Curriculum plan(s):

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

The measurable objectives, strategies and timeframes included in the Research plan(s):

Accountable parties, offices or departments for the Research plan(s):

A brief description of the plan(s) to advance Campus Engagement around sustainability:

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Accountable parties, offices or departments for the Campus Engagement plan(s):

A brief description of the plan(s) to advance Public Engagement around sustainability:

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

Accountable parties, offices or departments for the Public Engagement plan(s):

A brief description of the plan(s) to advance sustainability in Air and Climate:

http://sustainable.ufl.edu/wp-content/uploads/2011/04/UF_CAP_v1.pdf

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

http://sustainable.ufl.edu/wp-content/uploads/2011/04/UF_CAP_v1.pdf

Accountable parties, offices or departments for the Air and Climate plan(s):

Office of Sustainability
Physical Plant Division

A brief description of the plan(s) to advance sustainability in Buildings:

<http://www.facilities.ufl.edu/leed/index.php>

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

All new construction LEED Gold certified.

Accountable parties, offices or departments for the Buildings plan(s):

STARS Reporting Tool | AASHE

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Accountable parties, offices or departments for the Dining Services/Food plan(s):

A brief description of the plan(s) to advance sustainability in Energy:

10% reduction in Energy Intensity from 2009 to 2016

The measurable objectives, strategies and timeframes included in the Energy plan(s):

10% reduction in Energy Intensity from 2009 to 2016

Accountable parties, offices or departments for the Energy plan(s):

Physical Plant Division

A brief description of the plan(s) to advance sustainability in Grounds:

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Accountable parties, offices or departments for the Grounds plan(s):

A brief description of the plan(s) to advance sustainability in Purchasing:

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

Accountable parties, offices or departments for the Purchasing plan(s):

A brief description of the plan(s) to advance sustainability in Transportation:

[http://www.facilities.ufl.edu/planning/cmp/mp2015/docs/Transportation%20Element%20DRAFT%202015.](http://www.facilities.ufl.edu/planning/cmp/mp2015/docs/Transportation%20Element%20DRAFT%202015.pdf)

pdf

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

Accountable parties, offices or departments for the Transportation plan(s):

A brief description of the plan(s) to advance sustainability in Waste:

Zero Waste long-term target

The measurable objectives, strategies and timeframes included in the Waste plan(s):

1.5% increase in recycling per year through 2016

3% reduction in waste production per year through 2016

Accountable parties, offices or departments for the Waste plan(s):

Office of Sustainability

Physical Plant Division

A brief description of the plan(s) to advance sustainability in Water:

The measurable objectives, strategies and timeframes included in the Water plan(s):

Accountable parties, offices or departments for the Water plan(s):

A brief description of the plan(s) to advance Diversity and Affordability:

<http://hr.ufl.edu/wp-content/uploads/publications/Diversity%20Action%20Plan%20-%20August%202011>

.pdf

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

President's Council on Diversity

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

A brief description of the plan(s) to advance sustainability in Investment:

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Accountable parties, offices or departments for the Investment plan(s):

A brief description of the plan(s) to advance sustainability in other areas:

The measurable objectives, strategies and timeframes included in the other plan(s):

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:

No

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

The website URL where information about the institution's sustainability planning is available:

<http://sustainable.ufl.edu/about/strategic-vision/>

Governance

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

From the institution:

The President's Council on Diversity helps the University achieve its goals related to diversity by recommending and implementing initiatives, gathering and analyzing data, and providing input and oversight on matters pertaining to the diversity of faculty, staff, and students. The Office of Academic Support and the Office of Multicultural and Diversity Affairs are in place to assist students and highlight the opportunities available to them. UF has programs in place to provide scholarships, mentoring, and tutoring to students from low-income backgrounds.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Stephanie Sims
Implementation Coordinator
Office of Sustainability

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
 - Staff
 - Faculty
 - Administrators
-

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	---
Employee diversity and equity	---

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The President Council on Diversity is charged with:

- Gathering and analyzing broad diversity data at the college and departmental levels
- Identifying a sustainable approach to achieve broad diversity,
- Developing an action plan to assist the university in achieving its goals related to diversity.
- Provide input and broad oversight of the university's diversity efforts.
- View diversity from a broad perspective to the benefit of every member of the campus community.
- Recommend and implement diversity initiatives.
- Advise the Senior Vice President for Administration on matters pertaining to the diversity of faculty, staff and students at the University of Florida.

The full-time equivalent of people employed in the diversity and equity office:

3

The website URL where information about the diversity and equity committee, office and/or officer is available:

<http://www.hr.ufl.edu/eo/diversity.htm>

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	---
Administrators	---

A brief description of the cultural competence trainings and activities:

The HR Office of Training and Development Offers a course on diversity in the workplace, GET205: Diversity at Work!

The University of Florida has a very diverse population of both staff and students. Age, gender, race, religion, politics, socio-economic, education...the list is endless. Is this a weakness – or an opportunity? It is known that by drawing on diverse strengths and talents and developing a truly inclusive environment, an organization will increase productivity and be in the best position to succeed in today's global community. Therefore, leveraging our diverse population must be central to our efforts to be among the best public universities. Attend this workshop to learn more about how diversity can work for you—and your team!

The website URL where information about the cultural competence trainings is available:

<http://hr.ufl.edu/training/catalog/other.asp>

Assessing Diversity and Equity

Responsible Party

Stephanie Sims

Implementation Coordinator
Office of Sustainability

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
 2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
 3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
 4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts
-

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

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate assessment(s) :

UF completed a campus climate review by Dr. Shaun Harper in fall 2010, with follow-up events in Spring 2011. (

<http://www.ufsa.ufl.edu/news/spotlight.shtml>

)

The University of Florida administers the SERU survey to undergraduate students. SERU focuses on the undergraduate mission of research universities in particular. It is also a survey of the whole population, not just a sample. As a result, it enables analysis and reporting about majors, colleges, and other subpopulations about topics such as student development, academic experience, civic engagement, campus climate, global knowledge and skills, student ethical beliefs and behaviors, demographics, art and cultural experiences.

The last time a full campus climate survey was completed (faculty and staff) was 2002. Another survey is planned for the near future.

Has the institution assessed student diversity and educational equity?:

A brief description of the student diversity and educational equity assessment(s):

Has the institution assessed employee diversity and employment equity?:

A brief description of the employee diversity and employment equity assessment(s):

Has the institution assessed diversity and equity in terms of governance and public engagement?:

A brief description of the governance and public engagement assessment(s):

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

http://www.ir.ufl.edu/SERU_Summary.pdf

Support for Underrepresented Groups

Responsible Party

Stephanie Sims

Implementation Coordinator
Office of Sustainability

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

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

Office of Academic Support offers programs and services to support first generation and students disadvantaged due to income, education or cultural factors. These students are often disproportionately from underrepresented groups. (

<http://oas.aa.ufl.edu>

)

The Office of Multicultural and Diversity Affairs offers a number of resources and opportunities for involvement to students (

<http://www.multicultural.ufl.edu>

)

The website URL where more information about the support programs for underrepresented groups is available:

<http://www.hr.ufl.edu/eo/default.htm>

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

A brief description of the institution's discrimination response policy, program and/or team:

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Support for Future Faculty Diversity

Responsible Party

Stephanie Sims

Implementation Coordinator

Office of Sustainability

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
 - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
 - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
-

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

No

A brief description of the institution's programs that help increase the diversity of higher education faculty:

The website URL where more information about the faculty diversity program(s) is available :

Affordability and Access

Responsible Party

Stephanie Sims

Implementation Coordinator

Office of Sustainability

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
 - B. The graduation/success rate for low-income students
 - C. The percentage of student financial need met, on average
 - D. The percentage of students graduating with no interest-bearing student loan debt
-

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

The AIM program covers the cost of tuition and fees for student participants for Summer B.

The AIM program is administered by OAS and should be considered as a comprehensive transitional and retention program. AIM students are first-year freshmen that are carefully selected by UF's Office of Admissions. These students are offered the benefits of a year-long learning plan featuring smaller classes developed to enhance mathematics and communications skills. Several university-wide offices including OAS work with AIM students to ensure that they are given a comprehensive opportunity to succeed at the University of Florida. These students are provided valuable support services and academic enrichment activities by OAS. Moreover, AIM students are encouraged from the start, to establish an on-going relationship with UF's helpful and knowledgeable staff in such areas as Academic Advising, Housing and Financial Affairs. All programs work together to make the AIM student's first-year exciting and rewarding.

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

faculty and staff participate in a number of mentoring, tutoring, and workshop programs designed for students from low-income backgrounds, including the AIM program and Florida Opportunity Scholars.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

Approximately 600 incoming freshmen each year are selected by the Office of Admissions to participate in OAS's summer and fall Transition Program. OAS is proud to serve as the initial greeting committee for these incoming freshmen and the primary source of academic support services. These new UF students are targeted because they are considered first generation and/or underrepresented and we recognize that they may require additional support to help them overcome class, social, and cultural barriers in higher education. Students are offered a thorough introduction and orientation to UF, ensuring that students are aware of the many resources that UF offers. OAS works in conjunction with several integral offices including the Office of Admissions, Dean of Students, the Office of Academic Technology, Student Financial Affairs, Housing and Residence Education, and the Academic Advisement Center to offer our Transition Program. Workshops and mentoring are offered throughout the year for these students.

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

The Florida Opportunity Scholars Program is an initiative to ensure first-generation students from low income families have the resources they need to be academically successful at the University of Florida. The goal of the program is to retain these students and have them graduate at rates equal to or greater than the undergraduate population at large.

We know that students who are the first in their families to attend college have unique needs and challenges. The Florida Opportunity Scholars Program was developed to expand the opportunities for academically prepared first-generation students to attend UF without being overwhelmed with the additional costs (e.g., books and fees, meal and housing, transportation, miscellaneous expenses) of attending college. A number of support strategies are in place for this group to ensure their academic success, engagement at UF, social interaction, and a sense of belonging to the UF community.

A number of other needs based scholarships are awarded through individual colleges and the Uf Financial Aid office.

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

The Office of Academic Support's Transition Program includes workshops and activities to help guide prospective and incoming Gator parents.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

The Office of Admissions hosts a number of outreach and recruiting programs to attract a diverse student body. (

<http://admissions.ufl.edu/outreachmap.html>

)

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

The university's goal is not just to admit students to the University of Florida; our ultimate goal is an educational experience that culminates with a college degree from the University of Florida, and we are equally committed to both goals.

-UF is third in the number of bachelor's degrees awarded, fourth in the number of master's degrees awarded and fifth in the number of Ph.Ds awarded to Hispanic students at public and private institutions that are members of the prestigious Association of American Universities (AAU).

-UF is third in the number of bachelor's degrees awarded, 11th in the number of master's degrees awarded and 23rd in the number of Ph.Ds awarded to African American students at public and private AAU institutions.

-Approximately 26 percent of the UF student body are comprised of underrepresented populations.

-UF's freshman retention rate is 94 percent, one of the highest in the country.

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

Student Financial Affairs (SFA) is committed to providing students with the resources and information they need to become fiscally responsible and to understand the rights and responsibilities incurred when they receive financial aid.

-SFA believes that financial factors should not deny any student the opportunity to attend UF and successfully pursue their degree objectives.

-SFA is committed to maximizing the resources available to its students.

-SFA recognizes that each student's financial situation is unique and makes every effort to develop policies and procedures that treat each student fairly and equitably while taking into account unusual circumstances.

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

UF offers a number of other resources at the college level, including The College of Education's Recruitment, Retention & Multicultural Affairs program (

)

Does the institution have policies and programs in place to support non-traditional students?:

A brief description of any scholarships provided specifically for part-time students:

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

A brief description of other policies and programs to support non-traditional students:

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	---
The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	---
The percentage of students graduating with no interest-bearing student loan debt	---

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

<http://oas.aa.ufl.edu/home.aspx>

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

From the institution:

UF is committed to providing a pleasant work environment to faculty and staff. Baby Gator Child Development Centers are available to provide child care, and the Employee Assistance Program gives employees access to consultation, training, and workshops. UF offers "Green Your Office" and "Sustainable Purchasing" workshops and encourages employee participation in the departmental bike program as well as the One Less Car and Chomp Down on Energy campaigns.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Stephanie Sims

Implementation Coordinator

Office of Sustainability

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

Number of employees:

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Number of employees of contractors working on campus:

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Number of staff and faculty that receive sustainable compensation:

Number of employees of contractors that receive sustainable compensation:

A brief description of the standard(s) against which compensation was assessed:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular,

full-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

The local legal minimum hourly wage for regular employees:

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

Yes

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

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

http://www.hr.ufl.edu/class_comp

Assessing Employee Satisfaction

Responsible Party

Stephanie Sims

Implementation Coordinator

Office of Sustainability

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

No

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

Before any survey can be administered to in unit employees, the appropriate union would need to be consulted. There is not a structure for a regular, formal survey at the university level. Some divisions have completed their own staff satisfaction surveys. See information about Student Affairs 2005 survey at link below.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

The year the employee satisfaction and engagement evaluation was last administered:

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

<http://www.ufsa.ufl.edu/aboutufsa/admin/ids/doc/ExecutiveSummaryDivisionofStudentAffairsstaffsurvey.pdf>

Wellness Program

Responsible Party

Stephanie Sims
Implementation Coordinator
Office of Sustainability

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
 - Staff
 - Faculty
-

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	---
Staff	Yes
Faculty	---

A brief description of the institution's wellness and/or employee assistance program(s):

The Employee Assistance Program is available free of charge to all University of Florida faculty and staff--including OPS. The purpose of the EAP is to promote, maintain, and support a positive and productive workplace. The EAP provides a wide range of services including individual employee evaluation and referral, consultation services for supervisors, workshops and training sessions, and support groups.

The website URL where information about the institution's wellness program(s) is available:

<http://www.eap.ufl.edu/>

Workplace Health and Safety

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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.

From the institution:

UF has invested with private investment funds that sponsor renewable energies such as wind and hydroelectric and sustainable forestry. The investment board has adopted a policy on socially responsive investing that incorporates socially-motivated restrictions on investments where they concern actions that are directly detrimental to the missions of its clients and to consider socially and environmentally responsible investment opportunities within the portfolios.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Matthew Williams
Director
Office of Sustainability

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:

Yes

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

The University of Florida Investment Corporation (UFICO) was created by the Board of Trustees of the University of Florida to manage the investable assets of the University of Florida and its affiliates including the endowed assets of the University of Florida Foundation, Inc. UFICO is governed by its own Board of Directors who are responsible for investment policy and broad asset allocation. UFICO's Board is appointed by the President of the University of Florida and is comprised of representatives from the stakeholders that UFICO manages investments for, University administrative staff, faculty, and alumni.

As part of its investment policy, UFICO's Board has adopted a policy on socially responsive investing that incorporates socially-motivated restrictions on investments where they concern actions that are directly detrimental to the missions of its clients and to consider socially and environmentally responsible investment opportunities within the portfolios.

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

OFFICERS

William S. Reeser
Chief Executive Officer

Edward A. Kelly
Treasurer

Peter H. Landauer
Executive Vice President

Kimberly L. Doak
Secretary

DIRECTORS

S. Andrew Banks, Chairman

David T. Brown

Robert J. Cousin

Douglas J. Free

Robert H. Gidel

James 'Bill' W. Heavener

James J. Kelly

Eric W. Mandelblatt

Michael V. McKee

Thomas J. Mitchell

Alan S. Pareira

Rebecca S. Patterson

Winfred M. Phillips

Alex C. Smith

Examples of CIR actions during the previous three years:

Pending

The website URL where information about the CIR is available:

<http://www.ufico.ufl.edu/board.html>

Responsible Party

Matthew Williams

Director

Office of Sustainability

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Total value of the investment pool:

1,500,000,000 US/Canadian \$

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	0 US/Canadian \$
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	0 US/Canadian \$
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	53,389,603 US/Canadian \$
Community development financial institutions (CDFIs) or the equivalent	0 US/Canadian \$
Socially responsible mutual funds with positive screens (or the equivalent)	0 US/Canadian \$
Green revolving loan funds that are funded from the endowment	---

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

UFICO has invested with several private investment funds that seek investments in renewable energies such as wind and hydroelectric and sustainable forestry.

Does the institution have a publicly available sustainable investment policy?:

Yes

A copy of the sustainable investment policy:

The sustainable investment policy:

<https://www.uff.ufl.edu/Documents/Document.asp?DocID=1975>

Does the institution use its sustainable investment policy to select and guide investment managers?:

A brief description of how the policy is applied, including recent examples:

Does the institution's sustainable investment policy include negative screens?:

No

A brief description of the negative screens and how they have been implemented:

Approximate percentage of the endowment that the negative screens apply to:

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

No

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

UFICO has made a large allocation (approximately 12% of its global equity allocation) to an “activist” investment fund which seeks to promote open and transparent shareholder access to corporate decision making.

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

No

A brief description of the investor networks and/or collaborations:

The website URL where information about the institution's sustainable investment efforts is available:

Investment Disclosure

Responsible Party

Edward Kelly

Chief Operating Officer

University of Florida Investment Corporation

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Does the institution make a snapshot of its investment holdings available to the public?:

No

The percentage of the total investment pool included in the snapshot of investment holdings:

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 4

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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