

# NMMU Green Index

CATEGORY 1: EDUCATION AND RESEARCH						
CO-CURRICULAR EDUCATION INTERVENTIONS	INTERVENTION RATIONALE	NMMU INTERVENTIONS 2013	NMMU INTERVENTIONS 2014	NMMU INTERVENTIONS 2015	ACTION BY WHOM	INTERVENTIONS IDENTIFIED BY
Student Sustainability educators programme	This intervention recognizes institutions with programs that engage students to serve as educators in peer-to-peer sustainability outreach. Such initiatives, sometimes known as "Eco- Reps" programs, help disseminate sustainability concepts and a sustainability ethic throughout the campus community. In addition, serving as an educator is a valuable learning experience for students that can deepen their understanding of sustainability while developing their outreach and education skills.				<ul style="list-style-type: none"> <li>• DVC: IS</li> <li>• Dean of Students</li> </ul>	End September 2012
Student sustainability outreach campaign	This intervention recognizes institutions that hold sustainability outreach campaigns that yield measurable, positive results in advancing the institution's sustainability performance (e.g. a reduction in energy or water consumption). Campaigns engage the student body in sustainability issues and can help raise student awareness about sustainability.				<ul style="list-style-type: none"> <li>• DVC: IS</li> <li>• Dean of Students</li> <li>• Director: Technical Services</li> <li>• Director: MCR</li> </ul>	End September 2012
Sustainability in new student orientation	This intervention recognizes institutions that hold sustainability outreach campaigns that yield measurable, positive results in advancing the institution's sustainability performance (e.g. a reduction in energy or water consumption). Campaigns engage the student body in sustainability issues and can help raise student awareness about sustainability. In addition, campaigns encourage students to adopt or try sustainable practices and lifestyles.				<ul style="list-style-type: none"> <li>• DVC: IS</li> <li>• Dean of Students</li> <li>• Director: MCR</li> </ul>	End September 2012
Sustainability in materials and publications	This credit recognizes institutions that produce outreach materials and publications that enhance student learning about sustainability				<ul style="list-style-type: none"> <li>• DVC: IS</li> <li>• Director: MCR</li> </ul>	End September 2012

	outside of the formal classroom					
<b>CURRICULUM INTERVENTIONS</b>	<b>INTERVENTION RATIONALE</b>	<b>NMMU INTERVENTIONS 2013</b>	<b>NMMU INTERVENTIONS 2014</b>	<b>NMMU INTERVENTIONS 2015</b>	<b>ACTION BY WHOM</b>	<b>INTERVENTIONS IDENTIFIED BY</b>
Sustainability course identification	This intervention recognizes institutions that have identified their sustainability course and program offerings and share that information with their campus communities. Conducting an inventory of academic offerings provides an important foundation for advancing sustainability curriculum. It provides a baseline for understanding current offerings and can help institutions identify strengths and opportunities for growth. In addition, a list of sustainability courses helps current and prospective students find and understand sustainability course offerings, which can assist them in organizing their academic studies.				<ul style="list-style-type: none"> <li>• DVC: Academic</li> <li>• Deans</li> </ul>	End September 2012
Sustainability focused courses	This intervention recognizes institutions that offer academic courses focused on sustainability. Sustainability-focused courses provide valuable grounding in the concepts and principles of sustainability. These courses educate students about how different dimensions of sustainability relate to and support each other in theory and practice. In addition, these courses help equip students with the skills to weave together disparate components of sustainability in addressing complex issues.				<ul style="list-style-type: none"> <li>• DVC: Academic</li> <li>• Deans</li> </ul>	End September 2012
Sustainability related courses	This intervention recognizes institutions that offer courses related to sustainability. Sustainability-related courses help build knowledge about a component of sustainability or introduce students to sustainability concepts during part of the course. They may complement sustainability-focused courses by providing students with in-depth knowledge of a particular aspect or dimension of sustainability (such as the natural environment) or by				<ul style="list-style-type: none"> <li>• DVC: Academic</li> <li>• Deans</li> </ul>	End September 2012

	providing a focus area (such as renewable energy) for a student's sustainability studies, or they may broaden students' understanding of sustainability from within different disciplines.					
Sustainability courses by Department	This intervention recognizes institutions whose by 1 academic departments offer sustainability courses. Most, if not all, academic departments have a critical role to play in building a sustainable society. Having sustainability courses offered by numerous departments helps ensure that the institution's approach to sustainability education is comprehensive and includes diverse topics. This will help students develop a broad understanding of the field. Likewise, offering sustainability courses in numerous departments can increase student exposure to sustainability topics and themes.				<ul style="list-style-type: none"> <li>• DVC: Academic</li> <li>• Deans</li> </ul>	End September 2012
Sustainability learning outcomes	This intervention recognizes institutions with sustainability learning outcomes that are associated with program degrees and/or courses of study. Learning outcomes help students develop specific sustainability knowledge and skills and provide institutions with goals against which to assess learning.				<ul style="list-style-type: none"> <li>• DVC: Academic</li> <li>• Dean: Teaching and Learning</li> </ul>	End September 2012
Undergraduate programme in sustainability	This intervention recognizes institutions that have formal, undergraduate-level degree programs focused on sustainability. Developing such programs signals an institution's commitment to sustainability. Such programs also provide a path for students to study sustainability topics in depth, which better prepares them to address sustainability challenges. Formal academic programs also provide a home for sustainability scholars within the institution.				<ul style="list-style-type: none"> <li>• DVC: Academic</li> <li>• Deans</li> </ul>	End September 2012
Graduate programme sustainability	This intervention recognizes institutions that have formal, graduate academic degree programs focused on sustainability. Developing such programs signals an institution's commitment to sustainability. Formal academic				<ul style="list-style-type: none"> <li>• DVC: Academic</li> <li>• DVC: Research, Technology and Planning</li> </ul>	End September 2012

	programs focused on sustainability provide a path for students to study sustainability topics in depth, thus better preparing them to address sustainability challenges. Formal academic programs also provide a home for sustainability scholars within the institution.				<ul style="list-style-type: none"> <li>• Deans</li> </ul>	
Sustainability immersive experience	This intervention recognizes institutions that offer sustainability-focused immersive experience programs. Such programs give students the opportunity to witness and learn in-depth about sustainability challenges and solutions. These programs provide a memorable way for students to deepen and expand their knowledge of sustainability.				<ul style="list-style-type: none"> <li>• DVC: IS</li> <li>• Dean of Students</li> </ul>	End September 2012
Sustainability literacy assessment	This intervention recognizes institutions that are assessing the sustainability literacy of their students. Such an assessment helps institutions evaluate the success of their sustainability education initiatives and develop insight into how these initiatives could be improved				<ul style="list-style-type: none"> <li>• DVC: Research, Technology and Planning</li> <li>• Dean of Students</li> <li>• Dean: Teaching and Learning</li> </ul>	End September 2012
Incentives for developing sustainability courses	This intervention recognizes institutions that offer incentives to help faculty expand sustainability course offerings. Providing release time, funding for professional development, trainings, and other incentives can help faculty broaden and deepen sustainability curriculum. Faculty often need these incentives to determine how best to include sustainability in their courses. Providing such incentives lends institutional support to increased sustainability course offerings.				<ul style="list-style-type: none"> <li>• DVC: Academic</li> <li>• ED: HR</li> <li>• ED: Finance</li> </ul>	End September 2012
<b>RESEARCH INTERVENTIONS</b>	<b>INTERVENTION RATIONALE</b>	<b>NMMU INTERVENTIONS 2013</b>	<b>NMMU INTERVENTIONS 2014</b>	<b>NMMU INTERVENTIONS 2015</b>	<b>ACTION BY WHOM</b>	<b>INTERVENTIONS IDENTIFIED BY</b>
Sustainability research identification	This intervention recognizes institutions that have identified their sustainability research and associated faculty scholarship and creative inquiry (referred to henceforth as "research").				<ul style="list-style-type: none"> <li>• DVC: Research, Technology and Planning</li> </ul>	End September 2012

	Adopting a definition of sustainability research provides a foundation for measurement and goal setting. Conducting an inventory of an institution's sustainability research can serve as a valuable first step in identifying strengths and areas for development. Likewise, since sustainability requires collaboration that transcends traditional disciplines, conducting an inventory can help connect individuals, laboratories, research centers, and other campus community members with a shared interest in sustainability. Conducting an inventory of research also establishes a baseline for measuring future progress.					
Faculty engaged in sustainability research	This credit recognizes institutions where faculty members are conducting research on sustainability topics. The percentage of faculty members engaged in sustainability research is a measure of the spread of sustainability research				<ul style="list-style-type: none"> <li>• DVC: Research, Technology And Planning</li> </ul>	End September 2012
Departments engaged in sustainability research	This credit recognizes institutions where sustainability research is being conducted in many departments. Most, if not all, academic departments can make significant contributions to deepening society's understanding of sustainability issues and developing solutions to sustainability challenges. Since sustainability transcends traditional academic divisions, having multiple departments involved in research indicates that the institution has a broad perspective on sustainability and can help ensure that multiple perspectives are considered.				<ul style="list-style-type: none"> <li>• DVC: Research, Technology and Planning</li> <li>• DVC: Academic</li> </ul>	End September 2012
Sustainability research incentives	This credit recognizes institutions that have programs in place to encourage students and faculty members to research sustainability. Providing incentives demonstrates that sustainability is an institutional priority and can help deepen students' understanding of sustainability issues and attract new researchers to the field. In addition, it helps faculty members				<ul style="list-style-type: none"> <li>• DVC: Research, Technology and Planning</li> <li>• ED:HR</li> <li>• ED: Finance</li> </ul>	End September 2012

	explore new areas and encourages broader research on the topic. Having faculty broadly engaged in sustainability research can help increase student exposure to and participation in sustainability research as well.					
Interdisciplinary research in tenure and promotion	This intervention recognizes institutions that acknowledge interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and tenure decisions. Addressing sustainability challenges requires solutions and understandings that often cover multiple academic disciplines. Giving interdisciplinary research equal weight as research from a single academic discipline provides an important foundation that allows faculty to pursue sustainability related research.				<ul style="list-style-type: none"> <li>DVC: Research, Technology and Planning</li> </ul>	End September 2012
<b>CATEGORY 2: OPERATIONS</b>						
<b>CO-CURRICULAR EDUCATION INTERVENTIONS</b>	<b>INTERVENTION RATIONALE</b>	<b>NMMU INTERVENTIONS 2013</b>	<b>NMMU INTERVENTIONS 2014</b>	<b>NMMU INTERVENTIONS 2015</b>	<b>ACTION BY WHOM</b>	<b>INTERVENTIONS IDENTIFIED BY</b>
Building operations and maintenance	This intervention recognizes institutions that operate and maintain their buildings in ways that protect the health of building occupants and the environment. An institution's existing building stock is typically the largest source of campus energy consumption and greenhouse gas emissions. By adopting and following a sustainable operations and maintenance framework, institutions can conserve energy and water, minimize impacts on the surrounding site, reduce waste and water consumption, promote indoor environmental quality, and support markets for environmentally preferable materials while providing healthy and productive work, learning, and living spaces.				<ul style="list-style-type: none"> <li>DVC: IS</li> <li>Director: Technical Services</li> </ul>	End September 2012
Building design and construction	This intervention recognizes institutions that have incorporated environmental features into				<ul style="list-style-type: none"> <li>DVC: IS</li> </ul>	End September 2012

	<p>their design and construction projects. Decisions made during the design phase, such as where to locate the building and how it is oriented, can yield significant energy savings and reduce impacts on the site. By designing and building for enhanced indoor environmental quality (IEQ), institutions can ensure their buildings provide safe, healthy, and productive spaces for the campus community.</p>				<ul style="list-style-type: none"> <li>• Director: Infrastructure Projects</li> </ul>	
Indoor air quality	<p>This credit recognizes institutions that are working to protect the human health of building occupants by monitoring and protecting indoor air quality. Institutions can promote productivity in the workplace and classroom by improving ventilation and managing exposure to indoor pollutants. This creates safe learning, living, and work environments and reduces illnesses for students and staff alike.</p>				<ul style="list-style-type: none"> <li>• DVC: IS</li> <li>• Director: Infrastructure Projects</li> </ul>	End September 2012
<b>CLIMATE INTERVENTIONS</b>	<b>INTERVENTION RATIONALE</b>	<b>NMMU INTERVENTIONS 2013</b>	<b>NMMU INTERVENTIONS 2014</b>	<b>NMMU INTERVENTIONS 2015</b>	<b>ACTION BY WHOM</b>	<b>INTERVENTIONS IDENTIFIED BY</b>
Greenhouse gas emissions inventory	<p>This intervention recognizes institutions that have inventoried their greenhouse gas emissions. Conducting a greenhouse gas (GHG) emissions inventory is an involved process that helps institutions identify sources of emissions and prioritize emissions reduction strategies. GHG emissions inventories help personalize climate discussions by creating a direct link between an institution's behaviours and global warming. In addition, conducting an inventory can facilitate campus community learning by bringing together various campus stakeholders.</p>				<ul style="list-style-type: none"> <li>• DVC: IS</li> <li>• Director: Technical Services</li> <li>• Senior Director: Strategic Planning</li> <li>• Director: Support Services</li> </ul>	End September 2012
Greenhouse gas emissions reduction	<p>This intervention recognizes institutions that have reduced their net greenhouse gas (GHG) emissions.</p>				<ul style="list-style-type: none"> <li>• DVC: IS</li> <li>• Director: Technical Services</li> <li>• Senior Director: Strategic Planning</li> </ul>	End September 2012

					<ul style="list-style-type: none"> <li>Director: Support Services</li> </ul>	
<b>DINIG SERVICES INTERVENTIONS</b>	<b>INTERVENTION RATIONALE</b>	<b>NMMU INTERVENTIONS 2013</b>	<b>NMMU INTERVENTIONS 2014</b>	<b>NMMU INTERVENTIONS 2015</b>	<b>ACTION BY WHOM</b>	<b>INTERVENTIONS IDENTIFIED BY</b>
Food and beverage purchasing	This intervention recognizes institutions that are supporting sustainable food systems through their food and beverage purchases. Institutions can do this by prioritizing the purchase of local, organic, Fair Trade, and sustainably harvested food and beverage items. These actions help foster robust local economies, healthier soils and streams, and secure livelihoods for farmers.				<ul style="list-style-type: none"> <li>DVS: IS</li> <li>Director: Support Services</li> </ul>	End September 2012
<b>ENERGY INTERVENTIONS</b>	<b>INTERVENTION RATIONALE</b>	<b>NMMU INTERVENTIONS 2013</b>	<b>NMMU INTERVENTIONS 2014</b>	<b>NMMU INTERVENTIONS 2015</b>	<b>ACTION BY WHOM</b>	<b>INTERVENTIONS IDENTIFIED BY</b>
Building energy consumption	This intervention recognizes institutions that have reduced their energy usage per gross square foot of building space.				<ul style="list-style-type: none"> <li>DVC:IS</li> <li>Director: Technical Services</li> </ul>	End September 2012
Clean and renewable energy	This intervention recognizes institutions that are using energy from clean and renewable sources.				<ul style="list-style-type: none"> <li>DVC:IS</li> <li>Director: Infrastructure Projects</li> </ul>	End September 2012
<b>GROUNDS INTERVENTIONS</b>	<b>INTERVENTION RATIONALE</b>	<b>NMMU INTERVENTIONS 2013</b>	<b>NMMU INTERVENTIONS 2014</b>	<b>NMMU INTERVENTIONS 2015</b>	<b>ACTION BY WHOM</b>	<b>INTERVENTIONS IDENTIFIED BY</b>
Integrated pest management	This intervention recognizes institutions that work to improve the sustainability of campus grounds through Integrated Pest Management (IPM). This approach promotes the health of human and non-pest wildlife while enabling institutions to maintain an attractive campus environment and minimize costs.				<ul style="list-style-type: none"> <li>DVC:IS</li> <li>Director: Technical Services</li> </ul>	End September 2012
<b>PURCHASING INTERVENTIONS</b>	<b>INTERVENTION RATIONALE</b>	<b>NMMU INTERVENTIONS 2013</b>	<b>NMMU INTERVENTIONS 2014</b>	<b>NMMU INTERVENTIONS 2015</b>	<b>ACTION BY WHOM</b>	<b>INTERVENTIONS IDENTIFIED BY</b>
Computer purchasing	This intervention recognizes institutions that are working to build a market for environmentally preferable computers				<ul style="list-style-type: none"> <li>ED: Finance</li> <li>DD: Procurement</li> <li>CIO</li> </ul>	End September 2012

					<ul style="list-style-type: none"> <li>• Director: CT</li> </ul>	
Cleaning products purchasing	This intervention recognises institutions that purchase green cleaning products. By switching to non-toxic cleaning products, institutions reduce exposure impacts for all building occupants and the environment, thereby promoting clean and healthy work, living, and learning spaces.				<ul style="list-style-type: none"> <li>• ED: Finance</li> <li>• DD: Procurement</li> <li>• Director: Support Services</li> </ul>	End September 2012
Office paper purchasing	This intervention recognizes institutions that purchase recycled-content office paper. By supporting markets for environmentally preferable paper, institutions contribute to significant conservation of water, energy, and virgin forest.				<ul style="list-style-type: none"> <li>• ED: Finance</li> <li>• DD: Procurement</li> </ul>	End September 2012
Vendor code of conduct	This intervention recognizes institutions that have taken proactive steps to ensure that their vendors meet minimum standards of environmental and social responsibility.				<ul style="list-style-type: none"> <li>• ED: Finance</li> <li>• DD: Procurement</li> </ul>	End September 2012
<b>TRANSPORTATION INTERVENTIONS</b>	<b>INTERVENTION RATIONALE</b>	<b>NMMU INTERVENTIONS 2013</b>	<b>NMMU INTERVENTIONS 2014</b>	<b>NMMU INTERVENTIONS 2015</b>	<b>ACTION BY WHOM</b>	<b>INTERVENTIONS IDENTIFIED BY</b>
Campus fleet	This intervention recognizes institutions that use cleaner fuels and fuel efficient vehicles. Institutions can help shape markets by creating demand for and enhancing the visibility of more efficient vehicles and cleaner fuels that reduce greenhouse gas emissions and improve local air quality.				<ul style="list-style-type: none"> <li>• ED: Finance</li> <li>• DD: Procurement</li> </ul>	End September 2012
Student commute modal split	This intervention recognizes institutions where modal split students use preferable modes of transportation to travel to and from the institution. Commute modal split is a common measure used to evaluate the sustain ability performance of a transportation system. Using alternative modes of transportation helps reduce local air pollution and GHG emissions. Walking and biking offer health benefits as well.				<ul style="list-style-type: none"> <li>• DVC: IS</li> </ul>	End September 2012
Employee commute modal split	This intervention recognizes institutions where modal split employees use preferable modes of transportation to travel to and from the				<ul style="list-style-type: none"> <li>• DVC: IS</li> </ul>	End September 2012

	institution. Commute modal split is a common measure used to evaluate the sustainability performance of a transportation system. Using alternative modes of transportation reduces local air pollution and GHG emissions. Walking and biking offer health benefits as well.					
<b>WASTE INTERVENTIONS</b>	<b>INTERVENTION RATIONALE</b>	<b>NMMU INTERVENTIONS 2013</b>	<b>NMMU INTERVENTIONS 2014</b>	<b>NMMU INTERVENTIONS 2015</b>	<b>ACTION BY WHOM</b>	<b>INTERVENTIONS IDENTIFIED BY</b>
Waste reduction	This intervention recognizes institutions that have reduced waste generation over time. While other credits recognize the benefits of recycling, this credit acknowledges the importance of preventative measures. Decreasing the total amount of materials discarded offers significant environmental benefits.				<ul style="list-style-type: none"> <li>• DVC: IS</li> </ul>	End September 2012
Waste Diversion	This intervention recognizes institutions that are reducing waste and conserving resources by recycling and composting.				<ul style="list-style-type: none"> <li>• DVC: IS</li> <li>• Director: Technical Services</li> <li>• Director: Support Services</li> </ul>	End September 2012
Construction and demolition waste diversion	This intervention recognizes institutions that waste have diverted construction and demolition (C&D) wastes. Construction and demolition is a significant source of waste that falls outside of an Institution's standard waste stream and may be handled by a separate contractor or waste hauler.				<ul style="list-style-type: none"> <li>• DVC: IS</li> <li>• Director: Infrastructure Projects</li> </ul>	End September 2012
Electronic waste recycling programme	Electronic waste   This intervention recognizes institutions that recycling programme have e-waste recycling and/or reuse programs. E-waste typically contains toxic components, such as lead and mercury that can contaminate soil and groundwater and have detrimental human health impacts if handled improperly. At the same time, e-waste contains components that can be recycled. Likewise, computers, cellular phones, and other electronic materials can be				<ul style="list-style-type: none"> <li>• DVC: IS</li> <li>• CIO</li> <li>• Director: ICT</li> </ul>	End September 2012

	donated or re-sold at reduced cost to non-profit organizations and community groups. Given the environmental and workplace health hazards that arise from electronic waste recycling, this credit is reserved for programs that take steps to ensure that workers' basic safety is protected and environmental standards are met.					
Hazardous waste management	This intervention recognizes institutions that seek to minimize and safely dispose of all hazardous, universal, and non-regulated chemical waste.				<ul style="list-style-type: none"> <li>DVC: IS</li> <li>Director: Support Services</li> </ul>	End September 2012
<b>WATER INTERVENTIONS</b>	<b>INTERVENTION RATIONALE</b>	<b>NMMU INTERVENTIONS 2013</b>	<b>NMMU INTERVENTIONS 2014</b>	<b>NMMU INTERVENTIONS 2015</b>	<b>ACTION BY WHOM</b>	<b>INTERVENTIONS IDENTIFIED BY</b>
Water consumption	This intervention recognizes institutions that have reduced total water consumption. By reducing campus water consumption, institutions can reduce pressures on local aquifers, streams, rivers, lakes, and aquatic wildlife.				<ul style="list-style-type: none"> <li>DVC: IS</li> <li>Director: Technical Services</li> </ul>	End September 2012
Stormwater Management	This intervention recognizes institutions that implement policies and programs to reduce stormwater runoff and resultant water pollution. By decreasing stormwater runoff and treating stormwater on site, institutions can help replenish natural aquifers, reduce erosion impacts, and minimize local water contamination.				<ul style="list-style-type: none"> <li>DVC: IS</li> <li>Director: Technical Services</li> </ul>	End September 2012
<b>Category 3: Planning, Administration and Engagement</b>						
<b>COORDINATION AND PLANNING INTERVENTIONS</b>	<b>INTERVENTION RATIONALE</b>	<b>NMMU INTERVENTIONS 2013</b>	<b>NMMU INTERVENTIONS 2014</b>	<b>NMMU INTERVENTIONS 2015</b>	<b>ACTION BY WHOM</b>	<b>INTERVENTIONS IDENTIFIED BY</b>
Sustainability coordination	This intervention recognizes institutions with active committees, offices, or coordinators charged by the administration or board of trustees to coordinate sustainability work on campus.				<ul style="list-style-type: none"> <li>DVC: IS</li> <li>Registrar</li> </ul>	End September 2012
Strategic plan	This intervention recognizes institutions that have made a formal, substantive commitment to sustainability by including it in their strategic				<ul style="list-style-type: none"> <li>Senior Director: Strategic Planning</li> </ul>	End September 2012

	<p>plan. The strategic plan is the premier guiding document for an institution; it shapes the institution's priorities and guides budgeting and policy making. Including sustainability at a high level in the plan signals an institution's commitment to sustainability and may help infuse an ethic of environmental and social responsibility throughout the campus community.</p>					
Physical campus plan	<p>This intervention recognizes institutions that have made a formal commitment to developing and maintaining their physical campuses with sustainability in mind by including the principle at a high level in their campus master plan. An institution's master plan shapes the development and maintenance of its physical campus. Incorporating sustainability into the campus master plan may help an institution realize sustainability objectives when making decisions about its facilities.</p>				<ul style="list-style-type: none"> <li>• DVC: IS</li> <li>• Director: Infrastructure Projects</li> </ul>	End September 2012
Sustainability plan	<p>This intervention recognizes institutions that have developed a comprehensive plan to move towards sustainability. Developing a sustainability plan provides an exceptional learning opportunity for an institution's stakeholders to use the campus as a laboratory and learn what it takes to become sustainable. A sustainability plan provides a road map for achieving sustainability and may help guide decision making. Having measurable goals with corresponding timeframes may help motivate institutions to maintain their commitments to sustainability and implement sustainable practices.</p>				<ul style="list-style-type: none"> <li>• Senior Director: Strategic Planning</li> </ul>	End September 2012
Climate action plan	<p>This intervention recognizes institutions that have developed a formal strategy to reduce their greenhouse gas emissions. Adopting a formal plan indicates the institution's commitment to reducing its global warming impact. Since multiple facets of an institution's</p>				<ul style="list-style-type: none"> <li>• Director: Strategic Planning</li> </ul>	End September 2012

	operations can help reduce emissions, developing a climate action strategy can help an institution realize its sustainability goals as well as climate targets.					
<b>DIVERSITY AND AFFORDABILITY INTERVENTIONS</b>	<b>INTERVENTION RATIONALE</b>	<b>NMMU INTERVENTIONS 2013</b>	<b>NMMU INTERVENTIONS 2014</b>	<b>NMMU INTERVENTIONS 2015</b>	<b>ACTION BY WHOM</b>	<b>INTERVENTIONS IDENTIFIED BY</b>
Diversity and equity coordination	This intervention recognizes institutions with active committees, offices, or officers charged by the administration or board of trustees to coordinate diversity and equity work on campus. Diversity and equity coordination increases the ability of an institution to more effectively address these issues. This also allows interested groups and stakeholders to access point people engaged with these topics.				<ul style="list-style-type: none"> <li>Director: Transformation monitoring and evaluation</li> </ul>	End September 2012
Measuring campus diversity culture	This intervention recognizes institutions that systemically assess the diversity and equity culture on campus. Fostering an inclusive and welcoming campus culture is important to ensuring the academic and social success of all campus community members. In order to foster such a culture, it is helpful to gather information about campus stakeholders' personal experiences on campus to highlight strengths as well as areas for development.				<ul style="list-style-type: none"> <li>Director: Transformation monitoring and evaluation</li> </ul>	End September 2012
Support programmes for underrepresented groups	This intervention recognizes institutions that have programs in place to support underrepresented groups on campus. Certain challenges accompany being a minority on campus. Schools can help create and maintain a diverse student body and help build diversity within academic disciplines by offering support programs to help individuals in underrepresented groups thrive academically and socially.				<ul style="list-style-type: none"> <li>Director: Transformation monitoring and evaluation</li> </ul>	End September 2012
Support programmes for future faculty	This intervention recognizes institutions that are taking steps to help build a more diverse faculty by supporting future faculty members from underrepresented groups. Having a diverse				<ul style="list-style-type: none"> <li>Director: Transformation monitoring and evaluation</li> </ul>	End September 2012

	faculty helps provide a rich learning experience for all students. Mentoring and other support programs encourage the participation of underrepresented groups in higher education.					
Affordability and access programmes	This intervention recognizes institutions that are implementing strategies to improve their accessibility and affordability. Achieving a college degree is a valuable tool in addressing inequity, but in order for higher education to help society move toward greater equity, schools must be accessible to low-income populations.				<ul style="list-style-type: none"> <li>Director: Transformation monitoring and evaluation</li> </ul>	End September 2012
<b>HUMAN RESOURCES INTERVENTIONS</b>	<b>INTERVENTION RATIONALE</b>	<b>NMMU INTERVENTIONS 2013</b>	<b>NMMU INTERVENTIONS 2014</b>	<b>NMMU INTERVENTIONS 2015</b>	<b>ACTION BY WHOM</b>	<b>INTERVENTIONS IDENTIFIED BY</b>
Sustainable compensation	This intervention recognizes institutions that take proactive steps to ensure that their lowest paid workers earn a sustainable compensation. Poverty, or the inability of current generations to meet their needs, is a sustainability challenge even in developed countries such as the United States and Canada. By providing employees sustainable wages, a university or college can enfranchise its entire workforce so that each individual can contribute positively and productively to the community.				<ul style="list-style-type: none"> <li>ED: HR</li> </ul>	End September 2012
Employee satisfaction evaluation	This intervention recognizes institutions that take an active interest in the satisfaction of their employees by conducting a regular survey of employee satisfaction. Surveying employees about job satisfaction helps institutions gauge their performance as an employer and can identify strengths as well as areas for development				<ul style="list-style-type: none"> <li>ED: HR</li> </ul>	End September 2012
Staff professional development in sustainability	This intervention recognizes institutions that offer training and/or other professional development opportunities in sustainability for their staff. Staff members in each department make important contributions to an institution's sustainability performance. By offering training				<ul style="list-style-type: none"> <li>ED: HR</li> </ul>	End September 2012

	and professional development opportunities in sustainability to all staff members, an institution helps equip its staff to implement sustainable practices and systems and to model sustainable behaviour for students and the rest of the campus community.					
Sustainability in new employee orientation	This intervention recognizes institutions that address sustainability issues during new employee orientation. Including sustainability in new employee orientation helps establish sustainability as an institutional priority and part of the campus culture. Providing information and tools about the institution's sustainability programs and options at the time when an employee is getting acquainted with his or her new employer and developing new work routines and habits can help encourage the adoption of environmentally and socially referable habits, routines, and choices.				• ED: HR	End September 2012
Employee sustainability educators programme	This intervention recognizes institutions that coordinate programs in which faculty and staff members educate and mobilize their peers around sustainability initiatives and programs. Engaging faculty and staff in peer educator roles can help disseminate sustainability messages more widely and encourage broader participation in sustainability initiatives.				• ED: HR	End September 2012
<b>INVESTMENT INTERVENTIONS</b>	<b>INTERVENTION RATIONALE</b>	<b>NMMU INTERVENTIONS 2013</b>	<b>NMMU INTERVENTIONS 2014</b>	<b>NMMU INTERVENTIONS 2015</b>	<b>ACTION BY WHOM</b>	<b>INTERVENTIONS IDENTIFIED BY</b>
Committee of investment responsibility	This intervention recognizes institutions with an established and active committee on investor responsibility (CIR) with multi-stakeholder representation. Establishing a CIR provides a structure for fostering dialogue on investment decisions, and can help campuses make responsible investment decisions that promote sustainability. Drawing CIR membership from multiple sectors of the campus community provides educational experiences for involved				• Registrar	End September 2012

	students, faculty, alumni, and staff. In addition, a multistakeholder CIR is consistent with the sustainability principle of shared governance.					
Shareholder advocacy	This intervention recognizes institutions that use their investment power to promote corporate sustainability. This could take the form of withholding investments from companies or industries that are particularly unsustainable or engaging with companies in which they hold investments. Divestment can be an important tool in safeguarding human rights, protecting the environment, and promoting social responsibility. Similarly, screening companies for sustainability enables institutions to align their investments with their values. In addition, screening may protect institutions from the financial consequences of fines, lawsuits, customer boycotts and damages to a company's reputation that may result from unsustainable corporate behaviour. Filing and co-filing shareholder resolutions and directly communicating with the companies in which the school is invested can be important tools in improving the sustainability performance of those businesses.				<ul style="list-style-type: none"> <li>ED: Finance</li> </ul>	End September 2012
<b>PUBLIC ENGAGEMENT INTERVENTIONS</b>	<b>INTERVENTION RATIONALE</b>	<b>NMMU INTERVENTIONS 2013</b>	<b>NMMU INTERVENTIONS 2014</b>	<b>NMMU INTERVENTIONS 2015</b>	<b>ACTION BY WHOM</b>	<b>INTERVENTIONS IDENTIFIED BY</b>
Community sustainability partnerships	This intervention recognizes institutions that have developed partnerships with their local communities to advance sustainability. As leaders within their local communities, colleges and universities can be powerful allies and partners in building sustainability education and engagement in these communities and beyond.				<ul style="list-style-type: none"> <li>Senior Director: Strategic Planning</li> </ul>	End September 2012
Inter-campus collaboration on sustainability	This intervention recognizes institutions that collaborate with other colleges or universities to help build campus sustainability broadly. Institutions can make significant contributions				<ul style="list-style-type: none"> <li>Senior Director: Strategic Planning</li> </ul>	End September 2012

	to sustainability by sharing their experiences and expertise with other colleges and universities. Sharing best practices and lessons learned can help other institutions realize efficiencies that accelerate the movement to sustainability					
Sustainability in continuing education	This intervention recognizes institutions that provide continuing education courses and programs in sustainability to the community. Such courses train community members in sustainability topics and help build knowledge about the subject. They can also provide the training people need to obtain and perform green jobs. Certificate programs offer professional recognition for sustainability training and are important tools in helping students obtain, perform, and advance their position in green jobs.				<ul style="list-style-type: none"> <li>DVC: Academic</li> </ul>	End September 2012
Community services participation	This intervention recognizes institutions that engage their student bodies in community service, as measured by how widespread participation is at the institution. Volunteerism and the sense of compassion that community services help develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students can make tangible contributions that address sustainability challenges through community service. In addition, community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems.				<ul style="list-style-type: none"> <li>Senior Director: Strategic Planning</li> </ul>	End September 2012
Community service hours	This intervention recognizes institutions where many students devote time to community service. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to				<ul style="list-style-type: none"> <li>Dean of students</li> </ul>	End September 2012

	removing invasive species to volunteering at a food bank, students can make tangible contributions that address sustainability challenges through community service. In addition, community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems.					
Sustainability policy advocacy	This intervention recognizes institutions that have promoted sustainability through public policy advocacy. There are myriad public policies for which institutions can advocate that address sustainability, including policies specific to higher education. Given the prominence and importance of colleges and universities in their communities, institutions can be powerful voices in advancing sustainability through legislation and policy.				<ul style="list-style-type: none"> <li>Senior Director: Strategic Planning</li> </ul>	End September 2012
<b>CATEGORY 4: INNOVATION</b>						
<b>INNOVATION INTERVENTIONS</b>	<b>INTERVENTION RATIONALE</b>	<b>NMMU INTERVENTIONS 2013</b>	<b>NMMU INTERVENTIONS 2014</b>	<b>NMMU INTERVENTIONS 2015</b>	<b>ACTION BY WHOM</b>	<b>INTERVENTIONS IDENTIFIED BY</b>
Innovation	These interventions recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured				<ul style="list-style-type: none"> <li>DVC: IS</li> </ul>	End September 2012