UNLV STARS unabridged report

University of Nevada, Las Vegas

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University of Nevada, Las Vegas

STARS REPORT

Date Submitted:  June 17, 2011
Rating:  Silver
Score:  51.12
Online Report:  University of Nevada, Las Vegas
STARS Version:  1.0
Wait, Wait! Don’t Print Me!

To reduce paper consumption, this document has been designed to be browsed quickly and easily on computer screens using Adobe Reader. The following special features have been embedded:

Moving Around in the Document

- **Summary of Results Links** - Headings in the Summary of Results are links, which can be clicked to take you directly to the referenced page.

- **Bookmarks** - You can jump to segments of the document quickly and easily using the Bookmarks provided in the document. To access the Bookmarks, click on the "Bookmarks" tab on the left side of the Adobe Reader window – it's the icon that looks like a sheet of paper with a blue ribbon hanging over the upper left corner.

- **Pages** - You can quickly go to any page listed in the Table of Contents simply by typing the page number into the box that displays the current page number in the Adobe Reader window, and pressing "Return/Enter."

Searching

- Adobe Reader's search tool allows you to see the results of your search in a menu format, similar to web search engines. Using the menu, you can choose to go directly to the occurrence of the search term that is most relevant to your interest. To access this search tool, press Shift+Ctrl+F, or choose "Search" from the "Edit" menu.

If these features don’t meet your on-screen reading needs, please consider printing only the sections you need, printing double-sided, and using recycled-content paper or paper that has already been printed on one side.
About STARS

The Sustainability Tracking, Assessment & Rating System (STARS®) is a transparent, self-reporting framework for colleges and universities to gauge relative progress toward sustainability. STARS was developed by AASHE with broad participation from the higher education community.

STARS is designed to:

- Provide a framework for understanding sustainability in all sectors of higher education.
- Enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the campus sustainability community.
- Create incentives for continual improvement toward sustainability.
- Facilitate information sharing about higher education sustainability practices and performance.
- Build a stronger, more diverse campus sustainability community.

The STARS framework is intended to engage and recognize the full spectrum of colleges and universities in the United States and Canada – from community colleges to research universities, and from institutions just starting their sustainability programs to long-time campus sustainability leaders. STARS encompasses long-term sustainability goals for already high-achieving institutions as well as entry points of recognition for institutions that are taking first steps toward sustainability.

STARS 1.0, which launched on January 19, 2010, after a three-year development process, is the first version of STARS in which participants can earn a rating.

About AASHE

STARS is a program of AASHE, the Association for the Advancement of Sustainability in Higher Education. AASHE is a member-driven organization with a mission to empower higher education to lead the sustainability transformation. Learn more about AASHE.
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# Summary of Results

**Score** 51.12  
**Rating:** Silver

## Education & Research 47.51%

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

Score 47.51%

Co-Curricular Education

Points Claimed 5.00
Points Available 17.75

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.

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<thead>
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<td>ER-2: Student Sustainability Outreach Campaign</td>
<td>0.00 / 5.00</td>
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<tr>
<td>ER-3: Sustainability in New Student Orientation</td>
<td>0.00 / 2.00</td>
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<td>ER-4: Sustainability Outreach and Publications</td>
<td>4.00 / 4.00</td>
</tr>
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ER-1: Student Sustainability Educators Program

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<tbody>
<tr>
<td>0.00 / 5.00</td>
<td></td>
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</tbody>
</table>

**Criteria**

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

- Selects or appoints students to serve as educators and formally designates the students as educators,
- Provides formal training to the educators in how to conduct outreach, and
- Offers 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.

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

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
### ER-2: Student Sustainability Outreach Campaign

<table>
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<th>Responsible Party</th>
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<tbody>
<tr>
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<td></td>
<td>Associate Vice President for Interdisciplinary Research</td>
</tr>
<tr>
<td></td>
<td>Division of Research and Graduate Studies</td>
</tr>
</tbody>
</table>

#### Criteria

Institution holds at least one sustainability-related outreach campaign directed at students. The campaign yields measurable, positive results in advancing sustainability.

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

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

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

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

The following impacts are not sufficient for this credit:

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

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

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

No

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

Focus The Nation

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

Focus The Nation (FTN) is a national nonprofit dedicated to promoting clean energy solutions through youth leadership development. Every year college students working with FTN host Clean Energy Forums on college campuses across the country. These forums educate the community on energy issues and discuss clean energy
solutions for that community and their state. This year, the theme was ‘energy literacy’ and UNLV hosted a Clean Energy Forum.

The campaign was split into two portions: education and discussion. It reached a diverse audience. During the day, environmental groups teamed up with community representatives and displayed various informational booths. This gave the students and campus spectators the opportunity to discuss with local utility companies, clean energy advocates, and student demonstrators information about residential energy usage.

This educational open house had partners from: NV Energy, Southern Nevada Water Authority, Sierra Club, Environment Nevada, Rebel Recycling Center, REPurpose America, BEC Environmental, WES group, USGBC Nevada/Student Chapter, UNLV Solar & Renewable Energy Minor, Bombard Electric, and Toyota Prius. Students also displayed their own research into energy usage including the journey our food takes prior to reaching our tables, water usage in southern Nevada, electricity/home power usage, and a renewable energy technology display.

Later in the evening, UNLV hosted a discussion panel focused on Nevada's energy use and needs. This panel included individuals from various Focus the Nation categories: ‘innovator; politico; technician; or story teller.’ This panel was able to answer questions from attendees including local residents, business owners, and students.

The panel participants included:
Moderator: Patricia Mynster- Doctoral Student in Environmental Studies and Public Affairs
Dr. Bob Boehm- Distinguished Mechanical Engineering Professor & Director of the Energy Research Center
Dina Titus- former Congresswoman for Nevada's 3rd District and Professor in Political Science at UNLV
David Sims- NV Energy's Director of Project Development
Lydia Ball- Executive Director of the Clean Energy Project Nevada
David Stahl- Associate Executive Director for Nuclear Technology Programs at the Harry Reid Center.

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

While campaigns such as Focus The Nation regularly take place at UNLV, quantitative measures of pre-and post achievement were not obtained. This was an important lesson learned from STARS; the need to quantitatively emphasis impact of activities on sustainability.

Besides key qualitative dimensions such as media coverage and increased awareness, measurable positive impacts remain an integral part of measuring a campaign's success. We have learned an important lesson for future sustainability outreach campaigns.

The website URL for the campaign:

http://www.focusthenation.org/nation/nevada
ER-3: Sustainability in New Student Orientation

<table>
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<td>0.00 / 2.00</td>
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</table>

**Criteria**

Institution includes sustainability prominently in its new student orientation activities and programming.

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

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
## ER-4: Sustainability Outreach and Publications

<table>
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<td>Associate Vice President for Interdisciplinary Research</td>
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<tr>
<td></td>
<td>Division of Research and Graduate Studies</td>
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</tbody>
</table>

### Criteria

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

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

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

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

Yes

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

Urban 21, the website for the UNLV Urban Sustainability Initiative, also serves as a repository for all information related to sustainability on campus. In addition, Urban 21 also describes campus sustainability efforts, events and outreach, and a detailed breakdown of campaigns overseen by the UNLV Sustainability Council.

Important Sustainability Council documents hosted on the Urban 21 website include: a copy of the Council membership roster, the Green House Gas (GHG) Inventory, a copy of the UNLV President's Climate Commitment, a link to the Club Ride carpool program organized by the Southern Nevada Regional
Transportation Commission (RTC), and the UNLV sustainability policy on energy & water efficiency.

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

http://urban21.unlv.edu/

Does the institution have a sustainability newsletter?:

Yes

A brief description of the sustainability newsletter:

The UNLV Urban Sustainability Listserv creates a linked community of people with shared interests in the broad category of sustainability. The list-serve provides regular updates and serves as an informal newsletter for all members of the campus community interested in sustainability.

It provides an easy, email based mechanism by which UNLV faculty and staff members, UNLV students, and community members can stay informed about public events, academic opportunities (professional conferences, students contests, local and regional events), and general issues associated with urban sustainability.

The listserv allows for targeted messages to be shared in a closed, subscription-only environment.

The website URL for the sustainability newsletter:

http://urban21.unlv.edu/about/listserv.html

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

Yes

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

UNLV has an Institutional Repository (IR) that archives student scholarly work for the campus. An institutional repository is a digital archive with the primary purpose of collecting, preserving, and disseminating intellectual output. Content is collected in one location, providing global, open access to a university’s scholarly material and grey literature (technical reports, unpublished works) that might otherwise be lost. Institutional repositories have digital interoperability, enabling research content aggregators to automate metadata harvesters (OAI-PMH), providing greater visibility to disseminate scholarship on a global scale. Scholarship is organized by communities and collections, enabling a user to easily browse materials or by utilizing the convenient search box. In the digital IR environment, research materials can be archived in text, audio, or video formats. Uploaded materials are immediately accessible to the public, eliminating publishing lag time and ensuring timely research. Users may sign up for email alerts or enable an RSS feed to be notified of recently posted items. The institutional repository services will further facilitate the Center’s role as a clearinghouse/networking source for solar energy information in the state and beyond. The Lied Libraries will also provide library research expertise, solar
resource guides, and research collection development in solar-related print and e-books, multimedia, and more.

UNLV has a Sustainability Librarian that manages the repository and highlights sustainability-related research.

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

http://digitalcommons.library.unlv.edu/

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

Yes

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

Several high performance buildings at UNLV feature signage that highlights green building features:

1) Campus Services Building
   In 2007, UNLV earned national recognition and a plaque for the Campus Services Building (CSB) from Energy Star for being a high performance facility.
   To earn the award a building's energy performance must fall in the top 25 percentile based on a national standard produced by the U. S. Energy Information Administration. The plaque is displayed in the lobby of CSB.

2) Greenspun Hall
   LEED v2.2 Gold Rated Greenspun Hall (GUA) displays the US Green Building Council plaque to commemorate its delivery to the built environment of UNLV.

3) Science & Engineering Building
   The Science & Engineering Building (SEB) has earned a LEED v 2.1 Silver rating. Descriptive signs are posted in the lobby to highlight several prominent features of the building, including water reclamation, energy saving, recycled materials, and construction materials.

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

---

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

No

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

---

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

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

Yes

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

Signage is posted throughout campus in compliance with the UNLV Drought Response Plan guidelines imposed, indicating where UNLV's drought plan and watering schedule can be found.

This information is also made public on UNLV's Landscape and Grounds website.

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

http://facilities.unlv.edu/landscape/droughtplan.html

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

Yes

A brief description of the sustainability walking map or tour:

The UNLV Arboretum was established in May of 1985. Legislation enabled the University of Nevada Board of Regents to establish arboreta at both of the four year institutions within the state, including our sister arboretum at the University of Nevada, Reno.

The UNLV Arboretum includes the entire 335 acre campus. Of this acreage, 80 acres are landscaped with trees, shrubs, and turf, including a two acre Xeric Garden. The grounds are often referred to as the Emerald in the Desert, a maxim that has been attached to the recently created Arboretum logo.

Plants found in southern Nevada landscaping are displayed in mature form throughout the campus setting. One may tour the campus landscape at a leisurely pace, any time or day of the week.

The Xeric Garden is located at the entrance to the Marjorie Barrick Museum. Created in 1988, this garden contains plants from arid regions from around the world. Numerous informative signs are located throughout the garden. Many plants are in bloom, regardless of the season, but spring is the best time to visit as virtually every plant has some color.

Guided tours of the campus grounds are available upon request. Inquiries may be directed to the Horticultural Supervisor by calling (702) 895-0952, by correspondence, UNLV Arboretum, 4505 Maryland Parkway, Box 451013, Las Vegas, NV 89154-1013 or by e-mail at grndshop@unlv.edu

The website URL of the sustainability walking map or tour:

http://facilities.unlv.edu/landscape/arboretum.html

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

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

Club Ride is a program administered through the Regional Transportation Commission of Southern Nevada (RTC) that helps students, teachers, and university employees get to and from work more economically. Club ride provides information on

* Carpool and Vanpool partners
* Transit schedules and routing
* Walking and biking information

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

http://parking.unlv.edu/clubride.html

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

No

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

---

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

---

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

No

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:

---

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

A brief description of this material:
UNLV Innovation is the research magazine of the University of Nevada, Las Vegas. Designed to provide enhanced coverage of UNLV research, scholarship, and creative activity, the annual publication also seeks to inform various constituencies about the nature and value of university research. The recent emphasis on sustainability & diversity naturally place research focused on these core values front and center.

The website URL for this material:
http://research.unlv.edu/innovation/

Does the institution produce another sustainability publication or outreach material not covered above? (2nd material):
No

A brief description of this material:
---

The website URL for this material:
---

Does the institution produce another sustainability publication or outreach material not covered above? (3rd material):
No

A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (4th material):
No
A brief description of this material: 
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The website URL for this material: 
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Does the institution produce another sustainability publication or outreach material not covered above? (5th material):

No

A brief description of this material: 
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The website URL for this material: 
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Does the institution produce another sustainability publication or outreach material not covered above? (6th material):

No

A brief description of this material: 
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The website URL for this material: 
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Does the institution produce another sustainability publication or outreach material not covered above? (7th material):

No

A brief description of this material: 
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The website URL for this material: 
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Does the institution produce another sustainability publication or outreach material not covered above? (8th
material):

No

A brief description of this material:

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The website URL for this material:

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Tier2-1: Student Group

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<tr>
<td>0.25 / 0.25</td>
<td>Tom Piechota, Associate Vice President for Interdisciplinary Research, Division of Research and Graduate Studies</td>
</tr>
</tbody>
</table>

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

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

Yes

**A brief description of the student group:**

1) Sierra Student Coalition (SSC)
The purpose of Sierra Student Coalition is to support environmentally responsible school policies, educate students about campus sustainability, and promote an environmental community at University of Nevada Las Vegas (UNLV).

Environmental literacy is conveyed through outreach such as forums, discussions, meetings and events. SSC is the host of Earth Week annually and takes part in various national campaigns to advance our campus sustainability. With much potential in Nevada, SSC seeks to continuously progress the eco-efficiency of UNLV.

2) USGBC Students, UNLV
With a little over one year of experience, the USGBC Students of UNLV have begun a process of outreach and awareness that aims to transform the mindset of the many stakeholders of the built environment. A conscious and concerted effort, undertaken by a multidisciplinary array of students, may prove just enough to begin a meaningful dialog about how people, particularly in urban settings, interact with the natural and built environments around them.

We, the USBGC Students, UNLV, understand that green building is but one of many important dimensions of sustainability. The question of how best to allocate scarce resources in a way that does not compromise quality of life for both present and future generations may yet be answered by science, be it social, building, natural, or more likely some combination of the group.

The LEED green building rating system represents an important step forward, yet it is important to remember that it is merely the beginning of a paradigm shift towards intergenerational equity. Together, we will find a way to accomplish the prime objective of healthy and lasting growth.

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

https://orgsync.com/7174/chapter
Tier2-2: Organic Garden

Score  Responsible Party

0.25 / 0.25  Claire Tredwell
            Director
            UNLV/CSUN Preschool

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

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

Yes

A brief description of the garden:

The organic garden is located in the courtyard of the University of Nevada, Las Vegas / Consolidated Students of Nevada Preschool. Over 100 university students serve in various positions at the UNLV/CSUN Preschool, which is the second largest employer of college students on campus.

The preschool works with the University of Nevada, Reno Cooperative Extension (UNCE) to ensure that teachers and teaching assistants receive training and actively participate in a hands-on experience which allows them to teach and learn organic gardening principles interactively with the preschool students, thus providing intergenerational learning opportunities.

Students of all ages learn to plant, tend, irrigate, and harvest a diverse array of plants and vegetables. The current crop includes lettuce, tomatoes, herbs, and non-edible plants and flowers.

The website URL where information about the garden is available:

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## Tier2-3: Model Room in a Residence Hall

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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
## Tier2-4: Themed Housing

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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
## Tier2-5: Sustainable Enterprise

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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Tier2-6: Sustainability Events

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<th>Responsible Party</th>
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</table>
| 0.25 / 0.25 | Tom Piechota  
Associate Vice President for Interdisciplinary Research  
Division of Research and Graduate Studies |

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

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

Yes

A brief description of the event(s):

UNLV hosts many national, regional and local events related to sustainability. One outstanding example is the annual National Clean Energy Summit, currently in its third year.

Event description:

Center for American Progress Action Fund, Senate Majority Leader Harry Reid (D-NV), and the University of Nevada, Las Vegas have once again brought together some of the most respected leaders from industry, science, government, and advocacy organizations to define a policy agenda for creating good jobs in the new economy and for accelerating the nation’s clean energy transformation. This year’s “National Clean Energy Summit 3.0: Investing in American Jobs” assessed the progress made since the first summit in 2008, including the major clean energy investments in the American Recovery and Reinvestment Act, while also looking ahead at further steps and policies needed to transform Nevada’s, and the nation’s economies into thriving clean energy hubs. Expert panels convened to discuss deployment of clean energy, growth of new energy efficiency markets, advancing energy independence, and ensuring long-term prosperity for Nevada, the nation, and the world.

UNLV students who are enrolled in the Solar & Renewable Energy minor were able to attend the Summit for free. In addition, students can work at the event as volunteers.

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

http://www.cleanenergysummit.org/
Tier 2-7: Outdoors Program

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<tbody>
<tr>
<td>0.25 / 0.25</td>
<td>Sean Smith</td>
</tr>
<tr>
<td></td>
<td>Graduate Assistant</td>
</tr>
<tr>
<td></td>
<td>SRWC Fac &amp; Recreation Services</td>
</tr>
</tbody>
</table>

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

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

Yes

A brief description of the program:

The Student Recreation and Wellness Center (SRWC) is no ordinary campus recreation center. Along with incredible equipment and facilities, not to mention a great new place to hang out and recharge, the SRWC offers programs and services that address every aspect of overall health and wellness.

All Clark County residents over the age of 18, UNLV faculty, staff, and full and part-time students can access our new facility. This membership grants access to:

- Personal fitness options
- Aquatics classes and programs
- Outdoor Adventure trips and equipment rental
- Fitness and group classes

As part of the Student Recreation and Wellness Center, UNLV Outdoor Adventures is a program which is proud to provide outdoor experiences for the UNLV community.

All hikes and excursions are conducted in accordance with Leave No Trace Principles. In fact, tour guide Sean Smith is an LNT trainer as well.

The website URL where information about the program is available:

http://srwc.unlv.edu/outdoorAdventures.html
Tier2-8: Themed Semester or Year

Responsible Party

This credit was marked as **Not Applicable** for the following reason:

*Institution does not have themed semesters, years, or first-year experiences.*
Curriculum

Points Claimed  26.49

Points Available  55.00

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.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
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<tr>
<td>ER-5: Sustainability Course Identification</td>
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<tr>
<td>ER-6: Sustainability-Focused Courses</td>
<td>4.56 / 10.00</td>
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<tr>
<td>ER-7: Sustainability-Related Courses</td>
<td>0.34 / 10.00</td>
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<tr>
<td>ER-8: Sustainability Courses by Department</td>
<td>3.89 / 7.00</td>
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<tr>
<td>ER-9: Sustainability Learning Outcomes</td>
<td>0.70 / 10.00</td>
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<tr>
<td>ER-10: Undergraduate Program in Sustainability</td>
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<td>ER-11: Graduate Program in Sustainability</td>
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<td>ER-12: Sustainability Immersive Experience</td>
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<td>ER-13: Sustainability Literacy Assessment</td>
<td>1.00 / 2.00</td>
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<td>ER-14: Incentives for Developing Sustainability Courses</td>
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ER-5: Sustainability Course Identification

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</table>
| 3.00 / 3.00 | Tom Piechota  
Associate Vice President for Interdisciplinary Research 
Division of Research and Graduate Studies |

Criteria

Part 1

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

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

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

Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

Part 3

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

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

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

Yes

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

stars.aashe.org
In an often-cited 1987 definition, the World Commission on Environment and Development defines sustainability as: "development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

Sustainability is a broad concept that requires simultaneously accounting for human health and well-being, economic justice and sufficiency, and environmental health.

For the University of Nevada, Las Vegas, sustainability in research is responsive to the needs of a rapidly growing metropolitan area, economic diversification, and strategies to preserve our fragile desert environment.

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

Yes

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

In order to create a broad and encompassing definition of sustainability for the course inventory, UNLV called upon a special panel of three academic faculty members. These tenure-track research faculty members, with areas of expertise that span science/technology communications, civil engineering/urban hydrology, and environmental sociology, each brought a unique perspective to the task of articulating a definition of sustainability.

Once the panel rendered its final draft, UNLV engaged its permanent advisory board, the Sustainability Council, to elicit additional feedback.

The final definition seen here in STARS and used for the sustainability inventory is the product of this joint collaboration.

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

Yes

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

http://urban21.unlv.edu/
ER-6: Sustainability-Focused Courses

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</table>
| 4.56 / 10.00 | Tom Piechota  
Associate Vice President for Interdisciplinary Research  
Division of Research and Graduate Studies |

Criteria

Institution offers sustainability-focused academic courses.

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

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

The number of sustainability-focused courses offered:

300

The total number of courses offered:

6575

Number of years covered by the data:

Three

A list of sustainability-focused courses offered:

- AAD 201 History of the Built Environment/Discussion
- AAD 201D History of the Built Environment/Discussion
- AAD 202 Analysis of the Built Environment
- AAE 330 Design With Climate
- AAE 435 Developing Sustainable Design
- AAE 454 Architecture and the New Urbanism
- AAE 459 Design and Development
- AAE 460 Issues in Contemporary Urbanism
- AAI 450 Designed Environment and Human Behavior
- AAI 459 Design and Development
- AAL 101 Design With Nature
- AAL 330 Design with Climate
AAL 459 Design and Development
AAP 100 Introduction to Urban Planning
AAP 377 Site Planning and Environmental Analysis
AAP 378 Urban Form and Design
AAP 378L Urban Planning and Design II
AAP 477 Regional Planning Issues
AAP 477L Urban Planning and Design III
AAP 478L Urban Planning and Design IV
AAP 495 Special Topics in Urban Planning and Design
ABS 331 Environmental Control Systems I
ABS 332 Environmental Control Systems II
ACC 400 The Accounting Environment
ANTH 311 Cultural Resources Management
ANTH 430 Anthropology and Ecology
ANTH 443 Environmental Archaeology
BIOL 104 Introduction to Human Ecology
BIOL 220 Introduction to Ecological Principles
BIOL 305 Introduction to Conservation Biology
BIOL 341 Principles of Ecology
BIOL 345 Urban Horticulture
BIOL 418 Microbial Ecology
BIOL 438 Water Management in Arid Environments
BIOL 441 Field Ecology
BIOL 444 Principles of Plant Ecology
BIOL 471 Aquatic Ecology
BLW 302 Legal Environment
BUS 498 Global Business Strategy
CEE 250 Sustainability in Civil and Environmental Engineering
CEE 406 Hydrologic Analysis and Design
CEE 407 Computer Applications in Environmental and Water Resources Engineering
CEE 413 Water Resources Engineering I
CEE 450 Unit Operations and Processes in Environmental Engineering
CEE 454 Solid and Hazardous Wastes Engineering
CEM 350 Facility Systems Design and Construction I
CEM 351 Facility Systems Design and Construction II
CEM 480 Sustainable Construction
CS 474 Decision Environments for Software Product Development
ECON 190 Global Economics
ECON 307 Environmental Economics
ECON 309 Resource Economics
ECON 470 Urban and Regional Economics
EDSP 481 Practicum in a Resource Room
EDUC 381 Global Leadership
EDWF 440 Computer Uses in Workforce Education and Development
EDWF 454 Student Teaching, Workforce Education and Development
EGG 130 Control of Environmental Pollution
EGG 150 Introduction to Solar Energy Utilization
EGG 307 Engineering Economics
EGG 450 Introduction to Solar Energy Utilization
ENG 409B Rhetoric and the Environment
ENG 491B Environmental Literature
ENS 100 Humans and the Environment
ENV 101 Introduction to Environmental Science
ENV 125 Control of Environmental Pollution
ENV 201 Environmental Toxicology and Risk Assessment
ENV 202 Environmental Regulations
ENV 203 Sampling, Analysis, Treatment, and Disposal
ENV 205 Environment and Development
ENV 206 Introduction to Climate Change
ENV 220 Introduction to Ecological Principles
ENV 333 Nuclear Issues in Nevada
ENV 345 Environmental Regulations: History, Law and Methods
ENV 360 Environmental Assessment Methods
ENV 377 Environmental Economics
ENV 393 Assessment for Radiological Hazards
ENV 407 Environment and Society
ENV 410 Environmental Policy
ENV 411 Environmental Risk Management
ENV 414 Air Pollution Science and Management
ENV 420 Environmental Impact Analysis
ENV 430 Land Use Management
ENV 440 Introduction to American Environmental Thought
ENV 460 Environmental Modeling
ENV 480 Geographic Information Systems for Environmental Management
FAB 470 Global Food and Nutrition Issues
GEOG 103 Physical Geography of Earth's Environment
GEOG 116 Introduction to Oceanography
GEOG 140 Conversations With Earth
GEOG 421 Climatology
GEOL 110 Global Warming
GEOL 135 Earth Resources and Society
GEOL 140 Conversations with Earth
GEOL 303 Global Environmental Change
GEOL 334 Environmental Geology
GEOL 335 Earth Resources and the Environment
GEOL 410 Soil Classification and Resource Management
GEOL 436 Quaternary Paleoecology
GEOL 437 Paleoclimatology
GEOL 474 Hydrogeology
GEOL 478 Hydrogeochemistry
HCA 404 Human Resources Management for Health Care Organizations
HIST 103 Global Problems in Historical Perspective
HIST 434 Role of Cities in American History
HIST 434A European Urban History
HIST 441 American Environmental History
HIST 443 Comparative Environmental History
HIST 443A Historic Preservation
HIST 483A Urban Destruction and Reconstruction
HMD 259 Human Resources Management in the Hospitality Industry
HPS 470 Environmental Health Physics
JOUR 475 Global Media
LAND 258 Xeric Plant Materials
LAND 443 Stormwater Management (Construction IV)
LAND 499 Sustainable Design for the 21st Century City
LIB 203 Media Resources in Libraries
ME 412 Sizing Solar Energy Systems
ME 419 Advanced HVAC and Energy Conservation Systems
MGT 367 Human Resource Management
MGT 475 Seminar in Human Resource Management
NRES 411 Environmental Law
NRES 432 Advanced Environmental Toxicology
PHIL 102 Critical Thinking and Reasoning
PHIL 249 Environmental Ethics
PHYS 108 Physics For A Better Environment
PHYS 108L Physics for a Better Environment Laboratory
PSC 401A Urban Politics
PSC 403A Natural Resource Policy
PSC 403B Energy Politics and Policy
PSC 403C Environmental Policy
PSC 405P Global Political Economy
PSC 405Q Global Ecopolitics
PSC 405T International Environmental Politics
PSC 407I Politics and Problems in Developing Areas
RLS 259 Human Resources Management in the Hospitality Industry
SOC 407 Environment and Society
SOC 429 Globalization: Economic, Political, and Cultural Perspectives
SOC 443 Urban Sociology
SOC 469 Crossing Borders/Global Migrations
STAT 469 Environmental Statistics I: Univariate Methods
SW 315 Human Behavior and the Social Environment I
SW 425 Human Behavior and the Social Environment II
SW 478 Global Child Welfare
TCA 405 Legal Environment of Meetings and Events
WMST 475 Gender, Development, and Globalization
WMST 490 Special Topics
AAE 635 Sustainable Design Principles
AAE 654 Architecture and the New Urbanism
AAE 660 Issues in Contemporary Urbanism
AAE 770 Research Methods in Environmental Design
AAI 650 Designed Environment and Human Behavior
AAP 646 Urban Land Use: Planning and Controls
ABS 531 Environmental Control Systems I
ABS 532 Environmental Control Systems II
ABS 632 Solar Energy Applications in Architecture
ANTH 630 Anthropology and Ecology
ANTH 643 Environmental Archaeology
ANTH 753 Seminar in Cultural Adaptations to Arid Environments
ANTH 754 Archaeology and Paleocology of the Great Basin
ANTH 796 Cultural Resource Management Internship
AST 725 High Energy Astrophysics
BIOL 618 Microbial Ecology
BIOL 644 Principles of Plant Ecology
BIOL 671 Aquatic Ecology
BIOL 743 Ecological Plant Physiology
BIOL 748 Environmental Physiology
BIOL 781 Population and Evolutionary Ecology
BIOL 783 Community and Ecosystem Ecology
BIOL 784 Conservation Biology
CED 739 Vocational Placement and Community Resources
CEE 650 Unit Operations/Processes in Environmental Engineering
CEE 700 Research Methods in Civil and Environmental Engineering
CEE 704 Environmental & Water Systems
CEE 752 Advanced Water and Wastewater Analysis
CEE 759 Mass Transfer in Environmental Systems
CEM 653 Construction Scheduling and Resource Optimization
CHEM 710 Environmental Aquatic Chemistry
CHEM 715 Environmental Organic Chemistry
CHEM 760 Environmental Radiochemistry/Radiation Safety
CHEM 775 Bioanalytical Environmental Toxicology
CIG 601 Curriculum and Instruction Urban Settings
CIG 603 Urban Education
CIL 672 Reference Methods and Resources School Library
CIT 676 Management of Educational Technology Facilities and Resources
ECO 655 Economics of Industrial Organization
ECO 707 Environmental and Natural Resource Economics
ECO 709 Regional Economic Analysis
ECO 720 Health Economics and Policy
ECO 732 Political Economy and Economic Policy
ECO 763 Economics and the Law
ECO 765 Labor Economics
ECO 773 Business and Economic Forecasting
EDA 747 Urban School Administration
EDA 785 Administering Schools in a Political Climate
EDH 627 Student Learning and Development
EDH 709 Seminar in the Economics of Higher Education
EDW 719 Leadership in Workforce Education and Development
EDW 732 Human Resource Management in WLF
EDW 742 Policies and Practices in Workforce Training and Development
EDW 780 Leadership in Workforce Education and Development
EDW 785 Global and Diversity Perspectives in the Workforce Education
EDW 787 Organization Development & Change: Theories to Practice
EMBA 708 Global and Macroeconomic Environment for Business
ENG 609B Rhetoric and the Environment
ENG 691B Environmental Literature
ENV 601 Advanced Environmental Toxicology
ENV 611 Environmental Risk Management
ENV 660 Environmental Modeling
ENV 680 GIS for Environmental Management
ENV 701 Environmental Science Pro Seminar
ENV 702 Environmental Problem Solving
ENV 703 Environmental Law and Policy Seminar
ENV 712 Environmental Risk Decision Making
ENV 720 Natural Resource Valuation
ENV 725 Quantitative Methods for Environmental Science
ENV 749 Environmental Sciences Teaching Practicum
ENV 750 Environmental Studies and Public Policy
ENV 751 International Environmental Policy
ENV 752 Advanced Seminar in Environmental Studies and Public Policy
ENV 755 Political Economy of Technology, Environment and Development
ENV 790 Internship in Environmental Science
ENV 791 Environmental Sciences Examination Preparation
ENV 792 Environmental Sciences Professional Paper Research
ENV 793 Independent Study in Environmental Science
ENV 794 Special Topics in Environmental Science
ENV 795 Thesis
EOH 732 Children, Development, Health, and the Environment
EOH 740 Fundamentals of Environmental Health
EOH 765 Seminar in Environmental Justice and Public Health
EOH 769 Advanced Pollution Ecology
EOH 790 Current Topics in Environmental Health and Epidemiology
EOH 793 Internship in Environmental Health
EOH 794 Professional Paper in Environmental Health
EOH 795 Special Topics in Environmental Health
EOH 796 Independent Study in Environmental Health
EPP 720 Problems in Child Development
EPS 741 Environmental Law and Policy Seminar
EPY 708 Human Learning and Development
EPY 711 Human Growth and Development
EPY 777 Cognitive Development
ESP 726 Policy Analysis and Development for Special Human Services
ESP 764 Characteristics & Inclusive Strategies for Students with Emotional Disturbance, Learning Disabilities & Mild Mental
GEOG 621 Climatology
GEOL 610 Soil Classification and Resource Management
GEOL 636 Quaternary Paleoecology
GEOL 637 Paleoclimatology
GEOL 735 Seminar in Environmental Geology
GEOL 775 Seminar in Economic Geology
GEOL 786 Soils Applications: Paleoclimate, Neotectonics, Archeology
HCA 704 Health Care Economics
HCA 710 Human Resources Management of Health Care Organizations
HIST 634A European Urban History
HIST 641 American Environmental History
HIST 643 Comparative Environmental History
HIST 683A Urban Destruction and Reconstruction
HOA 703 Human Resources Management in the Hospitality Industry
HPS 670 Environmental Health Physics
HPS 760 Environmental Restoration and Radioactive Waste Management
HPS 772 Environmental Radiation Measurements
KIN 745 Human Energy Metabolism
LAW 651 Environmental Quality Law
LAW 654 Public Lands and Natural Resources Law
LAW 723 Economics and the Law
LAW 776 Natural Resources Field Seminar
ME 619 Advanced HVAC and Energy Conservation Systems
ME 714 Computational Aspects of Solar Energy
ME 741 Energy and Variational Methods in Applied Mechanics I
ME 742 Energy and Variational Methods in Applied Mechanics II
ME 759 Mass Transfer in Environmental Systems
MHA 603 Human Resources and Behavior in the Hospitality Industry
MHA 726 Sustainability in the Hospitality Industry
MIS 748 Social and Economic Impacts of Information Technology
NURS 770 Knowledge Development in Nursing
NURS 782 Sustainability of Urban Health: Clinical Perspectives
NURS 783 Economics of Sustaining Urban Health
NURS 784 Health and Public Policy for Urban Sustainability
PSC 722 Seminar in Environmental Resource Policy
PSY 763 Survey of Community Mental Health Resources
PUA 740 Urban Administration
SOC 607 Environment and Society
SOC 629 Globalization: Economic, Political, and Cultural Perspectives
SOC 643 Urban Sociology
SOC 717 Urban Demography and Population Studies
SOC 743 Seminar in Urbanism and Urbanization
SOC 751 International Issues: Gender, Sex, Globalization
SOC 752 Global Migrations
SOC 756 Urban Theory: Culture and Community
SOC 757 Urban Field Methods
SOC 768 Environmental Sociology
SOC 769 Ecology, Culture, Social Psychology
STA 669 Environmental Statistics I: Univariate Methods
STA 717 Environmental Statistics
SW 678 Global Child Welfare
SW 715 Human Behavior and the Social Environment I
SW 745 Seminar: Human Behavior and the Social Environment
SW 765 Financial Management and Resource Development
WMST 675 Gender, Development, and Globalization
WRM 706 Research Methods in Water Resources Management
The website URL where the publicly available sustainability course inventory that includes a list of sustainability-focused courses is available:

http://urban21.unlv.edu/education/pdf/UNLV_Sustainability_Inventory_Courses_and_Research.pdf

A copy of the sustainability course inventory:

UNLV_Sustainability_Inventory_Courses_and_Research.pdf
ER-7: Sustainability-Related Courses

Score | Responsible Party
---|---
0.34 / 10.00 | Tom Piechota

Associate Vice President for Interdisciplinary Research
Division of Research and Graduate Studies

Criteria

Institution offers sustainability-related academic courses.

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

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

The number of sustainability-related courses offered:

67

The total number of courses offered:

6575

Number of years covered by the data:

Three

A list of sustainability-related courses offered:

- AAD 180 Fundamentals of Design I
- AAE 100 Introduction to Architecture
- BIOL 189 Fundamentals of Life Science
- BIOL 492 Undergraduate Research
- CEE 110 Introduction to Civil Engineering Design
- CEE 495 Special Topics
- EDU 214E Preparing Teachers to Use Technology
- EDU 214S Preparing Teachers to Use Technology
- ENG 231 World Literature I
- EPY 101 College Success
- HIST 105 European Civilization to 1648
- HMD 202 Housekeeping Operations
HMD 395/395D Facilities Management
HON 110 H Perspectives on the Western Experience I
LAND 100 Introduction to Landscape Architecture
PSY 101 General Psychology
SOC 101 Principles of Sociology
SOC 449 Sex and Social Arrangements
SOC 453 Gender and Society
TCA 110 Introduction to the Convention Industry
TCA 379 Catering Operations and Sales
HON 400 H Special Topics Seminars
AAE 789 Architecture Research Studio
DEN 735 Advanced Restorative Dentistry
EPY 757 Theory and Philosophy of Educational Psychology
ESP 702 Psychological and Social Problems in Mental Retardation
ESP 702 Psychological and Social Problems in Mental Retardation
ESP 787 Philosophical Perspectives in Special Education
ESP 787 Philosophical Perspectives in Special Education
GEOL 776 Paleosols Records of Past Landscapes
HED 720 Program Planning and Grant Writing in Health Promotion
HED 730 Program Evaluation in Health Promotion
MHA 626 Sustainability in the Hospitality Industry
PUA 770 Nonprofit Management and Theories of the 3rd Sector
PUA 775 Strategic Planning and Program Evaluation for Nonprofits
SOC 748 Gender, Sex, Society
SOC 776 Seminar in Political Sociology

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

http://urban21.unlv.edu/education/pdf/UNLV_Sustainability_Inventory_Courses_and_%20Re

A copy of the sustainability course inventory:

UNLV_Sustainability_Inventory_Courses_and_Research.pdf
**ER-8: Sustainability Courses by Department**

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<th>Score</th>
<th>Responsible Party</th>
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</table>
| 3.89 / 7.00 | Tom Piechota  
Associate Vice President for Interdisciplinary Research  
Division of Research and Graduate Studies |

**Criteria**

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

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

**The number of departments that offer at least one sustainability-related or -focused course:**

31

**The total number of departments that offer courses:**

62

**A list of departments that offer sustainability courses:**

- Accounting
- Economics
- Management
- Educational Leadership
- Architecture
- Anthropology
- English
- History
- Philosophy
- Political Sciences
- Sociology
- Women's Studies
- Geoscience
- Mathematical Sciences
- Physics and Astronomy
- Live Sciences
- Water Resources Management Program
- Environmental and Occupational Health
- Dental Medicine
Nursing
Journalism and Media Studies
Environmental and Public Affairs
Social Work
Honors College
Construction Management
Civil and Environmental Engineering
Mechanical Engineering
Computer Science
Food and Beverage Management
Hotel Management
Tourism and Convention Administration
Law School

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

http://urban21.unlv.edu/education/pdf/UNLV_Sustainability_Inventory_Courses_and_Research.pdf

A copy of the sustainability course inventory:

UNLV_Sustainability_Inventory_Courses_and_Research.pdf
ER-9: Sustainability Learning Outcomes

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<th>Responsible Party</th>
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</table>
| 0.70 / 10.00 | Tom Piechota
Associate Vice President for Interdisciplinary Research
Division of Research and Graduate Studies |

Criteria

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

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

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

The number of graduates covered by the sustainability learning outcomes:

215

Total number of graduates:

3091

A list of degree programs that have sustainability learning outcomes:

- Architecture
- Civil and Environmental Engineering
- Construction Management
- Environmental and Public Affairs
- Geoscience
- Honors College
- Hotel Management
- Social Work

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

http://urban21.unlv.edu/education/pdf/UNLV_Sustainability_Inventory_Courses_and_%20Re
A copy of the sustainability course inventory:

UNLV_Sustainability_Inventory_Courses_and_Research.pdf

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

Architecture, Interior Architecture And Design, Landscape Architecture
Civil Engineering
Construction Management - Eng/Mangement
Environmental Studies
Geology, Environmental Geology
Honors University And Department
Beverage Management — Hotel Administration
Social Work
ER-10: Undergraduate Program in Sustainability

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<th>Responsible Party</th>
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<tbody>
<tr>
<td>4.00 / 4.00</td>
<td>Tom Piechota</td>
</tr>
<tr>
<td></td>
<td>Associate Vice President for Interdisciplinary Research</td>
</tr>
<tr>
<td></td>
<td>Division of Research and Graduate Studies</td>
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</tbody>
</table>

Criteria

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

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

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

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

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

Yes

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

Bachelor of Arts, Environmental Studies

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

http://sepa.unlv.edu/programs/bachelorofarts.html

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

Bachelor of Science, Environmental Studies

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

http://sepa.unlv.edu/programs/bachelorofscience.html
The name of the sustainability-focused, undergraduate degree program (3rd program):

Bachelor of Science, Public Administration

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

http://sepa.unlv.edu/programs/bachelorofsciencePA.html

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

Solar & Renewable Energy Minor

The solar and renewable energy minor focuses on the design, development, manufacture, and operation of energy systems that use renewable energy resources, such as solar, geothermal, and wind energy in addition to biodiesel fuels. The study of solar and renewable energy also includes exploration of societal and policy issues associated with energy usage and conservation.

Learn more at: http://sepa.unlv.edu/programs/solarMinor.html
ER-11: Graduate Program in Sustainability

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</table>
| 4.00 / 4.00 | Tom Piechota
              | Associate Vice President for Interdisciplinary Research |
              | Division of Research and Graduate Studies              |

Criteria

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

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

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

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

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

Yes

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

Ph.D. Environmental Science

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

http://sepa.unlv.edu/programs/gradEnvironmental.html

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

M.S. in Environmental Science

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

http://sepa.unlv.edu/programs/masterEnvironment.html
The name of the sustainability-focused, graduate-level degree program (3rd program):

Ph.D. Public Affairs

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

http://sepa.unlv.edu/programs/gradPubAffairs.html

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

The School of Environmental & Public Affairs (SEPA) at UNLV also offers a master's in Public administration. Learn more at: http://sepa.unlv.edu/programs/
ER-12: Sustainability Immersive Experience

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</table>
| 2.00 / 2.00 | Tom Piechota  
Associate Vice President for Interdisciplinary Research  
Division of Research and Graduate Studies |

Criteria

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

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

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

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

Submission Note:

Link for Alternative Breaks: http://getinvolved.unlv.edu/leadership/alternative-breaks.html

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

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

Yes

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

UNLV offers two unique types of sustainability-focused immersive experiences: Alternative Breaks, which is domestic and civic engagement oriented, and the USAC Study Abroad Consortium, which currently features several international experiences with sustainability emphases.

I. Alternative Breaks

The purpose of Alternative Breaks is to provide students with the opportunity to engage in service and interact with diverse cultures in the United States during university breaks. This is a unique and engaging way for students to make the most of their spring break or any other extended recess from class. Students have opportunities to break out of their comfort zone, learn about other cultures, and do work for others that motivate them to become more engaged members of both their community and the world at large.

In past years, students have helped with disaster relief in New Orleans, worked with the Cherokee Nation in Tennessee, and done environmental restoration in Utah. These are highly impactful experiences for the students who attend. They are able to learn about themselves, another community, contribute through service, and make
great friendships.

II. University Studies Abroad Consortium

In 2012, the University Studies Abroad Consortium (USAC) will celebrate its thirtieth year in operation. This inter-institutional collaborative effort is a joint venture within the Nevada System of Higher Education (NSHE) with the University of Nevada, Las Vegas (UNLV) and the University of Nevada, Reno (UNR) playing important roles in the growth, development, and success of various academic programs abroad. Frequently, universities assume competitive positions with respect to peer institutions. However, USAC is clearly a case where the collaborative spirit prevails.

Although UNLV, through USAC, offers numerous programs, there are several current offerings which fall under the social, environmental, and economic categories of sustainability:

1) Bilbao, Spain
   International Business & Renewable Energy
2) Heredia, Puntarenas, and San Ramón Programs, Costa Rica
   Ecology & Biology/Biodiversity
3) Bangalore, India
   Business, Sociology, Service Learning and Indian Cultural Studies
4) Accra, Ghana
   Service Learning, Social Service Delivery, and African Studies

The Office of International Programs at UNLV encourages students and faculty to explore the various and multidisciplinary programs at their disposal to diversify the academic experience.

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

http://internationalprograms.unlv.edu/
ER-13: Sustainability Literacy Assessment

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</table>
| 1.00 / 2.00 | Tom Piechota  
Associate Vice President for Interdisciplinary Research  
Division of Research and Graduate Studies |

Criteria

Part 1

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

Part 2

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

---

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

Has the institution conducted a sustainability literacy assessment?:

Yes

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

No

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

UNLV_Student_Sustainability_Literacy_Survey_Report_Spring_2011.pdf

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

UNLV Student Sustainability Literacy Survey

Thank you for participating in the UNLV Student Sustainability Literacy Survey. The purpose of the survey is to understand the ideas and opinions of UNLV students about sustainability topics on and off campus. Your participation is completely voluntary. Your responses will be strictly confidential and used only for statistical purposes.

Please answer the following questions to the best of your ability.

The survey is sponsored by the UNLV Urban Sustainability Initiative.
The first few questions ask for your thoughts on sustainability.

How familiar are you with the term “sustainability?”

___ Very familiar
___ Somewhat familiar
___ Not very familiar
___ Not at all familiar

Thinking about the term sustainability, please check 3 items from the list below that best express what sustainability means to you.

___ Conservation/Recycling/Preserving
___ How long something lasts
___ Maintaining something
___ Having enough of something adequate
___ Meeting the needs of the present without compromising the ability of future generation to meet their needs
___ Balance: people matter, economy matter, environment matter
___ Humans living within limits of the natural environment
___ Being stewards of our own health means being stewards of the environment
___ Environmental/natural resources
___ Other, please describe: ____________________________________________________________

For the next set of questions, refer to the following list, and for each topic, mark if you are very familiar, somewhat familiar, not very familiar, or not all familiar.

___ Very Familiar
___ Somewhat familiar
___ Not very Familiar
___ Not at all familiar
___ Economic growth and diversification
___ Renewable Energy
___ Water supply
___ Close-knit community
___ Labor training
___ Air pollution
___ Public gathering places
___ Affordable housing
___ Land use
___ Access to health care
___ Racial & gender equity
___ Fair trade
___ Traffic and congestion
___ Alternative transportation
___ Poverty
___ Safety and Security
___ Energy Conservation

Please read the following list of statements and mark if you strongly agree, agree, disagree, or strongly disagree?

Sustainability includes social, environmental, and economic factors. My knowledge of sustainability has increased since enrolling at UNLV

___ Strongly agree
___ Agree
My knowledge of sustainability affects how I live my life.

____ Strongly agree
____ Agree
____ Disagree
____ Strongly disagree

My knowledge of sustainability issues affects my purchasing choices.

____ Strongly agree
____ Agree
____ Disagree
____ Strongly disagree

My knowledge of sustainability issues affects how much energy I use.

____ Strongly agree
____ Agree
____ Disagree
____ Strongly disagree

My knowledge of sustainability issues affects my choice of academic major.

____ Strongly agree
____ Agree
____ Disagree
____ Strongly disagree

My knowledge of sustainability affects my career and professional goals.

____ Strongly agree
____ Agree
____ Disagree
____ Strongly disagree

I am aware of UNLV's commitment to green buildings, turf reduction, retrofitting, and recycling.

____ Strongly agree
____ Agree
____ Disagree
____ Strongly disagree

I want to learn more about sustainability at UNLV.

____ Strongly agree
____ Agree
____ Disagree
____ Strongly disagree

The next set of questions asks about your activities.

Thinking of your ON CAMPUS activities, which have you done in the last 30-days to reduce energy? (Check as many as apply to you.)

____ Turn off unused lights in a classroom
____ Recycled on campus
____ Printed your paper double sided
____ Decline a bag
____ Reusable bottles or mugs
____ Take the stairs instead of elevator
____ Taken alternative transportation to class such as carpool, bus, bicycle

Thinking of your OFF CAMPUS activities, which have you done in the last 30-days to reduce energy? (Check as many as apply to you.)
____ Replace incandescent bulbs with compact fluorescent bulbs
____ Turned off the water while brushing teeth/shave
____ Recycled
____ Washed clothes in cold water
____ Unplugged application to eliminate 'ghost' power use
____ Used alternative transportation such as bus or bike
____ Purchase energy star unit

Which best explains any personal motivation on your part for becoming involved in sustainability type behavior?
____ I don't participate in sustainability type behavior
____ It's the right thing to do to make the world a better place
____ Save money
____ Protecting human health
____ Friend influence

How do you typically hear about UNLV events and activities? (Check as many as apply to you.)
____ By Rebelmail
____ Campus flyers
____ UNLV website
____ Social Networkings such as. Twitter, Facebook, Myspace, etc
____ UNLV Instructors/Professors
____ Other UNLV students

This final set of questions asks about your background.

What is your academic major(s): ___________________________

What is your present class standing:
____ Freshman ____ Sophomore ____ Junior ____ Senior

What is your gender: ____ Female ____ Male

Do you consider yourself primarily:
____ White or Caucasian ____ Hispanic or Latino/a ____ Black or African America ____ American Indian
____ Asian ____ Pacific Islander ____ Other (please specify): ___________________________

How would you describe your political orientation:
____ Conservative ____ Moderate ____ Liberal ____ None of these

A brief description of how the assessment was developed:

Students were asked to rate their familiarity with sustainability topics. The topics were chosen from the Urban Sustainability Initiative website (http://urban21.unlv.edu).

A brief description of how the assessment was administered:

The survey was conducted in mid-February of 2011. It was a web-based survey created on SurveyMonkey. Professors and instructors asked their students to take the survey from the following general education courses:
Students from the Solar & Renewable Energy Minor and ENV 101 were also asked to participate in the survey. An invitation to the survey was also sent through Rebel Announcements Via Email (RAVE). A total of 103 students completed the survey.

A brief summary of results from the assessment:

Students were asked about their familiarity with the term “sustainability.” The majority (49%) of students from our sample were “somewhat familiar” with sustainability and 35% of the students were “very familiar” with sustainability.

Students were given a set of sustainability definitions and asked to rate the best, second best, and third best descriptions in their opinion. The highest rated definition was: “Meeting the needs of the present without compromising the ability of future generation to meet their needs” (31.7%).

Students were most familiar with the following topics: renewable energy (78.78%), traffic and congestion (78%), racial and gender equity (77.77%), and recreation (74%). Students were not familiar with the following topics: labor training (50%), health care (33%), the best land-use (35.35%), and affordable housing (32.32%). Overall, students have are familiar with the topics.

The website URL where information about the literacy assessment is available:
ER-14: Incentives for Developing Sustainability Courses

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<th>Score</th>
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| 3.00 / 3.00 | Tom Piechota  
Associate Vice President for Interdisciplinary Research  
Division of Research and Graduate Studies |

**Criteria**

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

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

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

---

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

**Does the institution have a program that meets the criteria outlined above?**

Yes

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

There are two programs that have permitted development of sustainability related course.

1) The URBAN21 grant program provided seed funds for faculty to conduct sustainability related research or curriculum development. Currently, this program supports curriculum development in Public Health, Nursing, and Hotel Administration.

2) The Nevada System of Higher Education has an NSF supported climate change research, outreach, and education program that supports curriculum development for (the) climate change course. Currently, the UNLV is partnering with the other universities in the state to inventory courses and identify new ones that need to be developed.

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

Faculty incentives include summer salary, graduate student support and/or travel.

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

Points Claimed 15.90
Points Available 27.00

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

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
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<tbody>
<tr>
<td>ER-15: Sustainability Research Identification</td>
<td>3.00 / 3.00</td>
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<tr>
<td>ER-16: Faculty Involved in Sustainability Research</td>
<td>3.42 / 10.00</td>
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<tr>
<td>ER-17: Departments Involved in Sustainability Research</td>
<td>3.48 / 6.00</td>
</tr>
<tr>
<td>ER-18: Sustainability Research Incentives</td>
<td>6.00 / 6.00</td>
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<tr>
<td>ER-19: Interdisciplinary Research in Tenure and Promotion</td>
<td>0.00 / 2.00</td>
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</table>
ER-15: Sustainability Research Identification

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<th>Responsible Party</th>
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</table>
| 3.00 / 3.00 | Tom Piechota  
Associate Vice President for Interdisciplinary Research  
Division of Research and Graduate Studies |

Criteria

Part 1
Institution has developed a definition of sustainability research. The definition was developed by a committee comprised of at least three faculty members from different departments who conduct research. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

Part 2
Institution has identified its sustainability research activities and initiatives. This research inventory should include all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

Part 3
Institution makes its sustainability research inventory publicly available online.

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

Has the institution developed a definition of sustainability research?:

Yes

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

In an often-cited 1987 definition, the World Commission on Environment and Development defines sustainability as: "development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

Sustainability is a broad concept that requires simultaneously accounting for human health and well-being, economic justice and sufficiency, and environmental health.

For the University of Nevada, Las Vegas, sustainability in research is responsive to the needs of a rapidly growing metropolitan area, economic diversification, and strategies to preserve our fragile desert environment.

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

Yes

A brief description of the methodology the institution followed to complete the inventory:
The UNLV Renewable Energy Report was generated by the Harry Reid Center for Environmental Studies as part of a state-wide inventory of research related to renewable energy at UNLV, University of Nevada Reno, and Desert Research Institute.

The report represents funded research through external entities such as government agencies, private sector, or foundations. All data was provided through the UNLV Office of Sponsored Programs, which handles the administration of research contracts and grants.

A survey has also been used to supplement and update an existing UNLV Renewable Energy Report. The research inventory represents a partial list of faculty that have either self-identified themselves as engaged in sustainability related research or are being supported by the Urban Sustainability Initiative. This is not a complete list and there are likely other faculty members on campus that could be added.

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

Yes

**The website URL where the sustainability research inventory is posted (required if claiming Part 2 of the credit):**

http://urban21.unlv.edu/
ER-16: Faculty Involved in Sustainability Research

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</table>
| 3.42 / 10.00   | Tom Piechota  
Associate Vice President for Interdisciplinary Research  
Division of Research and Graduate Studies |

Criteria

Institution’s faculty members conduct research on sustainability topics.

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

Submission Note:
The following is a partial list of faculty that have either self-identified themselves as engaged in sustainability related research or are being supported by the Urban Sustainability Initiative. This is not a complete list and there are likely other faculty on campus that could be added.

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

The number of faculty members engaged in sustainability research:

66

The total number of faculty members engaged in research:

772

Names and department affiliations of faculty engaged in sustainability research:

- Robert Aalberts, Finance
- Scott Abella, Environmental and Public Affairs
- Sajjad Ahmad, Civil and Environmental Engineering
- Penny Amy, Life Sciences
- Jacimaria Batista, Civil and Environmental Engineering
- Christine Bergman, Food & Beverage Management
- Bo Bernhard, Sociology
- Markie Blumer, Marriage and Family Therapy
- Robert Boehm, Mechanical Engineering
- Barbara Brents, Sociology
- Cynthia Carruthers, Recreation and Sports Management
- Michelle Chino, Environmental and Occupational Health
Michele Clark, Nursing
Jean Cline, Geoscience
Chad Cross, Biostatistics
Kenneth Czerwinski, Chemistry
Dale Devitt, Life Sciences
Carolee Dodge Francis, Environmental and Occupational Health
Mehmet Erdem, Hotel Management
Alfredo Fernandez-Gonzalez, Architecture
Robert Futrell, Sociology
Shawn Gerstenberger, Environmental and Occupational Health
Allen Gibbs, Life Sciences
Simon Gottschalk, Sociology
Joseph Greenway, Health Information & Analysis
Mary Guinan, Community Health Sciences
Randall Hale, Architecture
Andrew Hanson, Geoscience
Karen Harry, Anthropology
David Hatchett, Chemistry
Oliver Hemmers, Harry Reid Center
Clemens Heske, Chemistry
Greg Hise, History
Jef Jaeger, Life Sciences
Thomas Jones, Hotel Management
Jennifer Keene, Sociology
Yen-Soon Kim, Food & Beverage Management
Andrew Kirk, History
Pierre Lienard, Anthropology
Anna Lukemeyer, Environmental and Public Affairs
Helen Neill, Environmental and Public Affairs
Glenn Nowak, Architecture
Edward Nussbaum, Educational Psychology
Thomas Piechota, VPRGS
Carl Reiber, Life Sciences
Jennifer Rennels, Psychology
Ralph Reynolds, Educational Psychology
Mary Riddel, Economics
Bret Riddle, Life Sciences
Aly Said, Civil and Environmental Engineering
Peter Schrader, Educational Psychology
Jeff Shen, Life Sciences
Pramen Shrestha, Construction Management
Bill Smith, Environmental and Public Affairs
Ron Smith, VPRGS
Stan Smith, Life Sciences
Peter Starkweather, Life Sciences
Krystyna Stave, Environmental and Public Affairs
Kirsten Swenson, Art History
Sarah Tanford, Hotel Management
The website URL where the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research is posted:

http://urban21.unlv.edu/research/

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

UNLV_Sustainability_Inventory_Courses_and_Research.pdf

The website URL where information about sustainability research is available:

http://urban21.unlv.edu/research/
## ER-17: Departments Involved in Sustainability Research

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<td>3.48 / 6.00</td>
<td>Tom Piechota</td>
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<td></td>
<td>Associate Vice President for Interdisciplinary Research</td>
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<td></td>
<td>Division of Research and Graduate Studies</td>
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</table>

### Criteria

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

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

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

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

62

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

27

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

- Anthropology
- Architecture
- Art History
- Biostatistics
- Chemistry
- Civil and Environmental Engineering
- Community Health Sciences
- Construction Management
- Economics
- Educational Psychology
- English
- Environmental and Occupational Health
- Environmental and Public Affairs
- Finance
- Food & Beverage Management
- Geoscience
- Health Information & Analysis
- History
Hotel Management
Life Sciences
Marriage and Family Therapy
Mechanical Engineering
Nursing
Program in Health Promotion
Psychology
Recreation and Sports Management
Sociology

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

http://urban21.unlv.edu/education/pdf/UNLV_Sustainability_Inventory_Courses_and_Research.pdf

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

UNLV_Sustainability_Inventory_Courses_and_Research.pdf
ER-18: Sustainability Research Incentives

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</table>
| 6.00 / 6.00 | Tom Piechota  
Associate Vice President for Interdisciplinary Research  
Division of Research and Graduate Studies |

Criteria

Part 1
Institution has an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships.

Part 2
Institution has an ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops.

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

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

Yes

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

UNLV presently features several support programs to encourage student research in sustainability. These programs include:

1) Urban Sustainability Initiative (USI) Graduate Assistants (GA)
USI GAs have been made available to graduate students from all disciplines since 2008. These are competitive and currently 10 students are supported as USI GAs. They are from Sociology, History, Environmental Studies, Geoscience, Public Health, and Engineering.

2) NSF EPSCoR Climate Change Research Assistants
The Nevada System of Higher Education has an NSF supported climate change research, outreach, education program that supports various research projects on climate modeling, water and ecological impacts, and policy. UNLV currently has over 12 graduate students supported through this grant.

3) Solar & Renewable Energy Minor Undergraduate Research Assistants
Through the Solar and Renewable Energy Minor at UNLV, undergraduate students are able to be supported to conduct research with faculty.
The website URL where information about the student research program is available:

http://urban21.unlv.edu/research

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

Yes

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

The Urban Sustainability Initiative is supporting various interdisciplinary research teams. These research efforts in environmental, economic, and social sustainability are consistent with the research emphasis noted in the UNLV Focus 50-100 Strategic Plan.

They also address critical areas of regional needs (e.g., energy, water, transportation, health, built environment) that were identified by the Brookings Institution Mountain Megas study (2008) as critical for the region's continued prosperity. All funding has been through open campus-wide competitive processes.

The URBAN21 program supports interdisciplinary sustainability research at UNLV. Currently, 12 research teams are supported through this program.

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

http://urban21.unlv.edu/research/
**ER-19: Interdisciplinary Research in Tenure and Promotion**

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**Criteria**

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

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

Score  34.14%

Buildings

Points Claimed  6.01
Points Available  13.00

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

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
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<tbody>
<tr>
<td>OP-1: Building Operations and Maintenance</td>
<td>2.76 / 7.00</td>
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<tr>
<td>OP-2: Building Design and Construction</td>
<td>1.25 / 4.00</td>
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<tr>
<td>OP-3: Indoor Air Quality</td>
<td>2.00 / 2.00</td>
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</tbody>
</table>
OP-1: Building Operations and Maintenance

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<tr>
<th>Score</th>
<th>Responsible Party</th>
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<tbody>
<tr>
<td>2.76 / 7.00</td>
<td>Frank Lucas</td>
</tr>
<tr>
<td>Assistant Director, Facilities Management</td>
<td></td>
</tr>
<tr>
<td>Facilities Maintenance Services</td>
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</tbody>
</table>

Criteria

Institution owns and operates buildings that are:

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

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

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

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

Total building space that meets "Eligible Buildings Criteria":

5141686 Gross Square Feet

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

4813686 Gross Square Feet

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

0 Gross Square Feet

Building space that is LEED for Existing Buildings: O&M Silver certified:
207000 Gross Square Feet

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

121000 Gross Square Feet

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

0 Gross Square Feet

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

http://facilities.unlv.edu/policies/docs/Facilities_Maintenance_Responsibilities_Poli

An electronic copy of the guidelines or policies:

---

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

November, 2006

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

The Facilities Management Department (FM) consists of multiple sections that are devoted to protecting and preserving State-supported facilities, equipment and assets. These consist of some 84 buildings covering nearly 3.7 million square feet and 360 acres over the Maryland (332), Paradise (10) and Shadow Lane (18) campuses. Sections include Facilities Maintenance, Energy Management, Custodial Services, Work Management, and Administrative Services. The department also performs capital projects using funds from various sources outside of the operations budget and does a variety of service and event-related work supported by customer accounts.

FM has developed a number of in house competencies that compliment core activities, help control costs and complete work in a timely manner. An aggressive Preventive Maintenance program helps spot potential trouble areas before they manifest, maintains equipment in optimal working order, and keeps unplanned outages to a minimum. FM is committed to sustainability and efficiency. Energy consumption is rigorously monitored and methods to be more energy efficient are continuously researched. FM also operates a nationally recognized recycling center that is committed to providing comprehensive waste reduction, recycling and resource management services. Cleanliness levels are maintained in conjunction with industry standards commensurate with budget limitations. All work is documented and maintained inside a state-of-the-art Computerized Maintenance Management System (CMMS) and backed by process and procedure documents that specify how data is reviewed to insure accuracy.
FM’s efforts were recognized in 2010 by winning several awards. These included the Models of Efficiency Award from University Business Magazine, the Las Vegas Business Press Green Advocate Award, Maintenance Solutions Magazine Achievement Award for Sustainability, and an Honor Award from the Professional Grounds Management Society. FM also won the most prestigious award possible by being named a recipient of the APPA Award for Excellence. UNLV became the first Nevada institution to ever win this award, which carries with it a five year recognition period. Finally, FM received a rare formal commendation in UNLV’s 10 year reaccreditation review by the Northwest Association of Accredited Schools.
**OP-2: Building Design and Construction**

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<th>Responsible Party</th>
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</table>
| 1.25 / 4.00 | David Frommer  
Executive Director  
Planning and Construction |

### Criteria

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

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

and/or

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

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

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

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

703500 Square Feet

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

0 Square Feet

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

0 Square Feet

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


207000 Square Feet

New building space that is LEED Gold certified:

121000 Square Feet

New building space that is LEED Platinum certified:

0 Square Feet

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

http://facilities.unlv.edu/plancon/sustainability_standards.html

An electronic copy of the guidelines or policies:

---

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

July 31, 2010

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

UNLV Planning and Construction assesses projects on a case-by-case basis to determine the overall approach to sustainability relative to design and construction projects and the initiatives defined in the UNLV Design, construction and sustainability standards.

Once determinations are made, UNLV Planning and Construction works with the consulting team and construction contractor to determine specific sustainability elements and approaches, to implement tracking/documentation of the sustainability elements and initiatives, and to ensure compliance with the sustainability determinations.
OP-3: Indoor Air Quality

### Score

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</table>
| 2.00 / 2.00 | Jim Wilhelm  
Assistant Director, Energy Management  
Facilities Management |

### Criteria

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

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

**Occupied building space covered by an indoor air quality plan, policy, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints:**

579961 Square Feet

**Total occupied building space:**

579961 Square Feet

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

UNLV employs best practices with respect to indoor air quality by following the design standards for each building. UNLV Facilities Management ensures adequate ventilation by utilizing fresh air and CO2 sensor monitoring as set forth by the design engineer.

As part of Risk Management & Safety, the OSH (Occupational Safety & Health) function administers the requirements of Federal and State OSHA programs with regard to compliance, investigation and training. Indoor air quality, mold, and other health and safety issues brought to the attention of OSH are thoroughly investigated by this function. As a means of facilitating these responsibilities, OSH coordinates and participates on the following committees:


The OSH function also conducts audits and building inspections to determine compliance with OSHA regulations and to make certain that safe work practices are followed.

Safety Training is provided to UNLV personnel via online and classroom training courses. There are more than 50 different training classes.
The website URL where information about the institution's indoor air quality initiatives is available:

Climate

Points Claimed 1.99
Points Available 16.50

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

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<thead>
<tr>
<th>Credit</th>
<th>Points</th>
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<tbody>
<tr>
<td>OP-4: Greenhouse Gas Emissions Inventory</td>
<td>1.75 / 2.00</td>
</tr>
<tr>
<td>OP-5: Greenhouse Gas Emissions Reduction</td>
<td>0.24 / 14.00</td>
</tr>
<tr>
<td>Tier2-1: Air Travel Emissions</td>
<td>0.00 / 0.25</td>
</tr>
<tr>
<td>Tier2-2: Local Offsets Program</td>
<td>0.00 / 0.25</td>
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</tbody>
</table>
**OP-4: Greenhouse Gas Emissions Inventory**

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<th>Responsible Party</th>
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<tbody>
<tr>
<td>1.75 / 2.00</td>
<td>Tara Pike</td>
</tr>
<tr>
<td></td>
<td>Solid Waste and Recycling Manager</td>
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<tr>
<td></td>
<td>Rebel Recycling Program/FMA</td>
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</table>

**Criteria**

**Part 1**

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

**Part 2**

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

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

The website URL where the GHG emissions inventory is posted:

http://urban21.unlv.edu/pdf/UNLVGreenGasInventory.pdf

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

Yes

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

No

**Does the inventory include emissions from commuting?:**

Yes

**Does the inventory include embodied emissions from food purchases?:**
Does the inventory include embodied emissions from other purchased products?:

Yes

Does the inventory include emissions from solid waste disposal?:

No

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

Yes

If yes, please specify:

Landfill Waste with CH4 Recovery and Flaring

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

No

If yes, please specify:

---

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

No

If yes, please specify:

---

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

No

If yes, please specify:

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OP-5: Greenhouse Gas Emissions Reduction

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<tbody>
<tr>
<td>0.24 / 14.00</td>
<td>Tara Pike&lt;br&gt;Solid Waste and Recycling Manager&lt;br&gt;Rebel Recycling Program/FMA</td>
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</tbody>
</table>

**Criteria**

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

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

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

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

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

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

60548.30 Metric Tons of CO2 Equivalent

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

0 Metric Tons of CO2 Equivalent

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

0 Metric Tons of CO2 Equivalent

**On-campus residents, 2005:**

1386

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

Scope 1 and 2 gross GHG emissions, performance year:

62505.90 Metric Tons of CO2 Equivalent

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

0 Metric Tons of CO2 Equivalent

Carbon offsets purchased, performance year:

0 Metric Tons of CO2 Equivalent

On-campus residents, performance year:

1158

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

21376

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

10119
### Tier2-1: Air Travel Emissions

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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
### Tier2-2: Local Offsets Program

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

Points Claimed 3.14

Points Available 8.50

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

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

<table>
<thead>
<tr>
<th>Credit</th>
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<tbody>
<tr>
<td>OP-6: Food Purchasing</td>
<td>0.64 / 6.00</td>
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<tr>
<td>Tier2-1: Trayless Dining</td>
<td>0.25 / 0.25</td>
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<tr>
<td>Tier2-2: Vegan Dining</td>
<td>0.25 / 0.25</td>
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<td>Tier2-3: Trans-Fats</td>
<td>0.25 / 0.25</td>
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<tr>
<td>Tier2-4: Guidelines for Franchisees</td>
<td>0.25 / 0.25</td>
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<tr>
<td>Tier2-5: Pre-Consumer Food Waste Composting</td>
<td>0.25 / 0.25</td>
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<td>Tier2-6: Post-Consumer Food Waste Composting</td>
<td>0.25 / 0.25</td>
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<tr>
<td>Tier2-7: Food Donation</td>
<td>0.25 / 0.25</td>
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<tr>
<td>Tier2-8: Recycled Content Napkins</td>
<td>0.25 / 0.25</td>
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<tr>
<td>Tier2-9: Reusable Mug Discounts</td>
<td>0.25 / 0.25</td>
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<tr>
<td>Tier2-10: Reusable To-Go Containers</td>
<td>0.25 / 0.25</td>
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OP-6: Food Purchasing

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<td>Rene Hjorth</td>
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<td>Marketing Manager</td>
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Criteria

Institution purchases food that meets one or more of the following criteria:

- Grown and processed within 250 miles of the institution
- Third-party certified (USDA Certified Organic, Marine Stewardship Council Blue Ecolabel, Food Alliance, Fair Trade)
- Grown on a farm that operates as a cooperative, has a profit sharing policy for all employees, or has a social responsibility policy covering the following for all workers: union or prevailing wages, transportation and/or housing support, and/or health care benefits.

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

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

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

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

5.37

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

### Tier2-1: Trayless Dining

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Does the institution have a trayless dining program in which trays are removed from or not available in dining halls?:

Yes

A brief description of the trayless dining program:

To conserve water, the Hazel M. Wilson Dining Commons at UNLV has instituted a trayless dining program. This program has two goals:

1) Water use reduction achieved by less cleaning.
2) Food waste reduction encouraged via portion control.

The website URL where information about the program is available:

Tier2-2: Vegan Dining

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<td>Rene Hjorth Marketing Manager</td>
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Does the institution offer diverse, complete-protein vegan dining options during every meal?:

Yes

A brief description of the vegan dining program:

The vegan dining program at UNLV offers diverse vegan dining options, both at the Dining Commons as well as at Greens to Go, a fresh food operation focused on salads and vegetable options, located in the Student Union.

At the action station in the Dining Commons all meals can be vegan if desired by the consumer.

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

---
Tier2-3: Trans-Fats

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<td>Rene Hjorth Marketing Manager</td>
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"---" indicates that no data was submitted for this field

Does the institution use frying oil that does not include trans-fats and seek to avoid foods that include trans-fats in its dining operations?:

Yes

A brief description of the trans-fats avoidance program, policy, or practice:

UNLV Dining has implemented a policy which excludes trans-fats in its dining operations.

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

---
Has the institution adopted sustainability policies or guidelines for food service franchisees operating on campus?:

Yes

A brief description of the guidelines for franchisees:

All franchises on campus have adopted policies and guidelines designed to address key operations, including food waste and recycling of cardboard and aluminum/tin cans.

The website URL where information about the guidelines is available:

---
Tier2-5: Pre-Consumer Food Waste Composting

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

Yes

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

All franchises on campus have adopted policies and guidelines to implement a pre-consumer food waste composting program.

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

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

Yes

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

Post Consumer Food Waste is collected at our Dining Commons eatery. Plates of food are placed on a conveyor belt and set to the back of the house. Employees scrape the plates into a food waste collection toter.

The food waste toters are switched out by the Rebel recycling staff twice a day in Fall and Spring semesters, and once per day in the Summer sessions. Post-consumer waste is not collected at any other eatery or facility.

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

---
Does the institution donate leftover or surplus food?:

Yes

A brief description of the food donation program:

UNLV Dining has partnered with DASH (Delivering and Serving Hope) to develop a program which encourages student outreach to donate leftover and surplus food to those in need.

Homelessness is a growing problem in the Las Vegas community. The DASH program (Delivering and Serving Hope) was created to bridge the gap between college students and the homeless population. By participating, students provide a meal or two for a homeless individual who may only have that meal for the day.

Through personally delivering the lunches to the Salvation Army Day Shelter in North Las Vegas, it is the program’s goal to help college students learn more about the problem of hunger and homelessness. We also hope to communicate to the homeless population that they have not been forgotten nor ignored and that we care about their plight.

The website URL where information about the food donation program is available:

http://www.facebook.com/group.php?gid=130137777038522
Tier2-8: Recycled Content Napkins

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Does the institution use recycled content napkins in its dining service operations?:

Yes

A brief description of the purchasing behavior:

As a policy, recycled napkins are used at all locations.

The website URL where information about the purchasing is available:

---
### Tier2-9: Reusable Mug Discounts

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Does campus dining operations offer discounts to customers who use reusable mugs instead of disposable cups in to-go food service operations?:

Yes

A brief description of the reusable mug program:

Refills of drip coffee cost only $0.99 at the P.O.D. market when students, faculty, and other customers bring in a reusable mug.

Amount of the discount offered for using reusable mugs:

0.50

The website URL where information about the reusable mug discount program is available:

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Tier2-10: Reusable To-Go Containers

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Does campus dining operations provide reusable containers for to-go food that are returned for cleaning and re-use?:

Yes

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

Reusable to-go food containers that are returned for cleaning and re-use are available at the Dining Commons.

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

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

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

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<td>OP-7: Building Energy Consumption</td>
<td>0.93 / 8.00</td>
</tr>
<tr>
<td>OP-8: Clean and Renewable Energy</td>
<td>0.02 / 7.00</td>
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<tr>
<td>Tier2-1: Timers for Temperature Control</td>
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<tr>
<td>Tier2-2: Lighting Sensors</td>
<td>0.25 / 0.25</td>
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<tr>
<td>Tier2-3: LED Lighting</td>
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<tr>
<td>Tier2-4: Vending Machine Sensors</td>
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<td>Tier2-5: Energy Management System</td>
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<td>Tier2-6: Energy Metering</td>
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OP-7: Building Energy Consumption

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</table>
| 0.93 / 8.00 | Jim Wilhelm  
Assistant Director, Energy Management  
Facilities Management |

Criteria

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

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

1 kWh = 0.003412 MMBtu
1 MWh = 3.412 MMBtu
1 therm = 0.1 MMBtu
1 kBtu = 0.001 MMBtu
1 ton-hour = 0.012 MMBtu
1 MJ = 0.000948 MMBtu

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

Total building energy consumption, 2005:

419969 MMBtu

Building space, 2005:

4590956 Gross Square Feet

Total building energy consumption, performance year:

499735 MMBtu

Building space, performance year:
5799961 Gross Square Feet
OP-8: Clean and Renewable Energy

Score  
0.02 / 7.00

Responsible Party  
Jim Wilhelm  
Assistant Director, Energy Management  
Facilities Management

Criteria

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

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

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

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

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

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

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

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

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu
Option 1: Total clean and renewable electricity generated on site during the performance year and for which the institution retains or has retired the associated environmental attributes:

1254.39 MMBtu

Option 2: Non-electric renewable energy generated:

0 MMBtu

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

0 MMBtu

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

0 MMBtu

Option 5: Total electricity generated with co-generation technology using non-renewable fuel sources:

0 MMBtu

Total energy consumed during the performance year:

356445.94 MMBtu

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

UNLV currently generates on-site renewable energy from two unique systems: the PV canopy of Greenspun Hall and the concentrated multi-junction arrays of the Energy Research Center.
1) Greenspun Hall
The photovoltaic (PV) array and canopy of Greenspun Hall, which towers 70 feet over the courtyard of this LEED Gold rated high performance building, harnesses solar energy and offsets up to 30% of regulated energy consumption and 13.3 percent of total estimated energy consumption. The PV array also provides shade for the building, which helps reduce heat gains from direct sunlight.

2) Energy Research Center
The crown jewels of the Energy Research Center are two Amonix 7700 arrays. Unlike the standard arrangement of the Greenspun array, these devices, which are concentrated solar, multi-junction arrays, are more experimental in nature. The assembly includes mechanical tracking of the sun to maximize direct solar insolation and hence energy production throughout the course of the day.

Center Director Bob Boehm oversees the research related to these units in the hope of finding more cost effective and efficient methods of harvesting the renewable energy of the sun.

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

---

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

---

A brief description of RECs or other similar renewable energy products purchased during the previous year:

---

A brief description of co-generation technologies deployed:

---

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

---
## Tier2-1: Timers for Temperature Control

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<tbody>
<tr>
<td>0.25 / 0.25</td>
<td>Jim Wilhelm</td>
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<td></td>
<td>Assistant Director, Energy Management</td>
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<td>Facilities Management</td>
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**Does the institution use timers to regulate temperatures based on occupancy hours in at least one building?:**

Yes

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

The campus energy management systems use schedules to turn on/off systems.

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

---
**Tier2-2: Lighting Sensors**

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| 0.25 / 0.25 | Jim Wilhelm  
Assistant Director, Energy Management  
Facilities Management |

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

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

Yes

A brief description of the technology used:

UNLV Facilities has installed occupancy sensors in numerous buildings, such as Energy-Star rated Campus Services Building (CSB), throughout the campus.

As part of its award winning performance strategy, UNLV has retrofitted older buildings, including Flora Dungan Humanities (FDH), and newer ones, such LEED Silver rated Science & Engineering Building (SEB) as well.

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

---
### Tier2-3: LED Lighting

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

Yes

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

UNLV Facilities employs LED technology in several lighting applications, including interior (in some offices) and exterior as well.

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

---
## Tier2-4: Vending Machine Sensors

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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Tier2-5: Energy Management System

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| 0.25 / 0.25 | Jim Wilhelm  
Assistant Director, Energy Management  
Facilities Management |

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

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

Yes

A brief description of the management system:

The Honeywell XL 5000 application controls and monitors HVAC systems and environmental conditions throughout the campus. Space temperatures, flow rates, water temperatures and a variety of other items can be monitored from this system. Commands can also be sent to change values, start-up and shutdown equipment, and modify set points.

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

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

Yes

A brief description of the metering system:

The Square D/Powerlogic electric metering system monitors all the energy to the Campus Services Building.

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

---
Grounds

Points Claimed  3.25
Points Available  3.25

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.

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<tr>
<th>Credit</th>
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<tr>
<td>OP-9: Integrated Pest Management</td>
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<td>Tier2-1: Native Plants</td>
<td>0.25 / 0.25</td>
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<tr>
<td>Tier2-2: Wildlife Habitat</td>
<td>0.25 / 0.25</td>
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<td>Tier2-3: Tree Campus USA</td>
<td>0.25 / 0.25</td>
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<td>Tier2-4: Snow and Ice Removal</td>
<td>0.25 / 0.25</td>
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<td>Tier2-5: Compost</td>
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</table>
**OP-9: Integrated Pest Management**

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<td><strong>Robert Lynn</strong></td>
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<td>Facility Manager</td>
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<td>LANDSCAPE GROUNDS &amp; ARBORETUM / FMA</td>
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**Criteria**

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

1) Set action thresholds

2) Monitor and identify pests

3) Prevention

4) Control

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

**The size of the campus grounds:**

342 Acres

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

342 Acres

**A brief description of the IPM plan(s):**

The grounds of UNLV comprise 342 acres. Both the landscaped areas and interior spaces are maintained in accordance with IPM practices.

Action thresholds are set for different areas of campus and vary with location. Larger populations of insects and weeds are tolerated on the intramural fields which are not viewed up close and only have turf. The same relative populations in the Wynn Rose Garden are completely unacceptable as this is in a central area of campus and is used for events and photos, and is highly visited by the campus and outside community.

The campus is monitored daily by zone crews. When pest populations are detected, they are discovered early therefore control is more easily achieved. Populations may be monitored over a period of days to determine if action is necessary. For example, bees are active in the spring and can be found feeding in various locations on campus. Sometimes they congregate in great numbers. If they are in an area of campus which is routinely
travelled by people, action is taken to remove or control them if they have not moved on within a couple of days. If removal is necessary, UNLV has access to a beekeeper who is willing to remove the bee hives to another location.

Preventive measures are used to reduce or eliminate pest populations. Weeds are removed prior to seed formation. Plants and turf are fertilized and maintained properly to keep them healthy and less susceptible to insects and disease. In the case of turf, healthy, dense growth prevents weed invasions. Bird spikes, scent cannons, and sound systems are used in attempt to encourage pigeons to nest elsewhere.

Native plants are increasingly being used in the landscapes. In addition to conserving the precious resource of water, they are better adapted to the environment and generally require less fertilization and pest control.

When chemical control is necessary, products are selected which are least harmful to the environment, wildlife, and humans. Small insect populations are sprayed with a stream of water or hand removed when possible. Insecticidal soaps are used if physical control is not possible, and are effective on some fungal disease causing organisms. When this is not enough, chemicals are chosen which are effective and relatively safe for the environment. Early detection leads to less chemical being sprayed and fewer applications. No restricted use chemicals are used on the grounds at UNLV.

Personnel are trained on proper use of pesticides. Most of the grounds crew and all of the supervisors are Certified Pesticide Applicators. The certification course teaches selection, safe application and laws regarding pesticide application. Integrated Pest Management principles are included. Continuing education credits are required for maintenance of this certification.

The website URL where information about the IPM plan(s) is available:
### Tier2-1: Native Plants

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</table>

**Facility Manager**

Landscape Grounds & Arboretum / FMA

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

---

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

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

When designing new landscapes and re-designing existing landscapes, an emphasis is placed on using native and adapted plant species. Plants such as Mesquites, Cassias, cactus and agave species use less water, require less maintenance and fertilizer and are generally better adapted to our environment than introduced species.

The Donald H. Baepler Xeric Garden, located at the entrance to the Marjorie Barrick Museum, demonstrates how drought-tolerant plants and an efficient irrigation system combine to save water and create an attractive landscape. It was the first large-scale demonstration garden of its kind in the Las Vegas Valley.

Visit the following websites for more information:

http://facilities.unlv.edu/landscape/xeric.html
http://barrickmuseum.unlv.edu/xeric/index.html

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

http://facilities.unlv.edu/landscape/xeric.html
Tier2-2: Wildlife Habitat

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

Yes

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

Through the use of native and adapted plant species throughout the campus, natural habitats are created and maintained for indigenous wildlife. The Donald H. Baepler Xeric Garden is home to birds, reptiles and mammals.

Wildlife requires four basic components for survival: food, water, shelter and areas for reproduction. To attract wildlife to our xeriscape, UNLV uses plants that provide cover and protection from the elements, while supplying food in the form of flowers, fruits, seeds and nuts. Insects attracted by various plants also become food for birds and reptiles. Rock, log or brush piles provide cover for reptiles, ground squirrels, birds and insects. Reproductive areas may be open areas for courtship activities, or mature trees. UNLV provides many areas on campus that attract and maintain native wildlife with the most prominent area being our Donald H. Baepler Xeric Garden.

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

http://facilities.unlv.edu/landscape/wildlife.html
## Tier2-3: Tree Campus USA

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

Yes

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

The University of Nevada, Las Vegas was awarded its Tree Campus USA designation for 2010. A celebratory Arbor Day tree planting and presentation of the Tree Campus USA award was held in April 2011, when over 60 trees were planted by grounds workers, volunteer students and staff. The day was also planned in coordination with Take Your Child to Work Day in order to encourage the younger members of our community to get involved in environmental stewardship.

As part of the criteria for designation as a Tree Campus USA, the University has a Campus Tree Care Plan which identifies the policies procedures and practices that are used in establishing, maintaining and removing campus trees. The goal is to provide a safe attractive, usable and sustainable urban forest on campus that is conducive to living and learning in southern Nevada.

A campus tree advisory committee comprised of on-campus faculty, staff and students as well as off-campus community members who actively contribute in guideline issues and provide input and items of interest toward achieving our Urban Forest goals.

UNLV joins a select group of 115 colleges and schools nationwide as a Tree Campus USA. The Arbor Day Foundation and Toyota developed Tree Campus USA to honor colleges and universities that practice sound campus forestry. The aim of the program is to recognize college campuses for promoting healthy urban forest management and engaging the campus community in environmental stewardship.

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

http://go.unlv.edu/videos/video-player?watch=uAxtJT7hZk8&width=640&height=390
Tier2-4: Snow and Ice Removal

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

Yes

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

Even though the University of Nevada, Las Vegas is located in the Mojave Desert, there are occasions where ice forms and snow accumulates. Normally sand is used to prevent slipping and the ice usually melts quickly.

In instances where ice formation can be predicted or if a walkway needs to be cleared of ice, Stand Up deicer is used. This product does not create the damage to soils and surfaces that salt does and no ingredients in the product are defined as hazardous on the MSDS label.

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

http://www.rhomar.com/products/stand-up/
Tier2-5: Compost

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</table>
| 0.25 / 0.25 | Robert Lynn  
Facility Manager  
LANDSCAPE GROUNDS & ARBORETUM / FMA |

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

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

Yes

A brief description of the composting or mulching program:

The University of Nevada, Las Vegas recycles its green waste through A1 Organics for composting. From July 2010 through June 2011, 938 cubic yards of landscape waste was recycled. We also run cut tree limbs through a chipper and the resulting wood chips are used as mulches around tree bases throughout campus.

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

---
Purchasing

Points Claimed  4.34
Points Available  7.50

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

<table>
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<tr>
<th>Credit</th>
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<tr>
<td>OP-10: Computer Purchasing</td>
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<tr>
<td>OP-11: Cleaning Products Purchasing</td>
<td>0.60 / 2.00</td>
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<tr>
<td>OP-12: Office Paper Purchasing</td>
<td>0.60 / 2.00</td>
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<tr>
<td>OP-13: Vendor Code of Conduct</td>
<td>1.00 / 1.00</td>
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<tr>
<td>Tier2-1: Historically Underutilized Businesses</td>
<td>0.25 / 0.25</td>
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<tr>
<td>Tier2-2: Local Businesses</td>
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**OP-10: Computer Purchasing**

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<td>1.64 / 2.00</td>
<td>Rolando Mosqueda</td>
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<td>Contracts Administrator</td>
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<td>Purchasing</td>
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### Criteria

#### Part 1

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

#### Part 2

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

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

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

Yes

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

http://purchasing.unlv.edu/GREEN/policy.html

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

UNLV partners with the university’s centralized information technology division to create and maintain a sustainable purchasing policy for computer and peripheral purchases.

This policy highly encourages campus customers to select EPEAT rated computers. At the same time, we have required our contracted computer suppliers to make available green product information through the online computer ordering portal.
For more information, please visit http://purchasing.unlv.edu/GREEN/policy.html - the appropriate section is "Long Term Commitments, Energy Savings."

Note: On occasion, departments use their university credit card (PCard) to make computer purchases, thus making it impossible to capture every single computer, monitor, etc. purchase made by all UNLV employees.

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

Yes

Expenditures on EPEAT Gold desktop and laptop computers and monitors:

1628612.37 US/Canadian $

Expenditures on EPEAT Silver desktop and laptop computers and monitors:

74413 US/Canadian $

Total expenditures on desktop and laptop computers and monitors:

2239215 US/Canadian $
OP-11: Cleaning Products Purchasing

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<td>Purchasing</td>
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Criteria

Part 1

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

Part 2

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

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

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

Yes

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

http://purchasing.unlv.edu/GREEN/policy.html

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

Procurements for cleaning products used campus wide are initiated by two groups: Facilities Maintenance and Student Life Facilities. Both of these groups have made a commitment to identifying and purchasing Green Seal and EcoLogo cleaning products when those products meet their customers’ needs.

For its part, the Purchasing and Contracts Department employs a multi prong approach to ensure compliance with its Green Seal and EcoLogo certified cleaning product policy. First, Purchasing has invited each of its contracted janitorial suppliers to discussions during which it was emphasized that certified products, including cleaning products, must be demonstrated to campus customers and be competitively priced. Next, Purchasing
met with the directors of both Facilities organizations securing their commitment to transition from standard cleaning products to Green Seal and EcoLogo certified. Finally, utilizing detailed reporting from our suppliers, progress towards increased usage of certified cleaning products is gauged.

As the university continues to increase its awareness of its impact on the environment, it is anticipated that increased focus will be given to selecting products that further the sustainable goals and mission of UNLV.

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

Yes

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

11955.48 US/Canadian $

Total expenditures on cleaning products:

179915.72 US/Canadian $

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

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OP-12: Office Paper Purchasing

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| 0.60 / 2.00 | Rolando Mosqueda  
Contracts Administrator  
Purchasing |

Criteria

Part 1

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

Part 2

Institution purchases recycled content office paper.

Submission Note:

UNLV has two paper suppliers: Office Max and Spicers. The above totals reflect only purchases made from Office Max due to the unavailability of statistics from Spicers.

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

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

Yes

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

http://purchasing.unlv.edu/GREEN/policy.html

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

UNLV Purchasing has worked hard, through the formal solicitation and contract negotiation processes, to make available to the campus departments recycled content office paper through selected suppliers.

Availability, pricing, and compatibility have been considered when selecting these suppliers. In support of this effort, UNLV Purchasing has hosted an Office Products Sustainable Showcase the past three years during which our contracted office paper suppliers demonstrate the selection of paper products they offer.
Note: on the web page - [http://purchasing.unlv.edu/GREEN/policy.html](http://purchasing.unlv.edu/GREEN/policy.html) - please see the section entitled 'Long Term Commitments, Products Containing Recycled Content'

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

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

733.72 US/Canadian $

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

33891.71 US/Canadian $

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

6192.45 US/Canadian $

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

0 US/Canadian $

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

3055.26 US/Canadian $

**Total expenditures on office paper:**

305115.23 US/Canadian $
### OP-13: Vendor Code of Conduct

#### Score

1.00 / 1.00

#### Responsible Party

Rolando Mosqueda  
Contracts Administrator  
Purchasing

## Criteria

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

### Submission Note:

Key Links:  
- Vendor Information (how to do businesses with UNLV) [http://purchasing.unlv.edu/vendors/](http://purchasing.unlv.edu/vendors/)  

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

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

Yes

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

[http://purchasing.unlv.edu/vendors/](http://purchasing.unlv.edu/vendors/)

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

---

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

Programs and Strategies Implemented for Vendor Code of Conduct

UNLV has created a multi-pronged approach to ensure that the highest ethical standard underlies all interactions between the university and its suppliers. This strategy consists of the following:

* Social and Environmental Programs – UNLV’s Sustainability and Supplier Inclusion program promotes the inclusion of a diverse set of suppliers. Those suppliers, and their larger corporate counterparts, are required to
provide the university with green alternatives to commonly used products and highly encouraged to introduce innovating green solutions based on our requirements.

* Terms, Conditions, and Formal Policy – Our formal solicitation terms and conditions stress the importance of supplier inclusion and sustainability. The purchasing manual details the expectations of our vendors to be clear of conflicts and to self report anything contrary.

* Vendor Guidelines – We have published comprehensive information on our website to assist vendors in all aspects of their interactions with UNLV.

* Code of Ethics – The Code governs all transactions and business relationships, internal and external, undertaken by Purchasing staff.

Links

Vendor Information (how to do businesses with UNLV)
http://purchasing.unlv.edu/vendors/

Code of Ethics
http://purchasing.unlv.edu/vendors/code_of_ethics.html

UNLV Purchasing Manual
Tier2-1: Historically Underutilized Businesses

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<tr>
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<th>Responsible Party</th>
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</table>
| 0.25 / 0.25 | Rolando Mosqueda  
Contracts Administrator  
Purchasing |

**Submission Note:**
Supplier Inclusion Website http://purchasing.unlv.edu/supplierinclusion/index.html  
MWVBE Database Search http://apps.facilities.unlv.edu/SmallApps/SupplierDiversity

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

**Does the institution seek to support historically underutilized businesses, minority-owned businesses, and women owned-businesses?:**
Yes

**A brief description of how the institution meets the criteria:**
As an institution within the Nevada System of Higher Education, UNLV is a catalyst for the System’s efforts to broaden supplier inclusion through outreach. That outreach effort takes many forms and has culminated in UNLV’s Supplier Inclusion Program. Though the state of Nevada does not allow for set asides or quotas during the competitive bidding process, there is a great deal UNLV does to improve access and visibility to university business opportunities for our suppliers.

Currently, UNLV has a searchable database which can be accessed by campus departments when making their purchasing decision which contains a listing of MWVBE. Additionally, UNLV regularly attends events sponsored by local organizations that support MWVBE allowing for face to face interaction between the UNLV Purchasing staff and suppliers. Lastly, UNLV Purchasing sends all bidding opportunities to MWVBE suppliers and support organizations (i.e. Latin and Urban Chambers of Commerce) in order to increase participation in the procurement process.

**The website URL where information about the program, policy, or practice is available:**
http://purchasing.unlv.edu/supplierinclusion/index.html
Does the institution give preference to local products and businesses in its purchasing decisions? Local food purchases, which are covered in OP Credit 6: Food Purchasing, are not included in this credit:

Yes

A brief description of the program:

Recent changes in the Nevada System of Higher Education (NSHE) procedures manual was promulgated to state institutions. UNLV, a member of NSHE, has adopted this policy as its own and has begun its implementation. The policy states that for purchases exceeding $1 million part of the bid evaluation may include projected spending by the prime contractor with local businesses. Additionally, the prime contractor must report expenditures with, among other groups, local businesses. Another measure to encourage the participation of local businesses is the requirement of a Nevada business license for all purchase orders and contracts.

UNLV has created a process embracing the language now included in NSHE guidelines. Specifically, language in our formal solicitation boilerplates has been added which aligns with the new policy. Additionally, the Purchasing departments buying staff verifies Nevada business license status prior to issuing each purchase order or executing a contract.

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

http://purchasing.unlv.edu/pdf/NSHELanguage.pdf
Transportation

Points Claimed  3.55
Points Available  12.00

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.

<table>
<thead>
<tr>
<th>Credit</th>
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<tbody>
<tr>
<td>OP-14: Campus Fleet</td>
<td>2.00 / 2.00</td>
</tr>
<tr>
<td>OP-15: Student Commute Modal Split</td>
<td>0.17 / 4.00</td>
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<tr>
<td>OP-16: Employee Commute Modal Split</td>
<td>0.13 / 3.00</td>
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<tr>
<td>Tier2-1: Bicycle Sharing</td>
<td>0.00 / 0.25</td>
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<tr>
<td>Tier2-2: Facilities for Bicyclists</td>
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<tr>
<td>Tier2-3: Bicycle Plan</td>
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<td>Tier2-4: Mass Transit</td>
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<td>Tier2-5: Condensed Work Week</td>
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<td>Tier2-6: Telecommuting</td>
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<td>Tier2-7: Carpool Matching</td>
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<td>Tier2-8: Cash-out of Parking</td>
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<td>Tier2-9: Carpool Discount</td>
<td>0.25 / 0.25</td>
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<td>Tier2-10: Local Housing</td>
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<tr>
<td>Tier2-11: Prohibiting Idling</td>
<td>0.00 / 0.25</td>
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<td>Tier2-12: Car Sharing</td>
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OP-14: Campus Fleet

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<tr>
<td>2.00 / 2.00</td>
<td>Richard Storlie</td>
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<tr>
<td>DIRECTOR, ADMIN SERVICES &amp; ENERGY MGMT</td>
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<tr>
<td>Facilities Management</td>
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Criteria

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

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

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

Submission Note:

UNLV proudly adheres to a policy that requires the acquisition of clean vehicles and motor vehicles that use alternative fuels (AFV) for at least 90% of all new vehicles: Alternative Fuel Vehicle (AFV) Acquisition Requirement. Fleets containing 50 or more vehicles that are owned, leased, or operated by the state, a state agency, or a political subdivision of the state in a county with a population of 100,000 or more must acquire AFVs or U.S. Environmental Protection Agency certified Ultra Low Emission Vehicles (ULEVs). Covered fleets are required to purchase either AFVs or certified ULEVs for 90% of new vehicles obtained. A fleet may meet the acquisition requirements by converting existing or newly acquired vehicles to operate on alternative fuels. An AFV acquired in compliance with this mandate must operate solely on the alternative fuel except when operating in an area where the appropriate alternative fuel is unavailable. Fleets with buses or heavy-duty vehicles are included. (Reference Nevada Administrative Code 486A.010-486A.250, and Nevada Revised Statutes 486A.010-486A.180)

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

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

31

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

0

100 percent electric vehicles in the institution’s fleet:

149

Hydrogen fueled vehicles in the institution’s fleet:

0

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

0

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

21

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

201
**OP-15: Student Commute Modal Split**

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<tr>
<td>0.17 / 4.00</td>
<td>Tad McDowell</td>
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<td></td>
<td>Director, Parking Services</td>
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<td>Parking &amp; Transportation</td>
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**Criteria**

Institution's students commute to and from campus by a means other than single occupancy vehicle for the majority of their daily trips. Alternatives to single-occupancy vehicle transportation include living on campus, walking, bicycling, van or carpooling, taking public transportation, or riding a campus shuttle.

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

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

2

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

1.80

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

0.40

The percentage (0-100) of institution’s students who drive alone as their primary method of transportation:

95

The website URL where information about alternative transportation is available:

---
OP-16: Employee Commute Modal Split

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| 0.13 / 3.00 | Tad McDowell  
Director, Parking Services  
Parking & Transportation |

**Criteria**

Institution's employees (faculty, staff, and administrators) get to and from campus by a means other than single occupancy vehicle for the majority of their daily trips. Alternatives to single-occupancy vehicle transportation include walking, bicycling, van or carpooling, taking public transportation, or riding a campus shuttle.

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

The percentage (0-100) of institution’s employees who walk, bicycle, or use other non-motorized means as their primary method of transportation:

2

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

1.80

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

0.40

The percentage (0-100) of institution’s employees who drive alone as their primary method of transportation:

95

The website URL where information about alternative transportation is available:

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## Tier2-1: Bicycle Sharing

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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Tier2-2: Facilities for Bicyclists

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| 0.25 / 0.25 | Frank Lucas  
Assistant Director, Facilities Management  
Facilities Maintenance Services |

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

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

Yes

A brief description of the facilities:

As part of the sustainable design criteria, UNLV LEED Gold rated facility Greenspun Hall earned several points in the sustainable site category for bicycle storage, shower facilities, and changing rooms to encourage the use of alternative transportation.

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

http://urbanaffairs.unlv.edu/about/pdf/design.pdf
## Tier2-3: Bicycle Plan

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## Tier 2-4: Mass Transit

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<td>Director, Parking Services</td>
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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Does the institution offer a condensed work week option for employees? The institution does not have to offer the option to all employees in order to earn this credit:

Yes

A brief description of the program:

Departments at UNLV can permit employees to have condensed work weeks. However, Nevada state law requires that offices be open all week.

The website URL where information about the program is available:

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## Tier2-6: Telecommuting

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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Tier2-7: Carpool Matching

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| 0.25 / 0.25 | Tad McDowell  
Director, Parking Services  
Parking & Transportation |

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

Does the institution have a carpool matching program?:

Yes

A brief description of the program:

Club Ride is a program administered through the Regional Transportation Commission of Southern Nevada (RTC) that helps students, faculty, and other community stakeholders get to and from work more economically.

Club ride provides information on carpool and vanpool partners by area and by time. There is no cost to sign up for Club Ride.

The website URL where information about the program is available:

http://parking.unlv.edu/clubride.html
## Tier2-8: Cash-out of Parking

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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
## Tier2-9: Carpool Discount

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| 0.25 / 0.25 | Tad McDowell  
Director, Parking Services  
Parking & Transportation |

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

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

Yes

**A brief description of the program:**

Club Ride is a program administered through the Regional Transportation Commission of Southern Nevada (RTC).

Club Ride participants who form carpool groups are eligible to purchase a UNLV parking permit. The price of the permit may be shared among members of the group.

- **Student Carpool:** $125
- **Faculty/Staff Carpool:** $250

The permit may be transferred between different vehicles so long as they are registered with Parking Services.

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

http://parking.unlv.edu/clubride.html
## Tier2-10: Local Housing

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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
## Tier2-11: Prohibiting Idling

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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Tier2-12: Car Sharing

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</table>
| 0.25 / 0.25 | Richard Storlie  
DIRECTOR, ADMIN SERVICES & ENERGY MGMT  
Facilities Management |

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

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

Yes

A brief description of the program:

UNLV is working with a national vendor to devise a cost-effective, environmentally friendly car sharing program.

This pilot program is designed to reduce vehicle miles traveled and thus target greenhouse gas emission reductions by encouraging car pooling among numerous stakeholders.

In addition to enhancing community involvement and social responsibility, this program will reduce the need for existing demands on fleet vehicles and thus translate to savings for Facilities, Management and campus general funds.

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

---
Waste

Points Claimed  5.08

Points Available  12.50

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

<table>
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<tr>
<th>Credit</th>
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<tr>
<td>OP-17: Waste Reduction</td>
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<tr>
<td>OP-18: Waste Diversion</td>
<td>1.82 / 3.00</td>
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<tr>
<td>OP-19: Construction and Demolition Waste Diversion</td>
<td>0.26 / 1.00</td>
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<tr>
<td>OP-20: Electronic Waste Recycling Program</td>
<td>0.50 / 1.00</td>
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<tr>
<td>OP-21: Hazardous Waste Management</td>
<td>1.00 / 1.00</td>
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<td>Tier2-1: Materials Exchange</td>
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<td>Tier2-2: Limiting Printing</td>
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<td>Tier2-3: Materials Online</td>
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<td>Tier2-4: Chemical Reuse Inventory</td>
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<td>Tier2-5: Move-In Waste Reduction</td>
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<tr>
<td>Tier2-6: Move-Out Waste Reduction</td>
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**OP-17: Waste Reduction**

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</table>
| 0.00 / 5.00 | Tara Pike  
Solid Waste and Recycling Manager  
Rebel Recycling Program/FMA |

**Criteria**

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

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

**Submission Note:**

UNLV has a service based trash removal contract as opposed to a weight or volume based contract. The weights for the performance year were estimated based on a year long waste and dumpster survey performed by two undergraduate interns. We have confidence that the number is our best estimate. While we do not feel comfortable trying to estimate the total trash removed for campus in 2005 (we have the recycling weights), UNLV does have many waste reduction programs and policies. We look forward to reporting for this credit in the future.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
### OP-18: Waste Diversion

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</table>
| 1.82 / 3.00 | Tara Pike  
Solid Waste and Recycling Manager  
Rebel Recycling Program/FMA |

#### Criteria

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

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

---

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

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

693 Tons

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

451 Tons

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

The UNLV Rebel Recycling Program has been steadily growing over the past 15 years to divert larger and more diverse quantities of materials from the landfill. For instance, diversion of food and landscape waste began at the end of 2009 and diversion of tires started in 2011.

The Rebel Recycling Program constantly seeks to divert more tonnages by increasing the types of materials accepted and by expanding our collection infrastructure. We do not have a set amount of money allocated to purchasing recycling bins each year, but when funds are available, we expand the number of new bins placed on campus. In 2011, we have added approximately a dozen bins to a remodel area.

Outreach efforts include participating in events on campus with tabling efforts and/or by providing recycling and food collection bins.

We typically do not weigh materials collected from Move-Out in Residence Halls. In the one year that the materials were weighed, the tonnage was approximately 4.5 tons. Surplus/Property Control does not weigh the materials re-sold in Surplus Sales.
Likewise, the Drive Up and Drop Off materials are not kept separate from the traditional recyclables collected from the campus. The 850 cubic yards of landscape waste, diverted in 2010, were also not weighed or included in the first data field on this page.

Overall, we will start to weigh and track materials better so we are getting full credit for all our reduce, reuse and recycling efforts.
### OP-19: Construction and Demolition Waste Diversion

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<th>Responsible Party</th>
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</table>
| 0.26 / 1.00 | David Frommer  
Executive Director  
Planning and Construction |

**Criteria**

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

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

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

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

123001.87 Tons

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

353089.16 Tons

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

Since UNLV Planning & Construction did not measure construction waste diverted or generated for all projects delivered in the past 3 years, the amount reported here of construction waste diverted includes only the waste generated by two projects, LEED Silver rated Science and Engineering Building (SEB) and LEED Gold rated Greenspun Hall (GUA).

In reality, total construction waste diverted is likely higher. However, these two projects alone tally up to 46% of the total Gross Square Footage (GSF) delivered to UNLV over this time.
OP-20: Electronic Waste Recycling Program

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</table>
| 0.50 / 1.00 | Kenny Price  
Supervisor, Receiving  
Department of Delivery Services |

Criteria

*Part 1*

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

*Part 2*

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

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

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

Yes

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

No

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

The departments of Delivery Services and Risk Management & Safety (RMS) work together to ensure that the university adheres to the strictest policies of recycling which maximize worker safety and environmental standards.

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

Delivery Services is a campus wide institutional support department that circumvents the need for multi-department personnel training in the policies and procedures of receiving merchandise from vendors, third party manufactures, freight agencies, etc. Personnel are trained to properly handle hazardous materials, etc, thus
insuring the assets of the university while negating unnecessary liabilities.

Central Receiving, which is a part of the Department of Delivery Services, receives all E-waste from the various departments throughout the university. The waste is then carefully evaluated to determine the proper strategy to divert it from the general waste stream.

Hazardous material, including lasers, radiological, pathogenic, etc, are disposed of responsibly by Risk Management & Safety.

Nonhazardous material, including all electronics (televisions, computers, refrigerators, monitors, etc), is then prepped for reuse.

In general, Receiving follows the following program:

1. Prep the material.
2. Make it available to the general public via UNLV’s auction website.
3. Make it available to the general public to see and bid on in person on the 2nd and 4th Thursday of every month.

If unable to find an end user in this way, UNLV then stockpiles, palletizes and sends the material to either:

1. TNT auction (quarterly) for sale.
   OR
2. The Blind Center of Nevada to be donated or recycled.

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

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

http://www.unlv.edu/depts/delivery/DeliveryServicesPolicy.pdf
OP-21: Hazardous Waste Management

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<th>Responsible Party</th>
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</table>
| 1.00 / 1.00 | Gary Snodgrass
Environmental Management & Lab Safety Manager
Risk Management & Safety |

Criteria

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

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

Does the institution have strategies in place to safely dispose of all hazardous, 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, universal, and non-regulated chemical waste:

UNLV generates hazardous waste (HW) from its laboratories and other locations, numbering about 100 locations. HW is collected at 16 locations at the UNLV main campus and one location at the Shadow Lane Campus. UNLV has had a formalized HW management program for about 6 years.

In 2009, we were recategorized, by EPA and the Nevada Department of Environmental Protection (NDEP), from a Large Quantity Generator to Small Quantity Generator (SQG) based on a reduction of our hazardous waste generation. The waste was reduced through better training, monitoring waste generation at the point of generation for each of the many laboratories, and by ensuring that non-hazardous waste was not mixed with HW in the labs. We have also, separated out, non-hazardous waste, such as waste oil, and have been able to send it to approved recyclers.

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

UNLV accumulates HW as described above. The HW is consolidated at a regulatory approved 180-day accumulation area, which is secure, covered storage, meeting Resource Conservation and Recovery Act (RCRA) regulations.

The waste is picked up, packaged according to RCRA and Department of Transportation regulations, and shipped to approved disposal facilities. Universal Waste is accumulated at a central campus UW storage area and picked up by an approved transportation and disposal vendor. Non-hazardous waste is recycled using a RCRA/EPA approved methodology, following regulations.

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

stars.aashe.org
Tier2-1: Materials Exchange

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<tr>
<td>0.25 / 0.25</td>
<td>Kenny Price</td>
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<tr>
<td></td>
<td>Supervisor, Receiving</td>
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<td></td>
<td>Department of Delivery Services</td>
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"---" indicates that no data was submitted for this field

Does the institution have a surplus department or formal office supplies exchange program that facilitates reuse of materials?:

Yes

A brief description of the program:

The objective of the Surplus Property Department is to market excess university equipment and materials to the public at fixed or negotiated prices.

Such transactions can be conducted at the surplus warehouse. Public sales schedule is every 2nd & 4th Thursday of the month, from 1:30 PM to 4:00 PM.

To participate in our on-line auction feature you are required to register on this site and will able to competitively bid for merchandise without having to come down to the university.

The website URL where information about the program is available:

https://spo.sysapps.unlv.edu/
Does the institution limit free printing for students in all computer labs and libraries?:

Yes

A brief description of how printing is limited:

The UNLV Lied Library discourages excessive printing by charging a fixed amount per page.

In addition, all computer labs provide an initial $1.00 credit balance. Black and white print jobs cost $.03 per page. After the initial credit is exhausted, students must pay per print.

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

http://oit.unlv.edu/labs-classrooms/computer-labs
Tier2-3: Materials Online

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<td>Solid Waste and Recycling Manager</td>
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<td>Rebel Recycling Program/FMA</td>
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Is the institution's default not to print course catalogs, course schedules, and directories, but instead make these materials available online?:

Yes

A brief description of the practice:

UNLV has recently updated its practice of printing course catalogs, schedules and directories. We now offer the materials online. This simple efficiency improvement offers the same quality of information with fewer demands on physical resources.

Already, this strategy has yielded measurable benefits. In the year before this practice was updated, 15,000 hard copies of the course catalog were printed. Following the update, only 3,000 hard copies were printed - an 80% reduction.

A further adjustment of this practice is being considered for the future, perhaps during 2012-2014, to reduce to 500 hard copies.

The website URL where information about the practice is available:

---
## Tier2-4: Chemical Reuse Inventory

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<td>Gary Snodgrass</td>
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<td>Environmental Management &amp; Lab Safety Manager</td>
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<td>Risk Management &amp; Safety</td>
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### Has the institution implemented a campus-wide inventory system to facilitate the reuse of laboratory chemicals?:

Yes

### A brief description of the program:

UNLV has implemented a campus-wide inventory system called CHIMERA which lists all chemicals on campus and provided MSDS sheets for each chemical. Each chemical on the inventory is barcoded and the inventory of all chemicals is performed each year by scanning the barcodes and adding barcodes for new chemicals not yet in the system.

This system allows the department to periodically review the chemicals that are on campus. In addition, UNLV has a waste pickup request from on the Risk Management Website. This allows campus constituents to request pickup of chemicals and wastes. All wastes, usable chemicals and outdated chemicals are collected at one location on each of two campuses. In this way we are able to assess the chemicals and determine if we can reuse or recycle them.

This program has a good record of using chemicals. Our Hazardous Materials Safety Technician who operates our waste chemical storage area, routinely reviews and assesses the chemicals and communicates with various departments to determine if they can use chemicals we have in the reusable inventory. This program is successful, as well. One other program is also employed to reduce excess chemical waste.

We evaluate the needs of departments and try to minimize the quantity that they order. UNLV departments used to order quantities that resulted in excess that had to be wasted or recycled. We now review how much is on hand versus how much is ordered in order to minimize the waste quantities. This program has reduced the quantity of excess/waste.

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

http://rms.unlv.edu/
### Tier2-5: Move-In Waste Reduction

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<td>Rebel Recycling Program/FMA</td>
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Does the institution have a program to reduce residence hall move-in waste?:

Yes

A brief description of the program:

UNLV Rebel Recycling has instituted a plan to reduce residence hall move-in waste. The program has been operating since 1997 and collects large volumes of cardboard and packing related materials.

In anticipation of the usual supply of moving boxes and other materials, we put out extra cardboard collection dumpsters for two weeks at the Residence Halls. We collect the materials on an extended schedule by running an evening collection crew. In addition, we also put up flyers and information is provided in the move in packets. Complex Coordinators and Residence Assistants (RAs) are informed about the Move-In Program during RA Training.

The website URL where information about the program is available:

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Tier2-6: Move-Out Waste Reduction

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<td>Rebel Recycling Program/FMA</td>
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"---" indicates that no data was submitted for this field

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

Yes

A brief description of the program:

UNLV Rebel Recycling has also instituted a plan to reduce residence hall move-out waste. The program started small in May 1996 and expanded significantly since its inception. An undergraduate Environmental Studies student also made improvements to the process through an undergraduate senior thesis/project.

For three weeks at the end of the Spring semester, we provide students with the opportunity to donate materials before they move-out of the Residence Halls. Collection boxes are placed on every floor and in the lobby of the buildings as well as in the mailbox/service buildings. Students can also call the Rebel Recycling Program for special pick-ups of reusables. The bedding and linens are donated to a Veterans Organization and/or animal rescue groups. The other reusables are donated to Opportunity Village, which assists the mental challenged members of our community, and a Refuge Resettlement organization. All cleaning products are used in the recycling facility or donated to faculty, staff, students or community service people.

Flyers are distributed to educate students about the Move-Out program. Complex Coordinators and Residence Assistants (RAs) are informed about the Move-In Program during RA Training.

The website URL where information about the program is available:

---
Water

Points Claimed  4.58
Points Available  10.25

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

<table>
<thead>
<tr>
<th>Credit</th>
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<tbody>
<tr>
<td>OP-22: Water Consumption</td>
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<tr>
<td>OP-23: Stormwater Management</td>
<td>2.00 / 2.00</td>
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<tr>
<td>Tier2-1: Waterless Urinals</td>
<td>0.25 / 0.25</td>
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<tr>
<td>Tier2-2: Building Water Metering</td>
<td>0.25 / 0.25</td>
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<tr>
<td>Tier2-3: Non-Potable Water Usage</td>
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<td>Tier2-4: Xeriscaping</td>
<td>0.25 / 0.25</td>
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<tr>
<td>Tier2-5: Weather-Informed Irrigation</td>
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OP-22: Water Consumption

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<td>1.33 / 7.00</td>
<td>Jim Wilhelm</td>
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<td>Assistant Director, Energy Management</td>
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<td>Facilities Management</td>
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Criteria

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

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Water consumption, 2005 baseline year:

368139000 Gallons

Water consumption, performance year:

364386000 Gallons

On-campus residents, 2005:

1386

Full-time, non-residential/commuter students, faculty, and staff members, 2005:

19329

Part-time, non-residential/commuter students, faculty, and staff members, 2005:

10588

On-campus residents, performance year:

1158

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

10119

The website URL where information about the institution’s water conservation initiatives is available:

---
OP-23: Stormwater Management

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<td>Solid Waste and Recycling Manager</td>
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Criteria

Part 1

Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

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

Part 2

Institution has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

The policy, plan, or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for this credit.

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

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from new development projects? :

Yes

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations? :

A brief description of the institution's stormwater management initiatives:

New Development Projects

For all new construction projects, UNLV Design, Construction and Sustainability Standards specify analysis of siting impacts for LEED Silver equivalency or sustainable/green building design objectives.

This process includes the implementation of an NPDES and other stormwater management strategies as well.

Existing UNLV Built Environment

All rainwater is directed off buildings by down spouts into the landscape. Concrete splash guards or cobble type rock at the base of the downspouts prevents soil erosion.

Once stormwater has reached the ground, UNLV employs porous paving, stone swales, and vegetated swales to direct water through the appropriate channels to city drains and the Flamingo wash.

Water diverted to city drains is recycled at the sanitation district and fed back into Lake Mead for reuse. Water directed to the wash is sent through the alternating concrete and natural habitat system of the wash to the Clark County Wetlands Park and eventually back into Lake Mead for reuse by our community.

Storm Water Pollution Prevention Plan (SWPP) - the university also has a SWPP that describes best management practices for reducing the possibility of contamination in storm water runoff. This plan addresses control of storm water runoff from locations on campus where hazardous materials are stored and used.

The website URL where information about the institution's stormwater management initiatives, plan or policy is available:

http://rms.unlv.edu/environmental-and-lab/hazmat/SWPP.pdf

Does the institution have a living or vegetated roof?:

No

A brief description of the institution's living or vegetated roof:

---

Does the institution have porous paving?:

Yes

A brief description of the institution's porous paving:

Pavers over porous surfaces are used in various locations on campus to allow water to soak into the soil and not run off. The Xeric Garden, EPA executive building (north side) and the East/West mall between White Hall and Chemistry building use pavers for water permeable walkways.
Does the institution have retention ponds?:

No

A brief description of the institution's retention ponds:

---

Does the institution have stone swales?:

Yes

A brief description of the institution's stone swales:

Both stone and vegetated swales are employed for stormwater management.

Examples of stone swales include areas from Systems Computing Services building through Rogers Center for Administration and Justice building, the Xeric Garden and a portion of the Intramural Fields.

Does the institution have vegetated swales?:

Yes

A brief description of the institution's vegetated swales:

Both stone and vegetated swales are employed for stormwater management.

Examples of vegetated swales include most of the Intramural Field, south side of the Paradise Campus, the south side of Carlson Education Building and a section of the North/South mall.

Does the institution employ any other technologies or strategies for stormwater management?:

Yes

A brief description of other technologies or strategies for stormwater management employed:

Stormwater is directed by existing swales and drains to the city stormwater drains and the Flamingo Wash. This strategy has evolved over time. For instance, circa 1998, strategies were employed to divert natural runoff from adjacent areas such as the Strip.
Tier2-1: Waterless Urinals

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Does the institution use at least one waterless urinal?:

Yes

A brief description of the technology employed:

UNLV's nationally recognized, Energy Star award winning Campus Services Building (CSB) is one building that uses waterless urinal technology as part of its water use reduction strategy.

The website URL where information about the technology is available:

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Tier 2-2: Building Water Metering

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<td>Jim Wilhelm</td>
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<td>Assistant Director, Energy Management, Facilities</td>
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<td>Management</td>
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Does the institution have building-level water consumption meters for at least one building?:

Yes

A brief description of the water metering employed:

Several buildings on the UNLV Campus have dedicated Las Vegas Valley Water District (LVVWD) water meters; examples include Architecture (ARC), Thomas and Mack Center (TMC), and Houssels House (HOU). The remaining buildings feed into a loop that is serviced by three LVVWD meters.

In addition we have UNLV owned sub-meters at University Hall (UNH), Lied Athletics Complex (LAC), Soccer Building, Technology, Student Recreation and Wellness Center (SRWC), the Environmental Protection Agency complex, and the Athletic Fields.

The website URL where information about the practice is available:

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Tier2-3: Non-Potable Water Usage

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

Does the institution use non-potable water (e.g., harvested rainwater or graywater) for irrigation and/or other applications?:

Yes

A brief description of the source of non-potable water and how it is used:

The new Science and Engineering Building (SEB) is a state-of-the-art facility that creates a world-class environment for interdisciplinary research and education.

At SEB, we harvest water in two important ways:

First, rainwater is harvested passively for irrigation. The grade around SEB, including the rock lined swales and detention areas, were designed to harvest roof runoff and slow the water velocity to retain water for landscape vegetation and slow overflow release to the parking lot.

Our second use of nonpotable water at SEB is for graywater. A Pure Water generation system in SEB produces 750 gallons of reject water per day. This water is sent to a tank and pumped to the lavatories to flush the toilets with reclaimed water.

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

http://research.unlv.edu/seb.html
Does the institution use xeriscape landscaping techniques, including the selection of drought tolerant plants?:

Yes

A brief description of the program or practice:

The Xeric Garden is a prime example of how drought-tolerant plants and a water efficient irrigation system may be allied to conserve water, yet create an attractive landscape.

In addition to the Xeric Garden, xeriscaping principles are employed as a primary landscape design strategy throughout the 341 acres of the main campus. All new construction is landscape with drought tolerant plants and the university is currently aggressively removing turf and replacing it with xeriscaping. In the last five years, the university has reduced turf by 200,584 square feet, which has an estimated water savings of over 9,000,000 gallons and over $20,000 annually. Turf reduction efforts began in 1995, but increased significantly since 2003. While our Drought Response Plan needs to be updated on our website, UNLV has significantly reduced turf and replaced it with drought tolerant xeriscaping: http://facilities.unlv.edu/landscape/droughtplan.html.

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

http://facilities.unlv.edu/landscape/xeric.html
**Tier2-5: Weather-Informed Irrigation**

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| 0.25 / 0.25 | Robert Lynn  
Facility Manager  
LANDSCAPE GROUNDS & ARBORETUM / FMA |

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

**Does the institution use weather data or weather sensors to automatically adjust irrigation practices?:**

Yes

**A brief description of how weather data or sensors are used:**

The University of Nevada, Las Vegas uses a computer based central irrigation control program by Rainbird called Maxicom. From a single computer, or central control, UNLV generates vast water savings by scheduling, monitoring and controlling over 50% of our irrigation equipment at locations throughout the campus.

Saving water is most readily accomplished by using the system's weather (ET) based scheduling capability. ET stands for evapotranspiration and is a value (inches or centimeters) that measures how much water is lost to evaporation and how much water is used by plants. ET goes up with warmer weather and lowers with cooler weather. Plants are watered based on their needs (which is driven by weather conditions).

Maxicom retrieves its ET values on a daily basis from our weather station located in the north side of campus. Maxicom pulls in these values and processes them into irrigation schedules and communicates the schedules to all irrigation devices. Flow sensors are used to prevent flooding by automatically shutting down a station or series of stations if an excess of water flow is detected (for example a valve stuck on or a break in a line). This equipment is used in the Greenspun College of Urban Affairs building among other locations.

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

---
Coordination and Planning

Points Claimed 16.00

Points Available 18.00

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution’s priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

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<td>PAE-2: Strategic Plan</td>
<td>6.00 / 6.00</td>
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<td>PAE-3: Physical Campus Plan</td>
<td>4.00 / 4.00</td>
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<td>PAE-4: Sustainability Plan</td>
<td>3.00 / 3.00</td>
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<tr>
<td>PAE-5: Climate Plan</td>
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## PAE-1: Sustainability Coordination

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<tbody>
<tr>
<td>3.00 / 3.00</td>
<td>Tom Piechota</td>
</tr>
<tr>
<td></td>
<td>Associate Vice President for Interdisciplinary Research</td>
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<td></td>
<td>Division of Research and Graduate Studies</td>
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### Criteria

Institution has a sustainability committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus.

The committee, office, and/or coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

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

### Does the institution have a sustainability committee?:

Yes

### The charter or mission statement of the committee or a brief description of the committee's purview and activities:

The UNLV Sustainability Council serves as an advisory group for various sustainability efforts related to campus, research, education, and community engagement.

Included among the Council's stated purposes:

- To review recommendations from the Sustainability Task Force
- To define Working Groups for specific areas
- To develop procedures that will help UNLV meet President’s Climate Commitment
- To ensure that sustainability is something integrated into all aspects of campus

### Members of the committee, including affiliations:

- Thomas Piechota
  - Associate Vice President for Interdisciplinary Research
  - Division of Research and Graduate Studies
- Tara Pike
  - Campus Sustainability Coordinator
  - Division of Finance and Business
- Oliver Hemmers
  - Executive Director, Harry Reid Center for Environmental Studies
The website URL where information about the sustainability committee is available:

http://urban21.unlv.edu/council/

Does the institution have a sustainability office?:

Yes

A brief description of the sustainability office:
The UNLV Office of Urban Sustainability Initiatives serves as the sustainability office. This office administers various interdisciplinary research efforts and also helps coordinate the Sustainability Council in collaboration with Facilities Management.

The office supports interns that work with on various aspects of campus sustainability (operations, research, and education, and outreach). These interns are supported by Facilities Management and the USI.

The number of people employed in the sustainability office:

3

The website URL where information about the sustainability office is available:

---

Does the institution have a sustainability coordinator?:

Yes

Sustainability coordinator's name:

Tara Pike

Sustainability coordinator's position title:

Campus Sustainability Coordinator

A brief description of the sustainability coordinator's position:

The UNLV Campus Sustainability Coordinator has a primary responsibility to advance UNLV’s efforts to become a sustainability leader in higher education by working with senior officers, other administrators, faculty, and students to provide the knowledge, skills, and motivation that will integrate sustainability values and practices into the College’s strategic planning processes; the management of its resources and operations; facilities planning and design; its research activities; the curriculum; and the extra-curricular life of the university.

Great pride is taken in striving to develop a strategy to embed principles of sustainable prosperity in all of the university’s roles — as a place of learning and research, a business enterprise, and a member of the local community.

- Tara Pike, UNLV Campus Sustainability Coordinator

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

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PAE-2: Strategic Plan

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<tr>
<td>6.00 / 6.00</td>
<td>Tom Piechota</td>
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<td></td>
<td>Associate Vice President for Interdisciplinary Research</td>
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<td>Division of Research and Graduate Studies</td>
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Criteria

Institution’s current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in PAE Credit 3: Physical Campus Plan) nor an independent sustainability plan (which is covered in PAE Credit 5: Sustainability Plan) counts for this credit.

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

Year the strategic plan or equivalent was completed or adopted:

2007

Does the institution's strategic plan or equivalent guiding document include the environmental dimensions of sustainability at a high level?:

Yes

A brief description of how the strategic plan or amendment addresses the environmental dimensions of sustainability:

The following material draws upon the Planning Report 2011-2014 that UNLV has developed. This is part of the implementation of the 50-100 Planning Recommendations. In the next four years (2011-2014), UNLV will pursue a number of strategic objectives aimed at building on the many successes the institution has already achieved. With respect to research, the university has developed several strategic goals which target the environmental dimensions of sustainability.

Water is one topic that will received attention. Over the 2011-2014 planning period, UNLV will be partnering with institutions such as the Desert Research Institute, Las Vegas Valley Water District, and local developers to pursue an International Hydro Research and Technology Park in Las Vegas. Creating a world class research and technology campus focused upon the hydro industry will expand Southern Nevada’s current economic model and create new, high paying jobs in an industry from which the state can export technologies. The campus will attract major national and international companies, groom local firms to be world-class players, and proliferate
start-ups in the hydro industry.

Some of the results will be the development of new products and technologies, an international forum for marketing hydro-related products, local job creation, and research opportunities for faculty at NSHE institutions. In the area of environmental science, the university restructured and revitalized the Harry Reid Center for Environmental Studies.

Under new leadership, the center will continue to pursue a larger vision for environmental research, such as land-use dynamics, renewable energies, and water availability and quality. Greater emphasis has been placed on reorganizing the divisions within the HRC and increasing the center’s competitive grant funding through new research areas, better marketing, industrial support, and increased integration with UNLV academic colleges.

In addition, UNLV is focusing its efforts on transformational, team-driven research that addresses community, statewide and regional issues such as water resources, public health, urban growth, social well-being, transportation, and renewable energy.

Toward that end, assuming adequate funding, UNLV plans to make targeted faculty hires, expand existing research initiatives, and increase sponsored program funding in the following areas:

1. Renewable energy
2. Western climate change
3. Arid lands hydrology & water resources
4. Public health & translational research
5. Nanotechnology
6. Materials science
7. Radiochemistry
8. High pressure physics & chemistry
9. Transportation engineering
10. Integrative physiology
11. Biosafety & medical microbiology
12. Astrophysics
13. Environmental policy
14. Arid lands biodiversity & ecology
15. Nuclear forensics
16. Nuclear engineering
17. Radiopharmaceuticals
18. Accelerator center

Does the institution's strategic plan or equivalent guiding document include the social dimensions of sustainability at a high level?:

Yes

A brief description of how the strategic plan or amendment addresses the social dimensions of sustainability:

In the knowledge that a diverse faculty is important in enriching the campus and in providing role models to our students, the university is committed to increasing the diversity of its faculty and staff.

Although much progress has been made in this area, the university seeks to achieve the goal of meeting or exceeding the national higher education labor market availability percentages for women and minorities.
Additionally, the university will make efforts to increase the diversity of its student body while also increasing graduation and retention rates.

UNLV has been planning for general education reform over the past two years and seeks to have a new outcomes-based curriculum implemented in Fall 2012 that will provide a value added education to our students.

Does the institution's strategic plan or equivalent guiding document include the economic dimensions of sustainability at a high level?:

Yes

A brief description of how the strategic plan or amendment addresses the economic dimensions of sustainability:

The university is committed to supporting innovative research that translates into economic development for the State of Nevada. UNLV’s efforts to market its faculty’s intellectual property are currently focused on four areas with the greatest potential for commercialization:


In the area of renewable energy, UNLV is focusing on solar energy and becoming a national center for excellence for solar energy deployment. The center is designed to employ research, policy analysis, and business outreach to support solar energy industry jobs, improve technology, develop pro-solar policies, and coordinate financial and intellectual resources.

It will also prepare the future leaders needed to sustain a renewable energy economy. The center will have three clusters: Research and Development, Policy and Analysis, and Business Services.

The university is also exploring with statewide partners the creation of a Biomedical Road Map, which will identify core competencies where research and investment should occur for the State of Nevada to thrive in the biomedical arena.

This effort is a collaborative effort with the Nevada Biotechnology and Science Consortium, consisting of UNLV, the University of Nevada School of Medicine, the Nevada Cancer Institute, Desert Research Institute, the Cleveland Clinic, and the Nevada Commission on Economic Development.

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

PAE-3: Physical Campus Plan

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<td>David Frommer</td>
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<td>Executive Director</td>
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<td>Planning and Construction</td>
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Criteria

Institution’s current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in PAE Credit 2: Strategic Plan) nor an independent sustainability plan (which is covered in PAE Credit 4: Sustainability Plan) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution’s entire physical campus are eligible for this credit.

Submission Note:
For additional information on UNLV Campus Master Plan, see: http://masterplan.unlv.edu

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

Does the institution's physical campus plan include sustainability at a high level?:

Yes

A brief description of how the physical campus plan or amendment includes sustainability:

Five stated goals of the UNLV Master Plan address the general spirit of sustainability as follows:

1) Growth & Capacity
Assess and quantify the campus’ ideal development capacity including thresholds where significant, high performance infrastructure improvements are required to support the desired growth.

2) Distinctive Environment
Identify appropriate development patterns and design guidelines representing the campus’ urban and high desert environment.

3) Image & Identity
Establish planning recommendations and design guidelines that will provide a high quality image and identity for the campus.

4) Student Life
Improve the physical environment for students in terms of facility types and facility quality.
5) Implementation
Establish a flexible overall planning framework that will define general directions while maintaining the ability to respond to unanticipated opportunities.

---

However, in addition to the five stated goals outlined above, an integral part of the UNLV master plan with respect to sustainability is the UNLV Maryland Corridor Precinct, known as Midtown UNLV.

The Maryland Corridor/Midtown UNLV Precinct Masterplan, of which this document is a summary, benefited from the participation of UNLV Planning and Construction, UNLV Administration, UNLV Alumni Relations, and The Vista Group with EDAW and was led by a consultant team of Robert A. M. Stern Architects of New York with SWA Group of San Francisco. During the planning process this team:

- Analyzed existing conditions on campus using existing documents, on-campus meetings with the project work group, and observations of current physical conditions.
- Studied current transportation, traffic, and parking conditions and assessed future needs within the parameters of UNLV’s current campus masterplan.
- Developed design options addressing the goals and vision of the campus.
- Examined strategies for phasing demolition and construction of new buildings.

On the basis of these analyses a precinct masterplan concept was developed and refined by exploring a range of options through an interactive and iterative process of on-campus presentation, review, and discussion.

The precinct master plan creates image, ordered spaces, and clear circulation by following distinct guidelines regarding building configuration, building height, the linkage between outdoor spaces, the creation of a main gate, and the usage of landscape.

The plan not only creates an enjoyable environment for the UNLV community, but also increases the gross building floor area (above that of the present UNLV masterplan for the precinct) by 254,838 square feet. The masterplan proposes to slow traffic on Maryland Parkway creating a pedestrian-friendly precinct and intentionally removes vast parking lots from the “front door” of the campus.

New parking is concentrated in the proposed parking structure to the south of the precinct with the exception of the proposed convenience parking at the main vehicular drop off in front of the Student Union.

The precinct masterplan’s basic recommendations were tested against the visioning goals set forth by UNLV and the project team. The goals include:

- Replace all current gross floor area and provide for future growth
- Create a “Wow” factor
- Acknowledge the Harmon Entry to the UNLV campus on Maryland Parkway
- Emphasize the Lied Library axis
- Engage the existing historic malls and the greater campus
- Strengthen the pedestrian crossings of Maryland Parkway
- Incorporate a reasonable vehicular drop off
- Accommodate accessible parking
- Increase visibility of the TAM Alumni Center
- Create a defined alumni outdoor space
- Create places for sculpture and art
- Develop a landscape language
- Incorporate sustainable design initiatives
- Develop a language for materials along Maryland Parkway
- Plan for logical phasing of the proposed masterplan strategy'
The year the physical campus plan was developed or adopted:

2004

The website URL where the physical campus plan is available:

http://midtown.unlv.edu/
PAE-4: Sustainability Plan

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| 3.00 / 3.00 | Tara Pike  
Solid Waste and Recycling Manager  
Rebel Recycling Program/FMA |

Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by PAE Credit 5: Climate Plan, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

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

Does the institution have a sustainability plan that meets the criteria for this credit?:

Yes

A brief description of how multiple stakeholder groups were involved in developing the plan:

The Final UNLV Sustainability Task Force Report provides guidance to the UNLV President on how to pursue campus sustainability. There is a need to improve practices and policies that incorporate sustainability. An important recommendation from this group is that the President should approach sustainability as a process that requires continuous planning and assessment, pursued through engagement by the entire campus community and all relevant stakeholders related to the campus.

UNLV has already started the process as shown by the efforts of Facilities Management and Planning to improve campus operations, the Focus 50 – 100 Planning process which highlighted the need for UNLV to incorporate aspects of sustainability into education and research, and the establishment of the Office of Urban Sustainability Initiatives that has promoted sustainability research and outreach with on- and off-campus partners.

While this is a good starting point, there remains a need to continue and expand sustainability efforts at UNLV. Numerous stakeholders, including the Provost, graduate students, undergraduate students, the Offices of Research, Finance and Business, Planning and Construction, Facilities Management, Purchasing, have played valuable roles in the composition and focus of the Sustainability Task Force's Final Report.

The Sustainability Task Force's Final Report needs to be updated. The goal is to create a new and detailed Sustainability Plan using the STARS process as a guide. An undergraduate intern will be assisting with plan under the guidance of the co-chairs of the Sustainability Council. The UNLV Sustainability Council will be an advising entity in the process. The goal is to have the plan completed by December 2011.
A brief description of the plan’s measurable goals:

Key short term measurable goals include:

1) Signing the President's Climate Commitment.
2) Hiring of a formal campus sustainability coordinator.
3) Completing a greenhouse gas inventory.
4) Formally adopting a policy that prioritizes sustainability in purchasing practices.

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

We are very pleased to report that all of the short term goals laid out here have been met. Many of these goals are one-time actions, e.g. signing the President's Climate Commitment or hiring a formal campus sustainability coordinator.

Others, such as the ongoing green purchasing policy or the periodic visitation of the campus carbon footprint, require a more iterative approach.

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


The year the plan was developed or last updated:

2008
PAE-5: Climate Plan

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**Criteria**

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution’s administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward PAE Credit 4: Sustainability Plan.

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

Points Claimed  11.50

Points Available  13.75

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

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<td>PAE-7: Measuring Campus Diversity Culture</td>
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<td>PAE-8: Support Programs for Under-Represented Groups</td>
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<td>PAE-9: Support Programs for Future Faculty</td>
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<td>PAE-10: Affordability and Access Programs</td>
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PAE-6: Diversity and Equity Coordination

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| 2.00 / 2.00 | Jose Melendrez  
Assistant Vice President for Diversity & Inclusion 
VP, Diversity & Inclusion |

Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies and programs related to diversity and equity on campus.

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

Does the institution have a diversity and equity committee?:

Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities:

The Vice President's commission on diversity and inclusion is a council jointly undertaken by campus and community stakeholders, that is dedicated to improving UNLV's diversity and inclusion efforts, broadly considered. This commission also, on an annual basis, identifies priorities as they pertain to any or all aspects of diversity and inclusion, including quality of work life issues, for integration into the campus-wide Diversity Action Plan.

Because of the equity compliance role associated with the Office of the Vice President of Planning, and the diversity education role aligned with the Office of the Vice President for Diversity and Inclusion, both offices serve as liaisons to the Commission.

Members of the committee, including affiliations:

Members of the committee have included faculty, staff, students, and leaders from the community. Faculty represent a wide array of academic fields on campus. Community leadership is representative of diverse populations including African American, American Indian, Asian-Pacific Islander and Latino. Professional fields represented on the committee include both public and private sector and places emphasis on collaboration and communication.

The website URL where information about the diversity and equity committee is available:

http://diversity.unlv.edu/committees/vp-commission.html

Does the institution have a diversity and equity office?:

---
Yes

A brief description of the diversity office:

Established in 2007, through campus- and community-based advocacy, the Office of the Vice President for Diversity and Inclusion is responsible for the oversight of campus-wide diversity efforts for students, faculty, and staff at all levels of education and employment.

These efforts extend off-campus into the greater Las Vegas area, for the broad array of community–based university stakeholders.

The number of people employed in the diversity office:

12

The website URL where information about the diversity and equity office is available:

http://diversity.unlv.edu/

Does the institution have a diversity and equity coordinator?:

Yes

Diversity coordinator’s name:

Sterling Saddler

Diversity coordinator's position title:

Vice President for Diversity & Inclusion

A brief description of the diversity coordinator's position:

The Vice President for Diversity and Inclusion serves as the University's chief diversity officer and reports directly to the President, with responsibility for advancing the university's goal of embracing diversity in pursuit of inclusive excellence.

The Vice President is charged with leading a collaborative effort toward the University producing measurable results in terms of improving the diversity and inclusiveness of the campus and with making progress toward ensuring that UNLV meets its goal of being an inclusive community that nurtures learning and growth for all of its members.

The website URL where information about the diversity and equity coordinator is available:
http://diversity.unlv.edu/directory/
PAE-7: Measuring Campus Diversity Culture

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Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
PAE-8: Support Programs for Under-Represented Groups

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<td>Assistant Vice President for Diversity &amp; Inclusion</td>
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Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support under-represented groups on campus.

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

Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support under-represented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support under-represented groups within the student body:

The UNLV Multicultural Center provides a safe and culturally relevant learning space for students and organizations from underrepresented populations. The Multicultural Center is utilized for educational and social programs, organizational development, community gatherings and faculty and staff committee work.

The Academic Success Center provides mentoring and tutoring for students. They specifically focus on advising and learning support utilizing academic coaches and providing learning resources.

The Office of Civic Engagement and Diversity is responsible for direct services and programming for students at UNLV. Included in this efforts is Students Organizing for Diverse Activities (SODA). SODA is department sponsored and directly works with and provides resources for underrepresented students and organizations.

A brief description of the programs sponsored by the institution to support under-represented groups within the faculty:

The Office of the Vice President for Diversity and Inclusion provides direct support for the diverse faculty/staff alliances that include African American, Asian-Pacific Islander, American Indian, LGBT, Classified Staff, and Latino. More identity groups are being identified to establish working alliances.

Academic Department sponsored multicultural groups exist with certain units. These groups provide advocacy, mentoring and development support for faculty and staff within department.

Student Affairs Professional Development Group. Provide year round training and development for faculty and staff. Many of these trainings focus on diversity areas.
A brief description of the programs sponsored by the institution to support under-represented groups within the staff:

Staff are included with in the the Diversity Alliances as part of the work of Diversity and Inclusion.

The website URL where more information about the programs in each of the three categories is available:

http://diversity.unlv.edu/
PAE-9: Support Programs for Future Faculty

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Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from under-represented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral students from under-represented groups.

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

Does the institution administer and/or participate in programs that meet the criteria for this credit?:

Yes

A brief description of the institution’s programs that help increase the diversity of higher education faculty:

The Dr. Ronald E. McNair Scholars Institute at UNLV is committed to diversifying the ranks of American faculty and research institutions by encouraging and preparing undergraduate students who are members of underrepresented groups to pursue doctoral studies.

The following students are eligible:
Students Who:
- Have completed at least 59 credits.
- Have a minimum 3.0 cumulative GPA.
- Qualify as a low-income and a first-generation college student or as a member of a group underrepresented in graduate education.

There is no charge to students to participate in this program.

This program offers the following services:

- Research opportunities
- Faculty mentoring
- Professional conferences and workshops
- Doctoral studies preparation seminars
• Tutoring
• Academic counseling
• Graduate program admissions assistance
• Financial aid, scholarship and fellowship application assistance
• GRE (Graduate Record Examination) preparation

The program offers the following benefits:
• Paid research internship under the guidance of faculty members
• Preparation for doctoral education
• Travel funds to attend professional conferences
• Participation in the McNair Scholars Program
• Participation in the annual McNair Scholar Symposium
• Admission fee waivers from participating institutions
• Strengthening of academic skills
• Contact with students in your field of interest

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

http://caeo.unlv.edu/McNair.html
PAE-10: Affordability and Access Programs

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Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income students. Such policies and programs may include, but are not limited to, the following:

- Participation in federal TRIO programs
- 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
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

"---" 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 the institution’s participation in federal TRIO programs:

The Center for Academic Enrichment and Outreach provides leadership for the TRIO programs and services. The mission is to provide traditional and innovative educational opportunities to a diverse community through targeted services and research that promote personal success. TRIO program include Educational Talent Search, Upward Bound, and Upward Bound Math and Science. Other TRIO services include Student Support Services and McNair Scholar Program.

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

...
The Enrollment & Student Services (ESS) working group is comprised of numerous stakeholders on campus, including the Director of Admissions, Director of the Registrar, the Associate VP of Enrollment Services, VP of Student Affairs, Institutional Planning & Research, the Bursar, Provost, Office of Information & Technology, academic advisers, and various deans.

The group meets regularly and continually discusses strategies from which to achieve short and long term enrollment and retention goals. The primary goal of this group is to provide equal access and ensure affordability to students across the income spectrum.

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

Current and past efforts to support faculty and staff include programs, services and campus activities like the Research Center for Social Justice and Diversity Training, Multicultural Center Identity Month educational programming that include the Dr. Martin Luther King Jr and Dolores Huerta Leadership Forums hosted out of the office of the Vice President for Diversity & Inclusion.

Diversity and Inclusion also maintains year round efforts in collaboration with Student Affairs to support leadership and scholarship program in partnership with the Asian, Latin and Urban Chambers of Commerce. The Office of Civic Engagement and Diversity provides year round programs and services through SODA, the Leadership Minor and the Festival Of Communities program. Recently the UNLV Service Learning initiatives set into motion.

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

The Center Academic Enrichment and Outreach provides critical services through the GEAR up. The Office of the VP for Diversity and Inclusion through a Go To College Nevada.Org grant in collaboration with the Latin Chamber of Commerce Community Foundation and the Clark County School District provide educational programing and advocacy for understanding how higher ed works in Nevada. Information presented includes admissions, access and financial aid. There is also a key parental engagement program.

http://caeo.unlv.edu/GEARUP.html

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

Many, though not all, scholarships available to students have a requirement component based on financial need, as determined by Free Application for Federal Student Aid (FAFSA).

Scholarships are awarded by UNLV or by private donors based on a variety of criteria established by the scholarship donor and/or the Nevada Board of Regents. In general, the Office of Enrollment & Student Services (ESS) encourages needs-based as well as merit components.

The following are two examples of such programs:

1) The UNLV Grant
One program in particular, the UNLV Grant, is very successful in ensuring that low-income students have equal and affordable access to higher education.

Pell Grants tend to be awarded in higher amounts as the Expected Financial Contribution (EFC) of a student's family decreases. The UNLV Grant helps shore up the gap that may emerge between the amount of a Pell Grant and the total cost of tuition.
To learn more about the UNLV Grant, and other state programs as well, please see:

http://finaid.unlv.edu/scholarships-grants/grants/nevada.html
http://finaid.unlv.edu/scholarships-grants/scholarships/provost.html

2) Supplemental Educational Opportunity Grant (SEOG)
While various higher educational institutions manage this grant differently, UNLV allocates SEOG funds to students with an Expected Family Contribution (EFC) of $0. The amount of this grant is usually approximately $500 and is based on annual allocations from Department of Education.

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

The UNLV L.E.A.D.S.S. initiative is a grant funded project from the Go To College Nevada.Org program. LEADSS provides educational programming with a focus on parental engagement. The LEADSS initiatives is a partnership program between UNLV Office of the VP for Diversity and Inclusion, The Latin Chamber of Commerce and the Clark County School District.

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

The Office of the Vice President for Diversity & Inclusion (OVPDI) works in collaboration with the Asian, Latin and Urban chambers targeting specific student population. OVPDI also works with the Clark County School District in support of special family focused initiatives like the Family Enrichment Program.

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

In the recognition that innovative media may achieve additional value in outreach to today's students, Enrollment and Student Services strives to deliver its message through increasingly diverse channels. Two specific programs are:

1) Financial aid searchable scholarship database
http://financialaid.unlv.edu/apps/ScholarshipSearch/index.asp

2) UNLV Financial Aid TV
http://unlv.financialaidtv.com/

Some videos on UNLV Financial Aid TV are available in Spanish as well as English.

UNLV is the school in the Nevada System of Higher Education (NSHE) to include Financial Aid TV.

---

Both strategies employ a tech-savvy approach to deliver information to current and prospective students. To learn more, please see:

http://finaid.unlv.edu/

A brief description of the institution’s other financial aid polices or programs:

1) Kenny Guinn Millenium Scholarship
In 1999, Governor Kenny Guinn enacted into law the Governor Guinn Millennium Scholarship Program. There is no application to be considered for this program. The school district submits the student's name and high school courses completed to the Nevada State Treasurer's Office to determine eligibility for the program.

To learn more, please see:
2) Western Undergraduate Exchange Scholarship
The UNLV Western Undergraduate Exchange (WUE) scholarship may be offered to students from the most recent high school graduating class residing in one of the following states: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington or Wyoming.

The WUE program is highly competitive. Awards offered to the entering UNLV freshmen class may vary each year based upon the number of graduating college seniors and currently enrolled students who are unable to meet the renewal criteria. Students from the most recent graduating high school class, who demonstrate the strongest academic qualifications and entering UNLV for the upcoming fall semester are considered for this scholarship.

To learn more, please see:
http://finaid.unlv.edu/scholarships-grants/scholarships/wue.html

3) The Financial Aid Office also considers students in situations of unusual financial circumstances in order to determine if additional financial aid eligibility can be established.

A brief description of the institution’s other policies and programs not covered above:

Nevada System of Higher Education creates the opportunity for schools to use a portion of the financial aid dollars allocated from student fees to need based work programs along with any scholarship/grant programs in order to provide students an opportunity to reduce student loan debt burden and provide valuable workplace experience.

To learn more, please see:
http://finaid.unlv.edu/workprograms/

The website URL where information about programs in each of the areas listed above is available:

http://finaid.unlv.edu/
## Tier2-1: Gender Neutral Housing

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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
## Tier 2-2: Employee Training Opportunities

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<tr>
<td>0.25 / 0.25</td>
<td>Jose Melendrez</td>
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<tr>
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<td>Assistant Vice President for Diversity &amp; Inclusion</td>
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<td>VP, Diversity &amp; Inclusion</td>
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**Does the institution make cultural competence trainings and activities available to all employees?:**

Yes

**A brief description of the cultural competence trainings and activities:**

The human resources department has several options for cultural competence training including in-person and online formats. Communicating across cultures and valuing differences in the workplace are in-person courses offered once in the fall and once in the spring. EEO and sexual harassment training are available online for employees to take at any time.

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

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Tier 2-3: Student Training Opportunities

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<td>0.25 / 0.25</td>
<td>Randy McCrillis</td>
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<td>Director, Office of Civic Engagement &amp; Diversity</td>
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<td>Civic Engagement &amp; Diversity</td>
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Submission Note:
For more info on OCED programs, see: http://getinvolved.unlv.edu/multicultural

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

Does the institution make cultural competence trainings and activities available to all students?:

Yes

A brief description of the cultural competence trainings and activities:

1) OCED programs - various
   Through the Office of Civic Engagement & Diversity (OCED), UNLV offers a variety of training sessions and activities throughout the year which are open to all students on campus.

2) Festival of Communities
   The annual Festival of Communities at UNLV is a showcase of culture and innovation. It includes many cultural dimensions, including food, art, and performance. The environment is open and designed to be an activity which is fun for all ages.

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

http://festivals.unlv.edu/
Human Resources

Points Claimed  8.75

Points Available  19.75

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. An institution’s people define its character and capacity to perform; and so, an institution’s achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

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

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<tr>
<th>Credit</th>
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<tr>
<td>PAE-11: Sustainable Compensation</td>
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<tr>
<td>PAE-12: Employee Satisfaction Evaluation</td>
<td>0.00 / 2.00</td>
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<tr>
<td>PAE-13: Staff Professional Development in Sustainability</td>
<td>0.00 / 2.00</td>
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<tr>
<td>PAE-14: Sustainability in New Employee Orientation</td>
<td>0.00 / 2.00</td>
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<tr>
<td>PAE-15: Employee Sustainability Educators Program</td>
<td>0.00 / 5.00</td>
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<tr>
<td>Tier2-1: Childcare</td>
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<td>Tier2-2: Employee Wellness Program</td>
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<tr>
<td>Tier2-3: Socially Responsible Retirement Plan</td>
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PAE-11: Sustainable Compensation

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| 8.00 / 8.00 | Larry Hamilton  
Chief Human Resources Officer  
Human Resources |

### Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

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

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

### Total number of employees working on campus (including contractors):

6943

### Number of employees (including contractors) that the institution ensures earn sustainable compensation:

6943

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

UNLV Human Resources has determined, based on discussions with numerous stakeholders, that all 6,943 of its employees, as of spring semester 2011, receive sustainable compensation.

UNLV ensures compliance in several ways:
1) For students, casual-temporary employees
With State of Nevada Minimum wage laws - currently $8.25.

2) For every classified employee
With State of Nevada NRS 284.160 regarding classification / compensation

3) For professional staff
With NSHE Board of Regents approved salary ranks/ranges based upon nationwide CUPA (an organization of university professionals) salary survey benchmarks.

CUPA analysis of all professionals is completed annually. Analysis of job families and classifications for classified staff are completed constantly, many each year. Compliance with minimum wage laws is constant and maintained by system (NSHE) wide computer applications.

The most recent year total compensation for the institution’s lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable:

2011

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

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**PAE-12: Employee Satisfaction Evaluation**

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**Criteria**

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
PAE-13: Staff Professional Development in Sustainability

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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.

Training for faculty members about incorporating sustainability into the curriculum, which is covered by ER Credit 14: Incentives for Developing Sustainability Courses, does not count for this credit.

The following training opportunities are not sufficient for this credit:

- Specialized training for a small group of staff
- The opportunity to participate in an institutional sustainability committee or group

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
PAE-14: Sustainability in New Employee Orientation

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**Criteria**

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

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
PAE-15: Employee Sustainability Educators Program

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**Criteria**

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
## Tier2-1: Childcare

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<td>Larry Hamilton</td>
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<td>Chief Human Resources Officer Human Resources</td>
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Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of students, faculty, and staff?:

Yes

A brief description of the child care program, policy, or practice:

UNLV Preschool was founded in 1974 and has been accredited by the National Academy of Early Childhood Programs since 1994. An Early Childhood Special Education Model Demonstration Program that serves preschool age children with disabilities was incorporated into the Preschool in 1994. Through cooperative agreements, programming for children with disabilities is provided by the Clark County School District.

In addition to providing the campus community with much needed service, the UNLV Preschool is an Early Childhood/Special Education clinical site which is being utilized by practicum students and student teachers in the Departments of Early Childhood Education, Curriculum and Instruction and Special Education in the College of Education, as well as the Department of Psychology and the Department of Nursing. The Preschool has become a major source of on-campus employment, hiring approximately 125 student assistants each semester.

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

http://preschool.unlv.edu/
### Tier2-2: Employee Wellness Program

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| 0.25 / 0.25 | Larry Hamilton  
Chief Human Resources Officer  
Human Resources |

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

**Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees?:**

Yes

**A brief description of the employee wellness program, policy, or practice:**

The UNLV Employee Wellness program is comprised of several components, including:

- Wellness benefits offered through insurance programs.
- An Employee Assistance Program (EAP), which is a confidential assessment and referral program where employees can get assistance in dealing with personal or work-related difficulties, including depression, addiction, and stress.

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

http://hr.unlv.edu/benefits/
Tier 2-3: Socially Responsible Retirement Plan

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Does the institution offer a socially responsible investment option for retirement plans?:

Yes

A brief description of the socially responsible investment option for retirement plans:

UNLV Human Resources makes available to all faculty & professional staff a series of options for retirement plan alternatives.

These options include TIAA CREF, VALIC, and Fidelity, all three of which offer socially responsible or sustainability focused investment options.

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

http://hr.unlv.edu/benefits/retirement/faculty-prostaff.html
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.

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<tr>
<td>PAE-16: Committee on Socially Responsible Investment</td>
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<td>PAE-17: Shareholder Advocacy</td>
<td>0.00 / 5.00</td>
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<tr>
<td>PAE-18: Positive Sustainability Investments</td>
<td>7.37 / 9.00</td>
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<td>Tier2-1: Student-Managed SRI Fund</td>
<td>0.25 / 0.25</td>
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<tr>
<td>Tier2-2: Socially Responsible Investment Policy</td>
<td>0.00 / 0.25</td>
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<tr>
<td>Tier2-3: Investment Disclosure</td>
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# PAE-16: Committee on Socially Responsible Investment

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## Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

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.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
PAE-17: Shareholder Advocacy

Score

0.00 / 5.00

Responsible Party

Criteria

There are two possible approaches to earning this credit.

1) Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but $2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
## PAE-18: Positive Sustainability Investments

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| 7.37 / 9.00 | Tom Piechota  
Associate Vice President for Interdisciplinary Research  
Division of Research and Graduate Studies |

### Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

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

### Total value of the investment pool:

112571471.70 US/Canadian $

### Value of holdings in sustainable industries, such as renewable energy or sustainable forestry:

0 US/Canadian $

### Value of holdings in businesses selected for exemplary sustainability performances:

0 US/Canadian $

### Value of holdings in sustainability investment funds, such as a renewable energy investment fund:

27656614.59 US/Canadian $
Value of holdings in community development financial institutions (CDFIs):

0 US/Canadian $

Value of holdings in socially responsible mutual funds with positive screens:

0 US/Canadian $

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

To better understand the composition of its holdings with respect to sustainability and socially responsible investment, the UNLV Foundation undertook a portfolio analysis designed to quantify its sustainability related investments.

To this end, the analysis cross referenced the Foundation's portfolio with a high profile, well known sustainability index - the Dow Jones Sustainability Index.

As the first ever family of global sustainability benchmarks, the Dow Jones Sustainability Indexes (DJSI) have been identifying sustainability leaders across all industries for over ten years. The DJSI enable investors to integrate sustainability considerations into their portfolios while providing an effective engagement platform for encouraging companies to adopt sustainable best practices.

Needless to say, the Foundation was quite pleased with the results of this analysis. Implementing a risk-weighted, savvy investment strategy does not necessarily entail avoiding firms which place an emphasis on sustainability. To the contrary, it seems that investing in firms with an eye on going green makes ever more financial sense.

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

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Tier2-1: Student-Managed SRI Fund

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| 0.25 / 0.25 | Mike Sullivan  
Professor  
Finance Department |

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

Yes

A brief description of the student-managed SRI fund:

This course is designed to give students hands-on experience in actively managing an actual investment portfolio. Students accept administrative responsibility, form analyst teams, establish selection criteria, research investments, make buy/sell decisions and execute trades.

As one of the investment criteria, students are asked to justify the social responsibility impact of any investment decision. For example, students will evaluate the merits of investing in the common stock of companies that engage in sales of products that harm individuals well-being, create excess pollution, engage in discriminatory labor practices, or are otherwise socially irresponsible. Social responsibility is emphasized through a review of Certified Financial Analysts (CFA) Level 1 material pertaining to Ethical and Professional Standards.

The website URL where information about the fund is available:

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Tier2-2: Socially Responsible Investment Policy

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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Tier2-3: Investment Disclosure

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| 0.25 / 0.25 | Tom Piechota  
Associate Vice President for Interdisciplinary Research  
Division of Research and Graduate Studies |

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

Yes

A brief description of the institution’s investment disclosure practices:

As a public body governed by the Nevada state legislature, UNLV conforms to the rules and regulations as set forth by the Nevada Revised Statutes (NRS), section 241 chapter 020.

The UNLV Foundation's investment committee meetings are open to the public, and snapshots of investment holdings are available upon request.

The website URL where information about investment disclosure available:

http://www.leg.state.nv.us/nrs/nrs-241.html
Public Engagement

Points Claimed  15.60

Points Available  31.75

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

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<tr>
<td>PAE-20: Inter-Campus Collaboration on Sustainability</td>
<td>2.00 / 2.00</td>
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<tr>
<td>PAE-21: Sustainability in Continuing Education</td>
<td>3.00 / 7.00</td>
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<td>PAE-22: Community Service Participation</td>
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<td>PAE-23: Community Service Hours</td>
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<tr>
<td>PAE-24: Sustainability Policy Advocacy</td>
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<tr>
<td>PAE-25: Trademark Licensing</td>
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<tr>
<td>Tier2-1: Graduation Pledge</td>
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<tr>
<td>Tier2-2: Community Service on Transcripts</td>
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<tr>
<td>Tier2-3: Farmers’ Market</td>
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### PAE-19: Community Sustainability Partnerships

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| 2.00 / 2.00 | Tom Piechota  
Associate Vice President for Interdisciplinary Research  
Division of Research and Graduate Studies |

#### Criteria

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

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

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**Does the institution participate in community sustainability partnerships that meet the criteria for this credit?:**

Yes

**A brief description of the institution’s sustainability partnerships with the local community:**

UNLV is proud to report on several sustainability partnerships:

1) GreenChips  
a partner organization with GreenChips – a public/private partnership to promote environmental sustainability in Southern Nevada.  

2) Southern Nevada Christmas Tree Recycling Program  
Each holiday season the Springs Preserve partners with UNLV Rebel Recycling and other local public and private organizations to reduce holiday landfill waste and to create much needed mulch for local parks and public gardens through the recycling of Christmas trees. The most trees recycled in one year was 18,951, while the 2010 numbers were 15,649. For the 2011 season, the UNLV Solid Waste and Recycling Manager will be the chairperson for this committee. Members of the committee include:
City of Henderson,  
City of North Las Vegas,  
City of Las Vegas,  
Clark County Parks and Recreation,  
Clear Channel Outdoor,  
Conservation District of Southern Nevada,  
Desert Green,  
Environmental Ink,  
Evergreen Recycling,  
First Choice Tree Service,  
Las Vegas Color Graphics,
Las Vegas Valley Water District,
Maplethorpe's Christmas Trees,
Nevada Department of Environmental Protection,
Nevada Division of Forestry,
Opportunity Village,
PAR 3 Landscape & Maintenance, Inc.,
Pro Tree Services,
Republic Services,
Southern Nevada Water Authority,
Springs Preserve,
Star Nursery,
Station Casinos,
Summerlin,
UNLV Rebel Recycling Program,
University of Nevada Cooperative Extension,
Vermeer Sales Southwest,
1-800-GOT-JUNK.
Nellis Air Force Base


3) The UNLV Rebel Recycling Program is a member of the Keep Las Vegas Beautiful Committee (KLVB). The KLVB committee has a diverse membership from the community. The group works on sustainability and educational projects, and strives to increase participation in the community from school children to seniors.

Here are all the entities on KAB:
UNLV Rebel Recycling Program
UNLV Public Land Institute's Don’t Trash Nevada Program
Nevada Bankers Collaborative
Republic Services
Clark County School District Partnership Office
City of Las Vegas
UNR Cooperative Extension
Southern Nevada Water District

One of the committee's recent accomplishments includes planning and implementing six educational assemblies at six local elementary schools. The UNLV Rebel Recycling Program performed waste audits of the schools and presented the findings to the principal, teachers and students.

See http://www.lasvegasnevada.gov/Publications/23392.htm

The website URL where information about sustainability partnerships is available:

http://greenchips.org/about-us/board-of-trustees/
PAE-20: Inter-Campus Collaboration on Sustainability

Score  
2.00 / 2.00

Responsible Party  
Tom Piechota  
Associate Vice President for Interdisciplinary Research  
Division of Research and Graduate Studies

Criteria

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

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

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

Yes

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

UNLV has hosted several sustainability focused conferences with the intention of sharing expertise about sustainability with other institutions, including other colleges and universities. The inaugural conference in 2007 was titled "Shaping the Future of Southern Nevada: Economic, Environmental, and Social Sustainability." This event had over 400 participants from various organizations including other colleges and universities.

In 2009, UNLV hosted a second conference titled "Education for a Global Future: 21st Century Challenges in Sustainability & Climate Change Education". This event had over 250 attendees and had tracks focusing on integrating sustainability in the curriculum at colleges and universities.

In addition, UNLV hosts an annual clean energy forum with presentations and panels about renewable energy.

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

Association for the Advancement of Sustainability in Higher Education,
Association of Environmental Studies and Sciences,
Council of Environmental Deans and Directors,
Recyclemania,
College and University Recycling Council

A brief summary of additional ways the institution collaborates with other campuses to advance sustainability:
The UNLV Sustainability coordinator works closely with the University of Nevada Reno Cooperative Extension on issues related to sustainability especially around campus issues, green waste recycling and reduction, and home gardens. One recent example was backyard composting promotion and education. UNLV and UNCE recently co-hosted an educational campaign and Southern Nevada's first ever composting bin truckload sale. The truckload sale was designed to encourage single family residents to start backyard composting by selling well made and effective composting bins at reduced price in a one day sale and educational event.

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

http://urban21.unlv.edu/
## PAE-21: Sustainability in Continuing Education

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
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</thead>
</table>
| 3.00 / 7.00 | Tara Pike  
Solid Waste and Recycling Manager  
Rebel Recycling Program/FMA |

### Criteria

**Part 1**

Institution offers continuing education courses that are focused on or related to sustainability.

Courses that can be taken for academic credit are not included in this credit. They are covered by the *Curriculum* subcategory.

**Part 2**

Institution has a sustainability-related certificate program through its continuing education or extension department.

---

**Submission Note:**

An inventory of UNLV CE courses relating to and focusing on sustainability has been conducted and is available for viewing. For more information, please see: [http://urban21.unlv.edu/education/pdf/UNLV_Sustainability_Inventory_Courses_and_%20Research.pdf](http://urban21.unlv.edu/education/pdf/UNLV_Sustainability_Inventory_Courses_and_%20Research.pdf)

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

**Does the institution offer continuing education courses that are focused on or related to sustainability?:**

Yes

**Number of sustainability continuing education courses offered:**

29

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

387

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

No
A brief description of the certificate program:
---

Year the certificate program was created:
---

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

http://urban21.unlv.edu/education/pdf/UNLV_Sustainability_Inventory_Courses_and_%20Re
## PAE-22: Community Service Participation

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
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</thead>
</table>
| 2.40 / 6.00 | Randy McCrillis  
Director, Office of Civic Engagement & Diversity |

### Criteria

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

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

### Submission Note:

The Office of Civic Engagement & Diversity (OCED) periodically conducts assessments of the student body to gauge participation in community service. Through large and random samples, we know that approximately 40% of students participate in community service. In addition, UNLV was named to the 2010 President's Higher Education Community Service Honor Roll by the Corporation for National and Community Service. The Honor Roll recognizes higher education institutions that reflect the values of exemplary community service and achieve meaningful outcomes in their communities. Our selection to the Honor Roll is recognition from the highest levels of the federal government of our commitment to service and civic engagement on our campus and in our nation. UNLV has been named to the President's Higher Education Community Service Honor Roll in 2010, 2009, and 2007.

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

### The number of students engaged in community service:

11281

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

28203

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

---
### PAE-23: Community Service Hours

<table>
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<tr>
<td>0.20 / 6.00</td>
<td>Randy McCrillis</td>
</tr>
<tr>
<td></td>
<td>Director, Office of Civic Engagement &amp; Diversity</td>
</tr>
<tr>
<td></td>
<td>Civic Engagement &amp; Diversity</td>
</tr>
</tbody>
</table>

#### Criteria

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

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

#### Submission Note:

The number of hours reported here represent a total reported to the Office of Civic Engagement & Diversity (OCED) by the service organizations affiliated with this office. These organizations include Rebel Service Council, Alpha Phi Omega, Circle K, Engelstad Scholars, Rotaract, and Rebel Pride Council.

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

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

18732

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

28203

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

---
PAE-24: Sustainability Policy Advocacy

<table>
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<tbody>
<tr>
<td>4.00 / 4.00</td>
<td>Tom Piechota</td>
</tr>
<tr>
<td></td>
<td>Associate Vice President for Interdisciplinary Research</td>
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<td></td>
<td>Division of Research and Graduate Studies</td>
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</tbody>
</table>

Criteria

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

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

Has the institution advocated for federal, state, and/or local public policies that support campus sustainability or that otherwise advance sustainability?:

Yes

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

UNLV has provided letters of support for community organizations that are advocating sustainability in the community. These letters include:
- Letter in support of formation of Green Chips - community wide organizing group.
- Support for the City of Las Vegas establishing a Sustainable Energy Strategy.
- Letter of support for State Energy Program for Building Retrofit Grant.
- Letter of support to the University of Nevada Reno Cooperative for a grant proposal to create a Master Composters Program to mimic and compliment their Master Gardeners Program.

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

---
PAE-25: Trademark Licensing

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
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</table>
| 2.00 / 4.00 | Elda Sidhu  
Assistant General Counsel  
Office of General Counsel |

Criteria

Part 1

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

Part 2

Institution has signed on to participate in the Designated Suppliers Program.

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

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

No

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

Yes

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

No

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

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## Tier2-1: Graduation Pledge

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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
### Tier2-2: Community Service on Transcripts

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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
### Tier2-3: Farmers’ Market

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

Score  4.00

Innovation

Points Claimed  4.00
Points Available  4.00

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
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<tbody>
<tr>
<td>IN-1: Innovation 1</td>
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<tr>
<td>IN-2: Innovation 2</td>
<td>1.00 / 1.00</td>
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<tr>
<td>IN-3: Innovation 3</td>
<td>1.00 / 1.00</td>
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<tr>
<td>IN-4: Innovation 4</td>
<td>1.00 / 1.00</td>
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IN-1: Innovation 1

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<tbody>
<tr>
<td>1.00 / 1.00</td>
<td>Marianne Buehler Urban Sustainability Librarian/IR Administrator Library</td>
</tr>
</tbody>
</table>

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

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9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

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

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

UNLV Urban Sustainability Librarian

At UNLV, we understand how vital the ability to access knowledge and research is in advancing sustainability goals. As such, we are proud to have created a position for Marianne Buehler, who serves as librarian and keeper of a vast repository of sustainability related information gathered from a variety of sources. We feel strongly that this innovative, institutional repository will serve as a platform from which to educate and inform both present and future generations. What follows is a brief description of Marianne’s job as UNLV Sustainability Librarian:
Provide library liaison services to students, faculty, and staff participating in the University of Nevada, Las Vegas (UNLV) Urban Sustainability Initiative, providing research assistance, instruction, and collection development services to meet information needs. Meet with faculty and students by appointment to provide in-depth subject specific (sustainability topics) reference assistance and answer emailed reference questions within 24 hours.

Collaborate with liaison librarians in related fields to build the Libraries’ “sustainability” collection in this multidisciplinary area, including government documents (federal, state, and local) and fugitive and grey literature from local non-profit and research organizations.

Leads Libraries’ efforts in the area of scholarly communication and manages the Libraries’ sustainable institutional repository and open access publishing system. Lead campus outreach efforts to educate students and faculty about issues related to scholarly communication, including author rights, open access sustainable publishing, institutional repositories, creative commons licensing, and other topics related to copyright.

Work with Digital Projects Librarian and Special Collections to prioritize and coordinate related digital collections.

Establish and sustain an ongoing service and scholarship record, in accordance with UNLV Library Faculty Bylaws and university tenure and promotion procedures.

Serves on the Urban Sustainability Council and currently participates in a LSTA Grant regarding water research (1945-1989) in southern Nevada and showcases sustainability resources (conferences, research) in the UNLV institutional repository (http://digitalcommons.library.unlv.edu/).

A letter of affirmation from an individual with relevant expertise:

UNLV_Sustainability_Librarian_Affirmation.pdf

The website URL where information about the innovation is available:

http://digitalcommons.library.unlv.edu/
## IN-2: Innovation 2

<table>
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<tbody>
<tr>
<td>1.00 / 1.00</td>
<td>Frank Lucas</td>
</tr>
<tr>
<td></td>
<td>Assistant Director, Facilities Management</td>
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<tr>
<td></td>
<td>Facilities Maintenance Services</td>
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### Criteria

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10. When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

---

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

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

UNLV Planning and Budget Information Book

The UNLV Planning and Budget Information Book is a document prepared by the Facilities Management Department annually. Preparations for the report begin in mid-October, culminating in a bound booklet presented to the Vice-President for Finance and Business in mid-February. Every section of Facilities Management is represented. It offers a complete overview of the department’s mission, staffing, current operations, trends and performance measures, achievements and future goals, perceptions of the campus community, status of...
long-range projects, financial position and budget projections among other things. Also included is information on innovative practices, electronic commerce and paperless initiatives, green cleaning methods, the campus recycling program, and planned projects, either completed or in-progress, that promote energy efficiency. The same information is provided for the Planning and Construction Department.

This document seeks to achieve many purposes:

First it allows the reader to see and understand the professionalism of the Facilities Management Department and how maintenance and planning operations are run like a business.

Second, it offers supporting documentation for the departments recycling and energy savings efforts.

Third, the book shows the relentless efforts of Facilities Management to constantly improve in all facets of the operation including work performance, documentation, goal achievement, sustainability, and stretching every budget dollar as far as it will go.

Fourth, the book demonstrates the commitment the department has to their customers and employees via surveys and other feedback mechanisms that seek to address their concerns.

Finally, this document presents the department’s current budget situation, a historical look at past expenditures, and preparations being undertaken to meet future projections.

This unique document offers a 360 degree perspective for where Facilities Management has been, where they are now, and where they’re going in the future. Its information is used at the highest levels of UNLV and NSHE be it cabinet level conferences, Board of Regents meetings, and legislative sub-committee hearings.

Most of all, the document provides proof that Facilities Management takes their responsibility of protecting public assets seriously and shows the professional manner in which it was done.

A letter of affirmation from an individual with relevant expertise:

UNLV_Planning_and_Budget_Book_Affirmation.pdf

The website URL where information about the innovation is available:

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IN-3: Innovation 3

<table>
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<td>Frank Lucas</td>
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<tr>
<td></td>
<td>Assistant Director, Facilities Management</td>
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<tr>
<td></td>
<td>Facilities Maintenance Services</td>
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</table>

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10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

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

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

UNLV Facilities Management Paperless Initiative

In 2008, the UNLV Facilities Management Department embarked on a paperless initiative for their daily operations. The initiative sought to find ways for the department to move to paperless transactions where possible and practical to do so. The department has enjoyed many successes in this venture, winning numerous awards for their efforts from trade organizations and publications, and continues to research ways to do even more.
Some of the paperless initiatives currently in use include the Automated Work Request system, the Automated Key Request system, the Automated Financial Posting and Accounting System, and the Leave Manager and associated Leave Web applications.

The Automated Work Request System is Facilities Management’s take on a similar system that came with their TMA Computerized Maintenance Management System. The TMA system didn’t do all the things that FM required, so they built their own. The system allows customers to request work using their internet browser and do a variety of other things such as view charges while the work is in progress, see what charges have been uploaded to the financial system, submit Interdepartmental Requests electronically for chargeable work, attach documents to requests, check the status of their request, and see historical work they requested in the past. But perhaps the most notable feature of this system is the email notifications that customers receive at select points in the request process such as receipt confirmations, when work has been converted to a work order, when work has been scheduled, status changes, and when work has been completed.

The Automated Key Request system works in conjunction with the request system but is solely for requesting keys and electronic access cards. Again, the customer accesses the system using their internet browser. Once keys/cards have been requested, an email is sent to a pre-determined department approver that can either approve or reject the request. Approved requests are electronically forwarded to Facilities Management for processing in the TMA CMMS and routing to the Lock Shop. Emails are sent to the requester during the entire process so they know the status of their request. The customer can even visit the Key Request website to see a graphic illustration of where their request is in the process.

The Financial Posting and Accounting System saves loads of manual entries that used to take days and weeks to perform. It also allows Facilities Management to do progress billings on a weekly basis instead of at the end of a job. Mini applications and triggers take billing information from the TMA CMMS, manipulate it in accordance with established rules, shape it into a pre-defined flat file format, and electronically sends it to the university’s financial system. Once posted, the information is send back and populates the Automated Work Request System so customers can view real-time costs of requested work. The information is also used by department budget authorities to manage their money, make projections, and track trends.

The Leave Manager and Leave Web applications provide a unique and efficient way to manage employee leave and allow employees more freedom in managing their leave. Facilities Management’s Leave Keepers enter requested leave and overtime into the system. This is currently done via paper but electronic submittals and approval routing will become available in the next implementation phase. Entered leave and overtime are electronically routed to the TMA CMMS once approved. Leave Keepers can also see card swipe information from the Time Clock Plus system to insure that this information matches up with leave and overtime requests. Using information from the TMA Time and Accounting system, data can be downloaded into a specified format and sent to the Payroll department for processing. This saves having to complete paper forms. At the end of the year, employees are sent a complete review of their leave history for the year and must sign to verify that it is correct. The system also automatically accrues leave for employees based on their number of years with the university and in accordance with established statutes. In Leave Web, employees can query their current leave balances, see personal information, check their clock in and out times, and play “what if” scenarios when planning time off. Supervisors can query the leave balances of their employees to determine whether or not to approve leave requests. They can also see an employee list, see who’s clock in and out, and see who has scheduled leave. In the future, employees will be able to request leave and overtime electronically.

Each of these applications has not only saved tons of paper but have streamlined administrative operations and saved countless hours of labor. This is one of the main reasons why Facilities Management has some of the lowest administrative costs in the nation and why they’ve been able to do more with less.

A letter of affirmation from an individual with relevant expertise:
The website URL where information about the innovation is available:

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IN-4: Innovation 4

<table>
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<tr>
<td>1.00 / 1.00</td>
<td>Tara Pike</td>
</tr>
<tr>
<td></td>
<td>Solid Waste and Recycling Manager</td>
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<td></td>
<td>Rebel Recycling Program/FMA</td>
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Criteria

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10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

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

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

UNLV Rebel Recycling - Closed loop recycling system for white ledger paper

The UNLV Rebel Recycling Program utilizes a diverse labor pool to sort paper into various grades. The end result of this effort is a high-impact, combined community outreach/waste paper recycling strategy that creates a closed loop system for the white ledger grade.
The diversified labor pool includes court ordered community service workers, UNLV Office of Student Conduct volunteers, and participants in the Nevada Department of Welfare's Work Program to sort paper and other materials on-site at the recycling facility. Commingled materials are sorted into clean white ledger, office pack, newspaper, chipboard, books, cardboard, beverage containers, scrap metal/tin, toner/ink cartridges, reusable items, compostable items and trash. The Rebel Recycling Program has been sorting paper since March 1997 and started the closed loop system with Boise Paper in May 2010.

Because of this thorough sorting operation, Rebel Recycling bales the white ledger and sends the clean, uncontaminated material to the Boise Paper-Jackson Alabama Operation. The material is processed into new white ledger paper. UNLV's office supplies vendor is Office Max, which carries Boise's paper products.

By purchasing paper from Boise through Office Max and then diverting white ledger paper back to them for recycling, the UNLV Rebel Recycling Program proudly creates a closed loop system. The careful sorting procedures employed by the community service and work program volunteers encourage a slow sorting process in which all recyclable, reusable and compostable items are diverted from the landfill.

**A letter of affirmation from an individual with relevant expertise:**

WL_Closedloop_Affirmation_Letter.pdf

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

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