

Introduction

The **Phoenix Green Teacher Badge** program is overseen by the UWGB Sustainability Committee and is administered by the UWGB Office of Sustainability, with assistance from the UWGB Center for the Advancement of Teaching & Learning (CATL).

The program recognizes UWGB instructors who promote environmental sustainability through their teaching and seek to minimize negative environmental impacts associated with teaching. Instructors who successfully apply for the badge will receive a dated digital badge that they can display on syllabi, Canvas, webpages, etc. Badge recipients will also be displayed on the UWGB Sustainability webpage.

This survey will evaluate your green teaching behaviors in several areas. In addition to assessing the extent to which you follow best practices and promote sustainability, the survey awards points for “bonus” activities that you identify yourself. There are several categories of questions and four bonus options. Feel free to use the "back" button to move around in the survey to add your bonus activities in the most appropriate place.

At the end of the survey, you will receive a score that the Office of Sustainability will use to determine whether you qualify for a Phoenix Green Teacher Badge at the level of Bronze, Silver, or Gold. If applicable, the Office of Sustainability will send you a digital badge via email.

Note: If the statement or question does not apply to your mode of instruction, etc., please choose the “n/a” (not applicable) response, so that you will not be penalized in the overall scoring of that question or statement.

Tell us about yourself and your course

Please provide the following information for our record-keeping.

| | |
|---------------------------------------|---|
| First Name: | <input data-bbox="469 726 1468 783" type="text" value="{e://Field/FirstName}"/> |
| Last Name: | <input data-bbox="469 789 1468 846" type="text" value="{e://Field/LastName}"/> |
| Email: | <input data-bbox="469 852 1468 909" type="text" value="{e://Field/Email}"/> |
| Academic programs in which you teach: | <input data-bbox="469 915 1468 995" type="text"/> |

Over the upcoming academic year, how many of the following courses do you plan to teach?

0 1 2 3 4 5 6 7 8 9 10

In Person

Hybrid or Blended

Fully Online (or other
distance learning)

Please list up to five courses that you plan to teach in the upcoming academic year, providing the course number, title, modality, and anticipated enrollment.

Paper reduction practices

Paper & Printing Reduction Practices

| | Never | Sometimes | Usually | Always | n/a |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| When using paper in class (e.g., for small group activities), you use scrap paper. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| If taking attendance, you do so electronically or use scrap paper. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| You allow students to take notes with laptops, tablets, or other digital devices, or provide scrap paper. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| If providing PowerPoint slides to students, you save the file with six slides per page and eliminate superfluous | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

images and
backgrounds.

How do you distribute course syllabi?

- ☐ I distribute paper syllabi printed single sided.
- ☐ I distribute paper syllabi printed double sided.
- ☐ I usually distribute syllabi electronically (e.g., via Canvas, email, or OneDrive).
- ☐ I always distribute syllabi electronically (e.g., via Canvas, email, or OneDrive).

How do you distribute course handouts?

- ☐ I distribute paper handouts printed single sided.
- ☐ I distribute paper handouts printed double sided.
- ☐ I usually distribute handouts on scrap paper or electronically (e.g., via Canvas, email, or OneDrive).
- ☐ I always distribute handouts on scrap paper or electronically (e.g., via Canvas, email, or OneDrive).
- ☐ Not Applicable

How do you collect written work from students?

- ☐ I require students to submit assignments on paper, printed single sided.
- ☐ I require students to submit assignments on paper, printed double sided.
- ☐ I usually require students to submit assignments electronically.
- ☐ I always require students to submit assignments electronically.
- ☐ Not Applicable

Syllabi, assignments, and testing

Syllabi, Assignments, & Testing

| | Never | Sometimes | Usually | Always | n/a |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| When printing your syllabus and handouts, you print double-sided. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| If allowing students to hand in hard-copies of their work, require double-sided printing, and allow single spacing and reduced margins. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Class syllabus and handouts made available to students digitally (email, Canvas, Onedrive, etc.). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| If assigning student poster presentations, allow students to project these onto the wall. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students submit their assignments and papers digitally, and you return them digitally. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If giving quizzes and tests, you give them online.

☐☐☐☐☐

If you're giving in-class exams, you have your students type their exams in a computer lab.

☐☐☐☐☐

OPTIONAL Bonus: Tell us about other measures you've taken or implemented in your class to make it "greener" by reducing paper usage and printing.

How regularly do you engage in the bonus measures you described just above (if applicable)?

- ☐ Sometimes
- ☐ Usually
- ☐ Always

Required course materials

Required Course Materials

| | Never | Sometimes | Usually | Always | n/a |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| You require students to buy only textbooks for which the majority of chapters are required reading. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| If you use a printed textbook, you promote the use of earlier editions when financially reasonable, and add supplemental material as need to to bring it in line with current edition. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| You put copies of required books on reserve at the library. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| You encourage your students to read materials online when possible, instead of printing them. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Supplemental instructional materials are provided digitally | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

(PDF readings, video or audio recordings, etc.).

You assign an e-book or a combination of digital journal articles instead of a print-based textbook.

☐☐☐☐☐

You order printed exam/instructor copies of textbooks only when necessary.

☐☐☐☐☐

OPTIONAL Bonus: Tell us about other "required course materials" measures you've taken or implemented in your class to make it "greener."

How regularly do you engage in the bonus measures you described just above (if

applicable)?

- ☐ Sometimes
- ☐ Usually
- ☐ Always

Personal sustainable and demonstrable actions

Personal Sustainable Actions

| | Never | Sometimes | Usually | Always | n/a |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| You turn off lights and equipment (computers, etc.) when you leave your office. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| If you are able, you use the stairs in campus buildings rather than elevators. (If you are not able to use stairs, please choose "n/a.") | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| When bringing coffee or other beverages to class, you use a reusable cup, mug, or bottle instead of disposables. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| You bike, walk, carpool, or use | | | | | |

public
transportation to
come to class.

☐☐☐☐☐

You encourage
students to bike,
walk, or take public
transportation to
off-campus
meetings.

☐☐☐☐☐

You turn off the
lights if the room
has enough
daylight.

☐☐☐☐☐

You turn off any
electronic
classroom
equipment that you
are not using.

☐☐☐☐☐

Instead of holding
out-of-class review
sessions on
campus, you use
online meeting
software or other
methods that don't
require traveling to
campus.

☐☐☐☐☐

You schedule office
hours before or
after class to
reduce commutes
to campus.

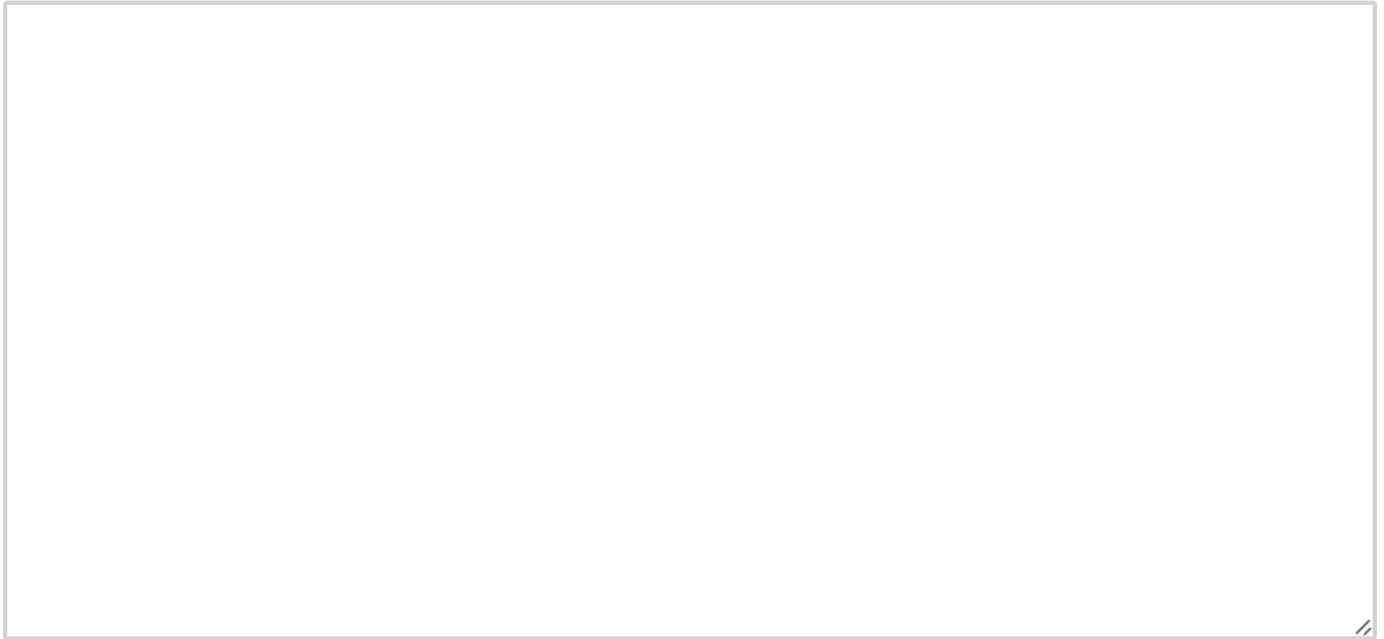
☐☐☐☐☐

You make use of
online meeting
software for
appointments on
days when you do
not usually come to

☐☐☐☐☐

campus.

OPTIONAL Bonus: Tell us about other personal sustainability actions connected with your work as a teacher.



How regularly do you engage in the bonus measures you described just above (if applicable)?

- ☐ Sometimes
- ☐ Usually
- ☐ Always

Advancing campus sustainability

Promoting Campus Sustainability

| | Never | Sometimes | Usually | Always | n/a |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| You teach about aspects of environmental sustainability relevant to your subject area. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| When teaching about environmental sustainability, you also address social, cultural, and/or economic aspects of sustainability in some way. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| You promote co-curricular events related to environmental sustainability to your students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| You offer students extra credit for attending co-curricular events related to environmental sustainability. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

In the upcoming year, do you intend to advise students in a service learning project related to environmental sustainability?

- ☐ No
- ☐ Maybe

☐ Yes

In the upcoming year, do you intend to advise students in a research project related to environmental sustainability?

☐ No

☐ Maybe

☐ Yes

You've personally recommended the Green Teaching Certificate to a colleague or colleagues.

☐ Not yet.

☐ Yes, to 1 colleague.

☐ Yes, to 2 or 3 colleagues.

☐ Yes, to 4 or more colleagues.

OPTIONAL Bonus: Tell us about other activities through which you promote sustainability on campus or through teaching in the community (i.e., visiting local schools, teaching for the Lifelong Learning Institute, etc.).



How regularly do you engage in the bonus activities you described just above (if applicable)?

- ☐ Sometimes
- ☐ Usually
- ☐ Always

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