



Baylor University

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

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

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Doctorate

Institutional control:

Private non-profit

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

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

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

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

Endowment size:

1,061,000,000 *US/Canadian \$*

Total campus area:

427.20 *Acres*

IECC climate region:

Hot-Humid

Locale:

Mid-size city

Gross floor area of building space:

8,543,061 *Gross Square Feet*

Conditioned floor area:

6,020,202 *Square Feet*

Floor area of laboratory space:

296,517 *Square Feet*

Floor area of healthcare space:

0 *Square Feet*

Floor area of other energy intensive space:

380,375 *Square Feet*

Floor area of residential space:

2,242,840 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)
--	---

Biomass	---
Coal	---
Geothermal	---
Hydro	---
Natural gas	---
Nuclear	---
Solar photovoltaic	---
Wind	---
Other (please specify and explain below)	---

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

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---
Electricity	---
Fuel oil	---
Geothermal	---
Natural gas	---
Other (please specify and explain below)	---

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

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

12

Number of academic departments (or the equivalent):

52

Full-time equivalent enrollment:

16,001

Full-time equivalent of employees:

2,575

Full-time equivalent of distance education students:

18

Total number of undergraduate students:

13,859

Total number of graduate students:

2,404

Number of degree-seeking students:

16,208

Number of non-credit students:

0

Number of employees:

2,600

Number of residential students:

5,289

Number of residential employees:

31

Number of in-patient hospital beds:

0

Academics

Curriculum

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

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

Academic Courses

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	1,499	562
Number of sustainability courses offered	128	95
Number of courses offered that include sustainability	94	52

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

31

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

52

Number of years covered by the data:

One

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

[AASHESTARScourses2014.docx](#)

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

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

<http://www.baylor.edu/sustainability/index.php?id=89357>

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

A review of the undergraduate and graduate course catalogs, along with input from faculty members, helped us identify the appropriate course offerings.

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

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

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

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

	Yes or No
Internships	Yes
Practicums	Yes
Independent study	No
Special topics	No
Thesis/dissertation	Yes
Clinical	No
Physical education	No
Performance arts	No

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Criteria

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

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

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

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

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

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

Institution does not have degree-granting programs.

Undergraduate Program

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Environmental Science

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

Environmental Science is one of the most dynamic departments at Baylor. Since 2000, the Department of Environmental Science has added three new undergraduate majors' options, and expanded its course offerings, particularly in toxicology, wildlife conservation, and environmental health. To earn a degree in this major, students must complete 40 semester hours in environmental science and 124 hours total.

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

<http://www.baylor.edu/environmentalscience/index.php?id=56313>

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

Environmental Studies

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

Environmental studies is the study of human interaction with the environment. This is an interdisciplinary field that pulls from politics, economics and sociology, as well as from traditional sciences such as chemistry and biology. An examination of the urban environment as well as the natural is also included in environmental studies. Overall, environmental studies looks at the connections among many systems including economics and natural resources, legislation and pollution, and climate change and tourism industries. These relationships and others must be fully understood to address environmental issues at local, regional and global levels. Students must complete 37 semester hours in environmental science including courses like Conserving Biodiversity, Exploring Environmental Issues, Individual Research Problems, and Team Problem Solving in Environmental Studies.

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

<http://www.baylor.edu/environmentalscience/index.php?id=56312>

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

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

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

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

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

Yes

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

Environmental Studies

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

Environmental studies is the study of human interaction with the environment. This is an interdisciplinary field that pulls from politics, economics and sociology, as well as from traditional sciences such as chemistry and biology. An examination of the urban environment as well as the natural is also included in environmental studies. Overall, environmental studies looks at the connections among many systems including economics and natural resources, legislation and pollution, and climate change and tourism industries. These relationships and others must be fully understood to address environmental issues at local, regional and global levels. Students must complete 19 semester hours including courses like Conserving Biodiversity, Exploring Environmental Issues, Individual Research Problems, and Team Problem Solving in Environmental Studies.

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

<http://www.baylor.edu/environmentalscience/index.php?id=56312>

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

Environmental Science

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

Environmental Science is one of the most dynamic departments at Baylor. Since 2000, the Department of Environmental Science has added three new undergraduate majors' options, and expanded its course offerings, particularly in toxicology, wildlife conservation, and environmental health. To minor in environmental science, students must complete 19 semester hours in environmental science.

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

<http://www.baylor.edu/environmentalscience/index.php?id=56315>

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

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

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

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

Graduate Program

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Environmental Studies

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

Candidates must complete thirty semester hours of graduate courses including six semester hours of research and thesis. At least twelve semester hours will be 5000-level courses. Candidates will present a proposal to their thesis committee that defines the area of environmental interest including the identification of a major problem in the area.

When the course work is completed and the thesis is accepted, the candidates must pass a comprehensive oral examination over the work of the program.

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

<http://www.baylor.edu/environmentalscience/index.php?id=57975>

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

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

The M.S. degree in Environmental Biology is for those interested in applied environmental biology. Course work and research emphasize the solution of current environmental problems. Degree requirements include at least eighteen semester hours of approved Biology courses, of which twelve semester hours must be at the 5000 level, and six semester hours from approved graduate courses in the Department of Environmental Sciences. The concept areas in this track include terrestrial and aquatic ecology, invasion and conservation ecology, environmental pollution, environmental management, and environmental ethics. Students also must demonstrate familiarity with the scientific literature, and expertise in experimental design collection and analysis of data, and in interpretation of results in subject areas pertinent to student's thesis research.

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

<http://www.baylor.edu/biology/index.php?id=68395>

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

Environmental Science

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

The Department of Environmental Science at Baylor University offers interdisciplinary Ph.D. degrees emphasizing Environmental Science through the Institute of Ecological, Earth and Environmental Sciences and Environmental Health through the Institute of Biomedical Studies.

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

<http://www.baylor.edu/environmentalscience/index.php?id=55219>

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

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

No

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

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

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

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

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

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

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

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

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

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

Immersive Experience

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

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

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

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

And/or

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

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

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

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

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

Yes

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

The university offers a semester long sustainability focused internship through the university's Office of Sustainability. The intern serves as the Assistant Director of Sustainability and Special Project's student assistant being invited to all sustainability related meetings and acts as the point person for numerous university sustainability projects. The intern also works directly with on campus partners on their sustainability related projects. The internship covers all aspects of sustainability including environmental and social justice related issues. At the conclusion of the semester, the intern must write a comprehensive academic paper reviewing what they've learned from their experience.

The university also offers a living and learning immersive experience through the Outdoor Adventure LLC. The Outdoor Adventure Living and Learning Center is one of the unique opportunities at Baylor designed to put students with common interests together in living and learning environments that serve to enhance all areas of their development as college students.

Our mission statement is: "To provide like-minded students an opportunity for personal growth, intellectual stimulation and leadership skills through outdoor adventure experiences."

Students in the program will have one class together each semester. This class will prepare each student for the outdoor adventures that they will go on throughout the year and even beyond Baylor. In addition to this class, students will have opportunities to hear from speakers specializing in outdoor adventures. Students will also have amazing opportunities to plan and go on trips that feature kayaking, backpacking, rock climbing, and more! And if that isn't enough, there are tons of social events that will periodically happen throughout the year.

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

Sustainability Literacy Assessment

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

Incentives for Developing Courses

Criteria

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

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

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

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

Campus as a Living Laboratory

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

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

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

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

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

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

Is the institution utilizing the campus as a living laboratory in the following areas?:

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

Air & Climate	No
Buildings	No
Dining Services/Food	Yes
Energy	Yes
Grounds	Yes
Purchasing	No
Transportation	Yes
Waste	Yes
Water	Yes
Coordination, Planning & Governance	Yes
Diversity & Affordability	No
Health, Wellbeing & Work	Yes
Investment	No
Public Engagement	Yes
Other	Yes

A brief description of how the institution is using the campus as a living laboratory for Air & Climate and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Buildings and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Dining Services/Food and the positive outcomes associated with the work:

Baylor Dining Services offers internships for students specifically seeking to learn more about food waste and diversion. Interns work closely with the BDS Environmental Manager and University Sustainability Committee throughout their internship. The intern has been integral to the success of the newly minted Weigh the Waste program which was instituted this academic year to account for and curtail student food waste in residence halls.

A brief description of how the institution is using the campus as a living laboratory for Energy and the positive outcomes associated with the work:

Students in the Engineering department work on semester long projects related to solar energy: solar powered cars, solar powered water wells, and a small solar array for the Engineering building, are all projects born out of the various classes taken by engineering students and led by research done by engineering faculty.

A brief description of how the institution is using the campus as a living laboratory for Grounds and the positive outcomes associated with the work:

Students in intro freshmen writing courses often select composting, the pros and cons, and it's potential impact on Baylor's campus grounds as a topic for research and writing.

Students in an upper level entrepreneurship course have selected composting as their capstone research project for the semester and explored the possibilities of integrating it into university grounds operations.

A brief description of how the institution is using the campus as a living laboratory for Purchasing and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Transportation and the positive outcomes associated with the work:

Students in the Environmental Science department are working with faculty on biodiesel conversion projects with the goal to convert some on campus university transportation to biodiesel fueled vehicles.

Students within the School of Engineering work on a variety of alternative energy research projects throughout the year, including solar powered vehicles and water wells.

A brief description of how the institution is using the campus as a living laboratory for Waste and the positive outcomes associated with the work:

Students participated in the US EPA Food Recovery Challenge and achieved a quantifiable reduction in food waste.

Students participated in Weigh the Waste event in campus dining halls, achieving measurable reductions in food waste.

A brief description of how the institution is using the campus as a living laboratory for Water and the positive outcomes associated with the work:

Numerous students and professors base their scholarship and research on water related issues, especially those effecting the campus and surrounding communities. Research from students and faculty have focused on the Brazos river, the effect of pharmaceuticals found freshwater streams on that ecosystems habitat, and Lake Waco contamination and ecosystem issues.

A brief description of how the institution is using the campus as a living laboratory for Coordination, Planning & Governance and the positive outcomes associated with the work:

The Office of Sustainability offers internships to students that requires at least two academic papers by the end of its duration covering the internship itself and a piece of new campus sustainability related research and/or capstone project presentation on a topic that specifically relates to the coordination, planning, and implementation of sustainability initiatives on campus.

A brief description of how the institution is using the campus as a living laboratory for Diversity & Affordability and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Health, Wellbeing & Work and the positive outcomes associated with the work:

The Department of HHPR is focused on diverse aspects of health, activity, recreation, and quality of life. The internship experience conducted within the HHPR Department is designed to provide students an opportunity to both observe and participate in actual professional positions within the organization to which they are assigned. The purpose of the internship is to provide each student opportunities to experience the professional work settings that are appropriate for their preparation and career aspirations. The students considering an internship experience will have an upper level classification and have completed the majority of his/her course work in his/her field of study. These students are working on their undergraduate degrees in the areas of Health Sciences, Community Health, or Exercise Physiology and will be doing observations with any additional practical experiences the agency deems feasible. The internship is to create an educational experience that

- increases the student's knowledge base and enhances the perceptions of the career track and organization;
- stimulates inquiry;
- provides a practical experience that can contribute to the student's professional future.

A brief description of how the institution is using the campus as a living laboratory for Investment and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Public Engagement and the positive outcomes associated with the work:

The Baylor Community Garden provides educational opportunities to the university and local organizations on how to maintain gardens and encourage healthy lifestyles. A special focus is placed on integrating sustainable water-use technologies and organic garden training. The Baylor Community Garden also serves as a location for Campus Kitchen to grow and donate produce to help relieve local hunger. Members of the graduate housing communities have access to individual growing plots, and may enjoy the recreational green space, grill, and host events in the garden.

A brief description of how the institution is using the campus as a living laboratory in Other areas and the positive outcomes associated with the work:

Student record label Uproar Records hosts Project Greenway, a green/recycled fashion show, every Spring semester. Students from all disciplines participate and attend. Show brings more awareness to campus sustainability through creative integration of the arts and multiple academic disciplines.

The website URL where information about the institution's campus as a living laboratory program or projects is available:

Research

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

Credit
Academic Research
Support for Research
Access to Research

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

40

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

174

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

12

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

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

[Sustainability Report FY 14.xlsx](#)

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

Alexander Sara Anthropology Associate Professor & Chair
 Allen Peter M Geology Professor
 Anderson William Mechanical Engineering Assistant Professor
 Bratton Susan Environmental Sciences Professor
 Brooks Bryan W Environmental Sciences Professor
 Chambliss Charles K Chemistry Associate Professor
 Cobb George Environmental Sciences Professor and Chair
 Danley Patrick D Biology Associate Professor
 Dittmann Jay R Physics Associate Professor
 Doyle Robert D Biology Professor and Chair
 Doyle Eva I Health, Human Perf, Recreation Professor and Director, Community Health
 Driese Steven G Geology Professor and Graduate Program Director
 Dunbar John A Geology Professor
 Dworkin Steve Geology Professor
 Fulton James M Geology Assistant Research Professor
 Gibbon Bryan C Biology Assistant Professor
 Hockaday William C Geology Assistant Professor
 Kang Sanghoon Biology Assistant Professor
 Kearney Christopher M Biology Associate Professor
 Kim Sung-Kun Chemistry Assistant Professor
 King Ryan S Biology Professor
 Lau Boris Geology Assistant Professor
 Lee Kwang Y Electrical/Computer Engineering Professor and Chair
 Matson Cole W Environmental Sciences Assistant Professor
 O'Neal Dennis L Electrical/Computer Engineering Professor and Dean
 Peppe Daniel J Geology Assistant Professor
 Pulliam Jay Geology W.M. Keck Foundation Professor of Geophysics
 Sheesley Rebecca J Environmental Sciences Assistant Professor
 Sheng Tim Mathematics Professor
 Shuford Kevin Chemistry Assistant Professor
 Sim Cheolho Biology Assistant Professor
 Singletary Jon Social Work Assistant Professor
 Solouki Touradj Chemistry Professor
 Song Byeong-Mun Electrical/Computer Engineering Professor
 Trumble Stephen J Biology Associate Professor
 Usenko Sascha Environmental Sciences Associate Professor
 White* Joseph D Biology Professor
 White Joseph D Institute of Ecological, Earth, and Environmental Sciences Professor
 Williams Edward S Environmental Sciences Assistant Research Professor
 Wright Lesley M Mechanical Engineering Assistant Professor
[STARS Reporting Tool](#) | [AASHE](#)

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

The annual research expenditures report for fiscal year 2014 was reviewed to determine the number of departments and faculty conducting research during the year.

Each project was reviewed and categorized as sustainability research. Data were tabulated based upon the categorization.

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

Notable Accomplishments:

Keith Schubert

Baylor Professor featured in National Geographic for Work in Extreme Environments

[6/23/2014]

WACO, Texas (June 23, 2014) – When looking at the series of photos on Keith Schubert’s computer screen, most people will likely see what they believe is some sort of black goo arranged like an intricate maze on a rock wall. But Schubert, Ph.D., associate professor of electrical and computer engineering in Baylor University’s School of Engineering and Computer Science, sees life.

<http://www.baylor.edu/mediacommunications/news.php?action=story&story=144118>

The Hunt for Life Beyond Earth

<http://www.nationalgeographic.com/astrobiology/>

[6/15/2014]

by National Geographic

Cole Matson

Baylor University Student Awarded Fellowship from U.S. Environmental Protection Agency

http://www.baylor.edu/mediacommunications/news.php?action=story&story=151439&_buref=1155-90749

<http://www2.baylor.edu/baylorproud/2013/06/baylor-prof-among-dozen-awarded-grants-to-study-grea>

[t-lakes-ecosystem/](#)

Daniel Peppe

Baylor research in the news: Dinosaurs may have fallen victim to historically bad timing

<http://blogs.baylor.edu/researchtracks/2014/07/>

- This was cited by Baylor Media Communications Press Release, “Dinosaurs fell victim to perfect storm of events, study shows”
- BBC News, “‘Bad luck’ ensured that asteroid impact wiped out dinosaurs”
- CBS News, “How dinosaurs could have survived killer asteroid” (video)
- Forbes Tech, “The (atrocious) luck of the dinosaurs”
- The Guardian, “Asteroid’s ‘bad timing’ killed off dinosaurs, new evidence shows”
- Los Angeles Times Science Now, “If asteroid’s timing had been different, dinosaurs might still exist”
- National Geographic, “Asteroid timing erased the dinosaurs?”
- Nature, “Dinosaur-killing asteroid hit at just the wrong time”
- The Register, “Asteroid’s DINO KILLING SPREE just bad luck – boffins”
- Time, “What killed the dinosaurs? Bad luck, study suggests” (video)

Bryan Brooks & Spencer Williams

Baylor prof working to prevent harmful chemicals from ever being created

<http://www2.baylor.edu/baylorproud/2014/09/baylor-prof-working-to-prevent-harmful-chemicals-from-ever-being-created/>

Bryan Brooks

<http://www2.baylor.edu/baylorproud/2013/09/environmental-science-professor-honored-with-fulbright-scholar-award/>

Bryan Brooks

<http://www2.baylor.edu/baylorproud/2013/02/time-usa-today-npr-turn-to-baylor-professor-for-more-on-new-health-science-study/>

Sasha Usenko & Stephen Trumble

http://www.huffingtonpost.com/2013/09/17/whale-ear-wax-animal-stress-toxins_n_3941836.html

George Cobb

Baylor Professor George Cobb Will Receive Award for Involvement in SETAC

<http://www.baylor.edu/mediacommunications/news.php?action=story&story=135676>

Patrick Danley & Daniel Peppe

<http://www.baylor.edu/mediacommunications/news.php?action=story&story=119993>

Steve Driese

Baylor University Geologist Dr. Steven Driese Named Fellow of the American Association for the Advancement of Science

<http://www.baylor.edu/mediacommunications/news.php?action=story&story=125529>

The website URL where information about sustainability research is available:

Support for Research

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

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

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

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

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

Yes

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

Baylor University strongly encourages all undergraduates to engage in research. Toward this end, Baylor has established the Undergraduate Research and Scholarly Achievement (URSA) Program. The URSA program stretches across all departments and programs to assist students as they connect with Baylor professors and begin conducting research.

Students are encouraged to begin collaborating with professors on research projects as early as the first semester of their freshman year. Students begin their research process by first coordinating and working with Dr. Susan Bratton, Director of URSA and professor of environmental science.

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

<http://www.baylor.edu/ursa/index.php?id=859680>

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:

Baylor University does not have a specific program to encourage sustainability research. Instead we offer a variety of internal research funding opportunities that support the research activities of our faculty. 20% of faculty who conducted sustainability research during FY 14 were supported with internal awards.

Faculty and students in the Department of Environmental Science (ENV) routinely engage in interdisciplinary research, which is supported by several core laboratories located in the Baylor University Sciences Building.

1. Aquatic Sciences

ENV faculty are affiliated with the Center for Reservoir and Aquatic Systems Research (CRASR). CRASR maintains a core water science laboratory that is managed by Dr. Jeff Back. This laboratory operates under a U.S. Environmental Protection Agency approved Quality Management Plan. It supports analysis of traditional water quality parameters such as nutrients and total organic carbon.

CRASR is a partnership between Baylor University and the City of Waco Water Utilities. Evidence of this fruitful partnership is the Lake Waco Wetland facility . This facility includes a 1,500 sq. ft. wet lab for research. In collaboration with Drs. Ryan King and Robert Doyle at Baylor, Dr. Bryan Brooks recently developed a world class outdoor experimental stream mesocosm facility at the Lake Waco Wetlands. Drs. Cole Matson and Bryan Brooks are actively using this facility to study environmental risks of nanomaterials and organic contaminants

2. Mass Spectrometry Center

State-of-the-science mass spectrometry instrumentation is available to Environmental Science researchers and colleagues throughout the college of Arts and Sciences. The Mass Spectrometry Center houses many advanced instruments (e.g., GC-MSMS, LC-MSMS, ICP-MS, ICR-FTMS) that are capable of quantifying analytes at environmentally relevant concentrations and qualitatively determining extremely complex chemical patterns within a wide array of sample types. This instrumentation is routinely utilized for research projects being conducted by Environmental Science Faculty and students. Dr. Alejandro J. Ramirez, whose expertise is analysis of trace environmental contaminants in various matrices, manages this center.

3. Molecular Biosciences Center

The Molecular Biosciences Center (MBC) is a core research facility whose goal is to enable, enhance, expand, and encourage molecular bioscience research. The center currently provides researchers with facilities for DNA sequencing, flow cytometry, real time- PCR, confocal and fluorescence microscopy, BSL-1 and BSL-2 cell culture, as well equipment and instrumentation for a variety of other techniques. Digital photo documentation stations are located within the center for obtaining high-quality fluorescence (including multicolor fluorescence), phosphorimaging, chemiluminescence, and bioluminescence digital images. Various laboratory supplies, equipment, and bench space are available for carrying out common molecular techniques such as gel electrophoresis, immunoblotting, and ELISA; and (short-term) cold storage space is available at 2oC, -15oC, -80oC, and liquid nitrogen. In addition to assisting with the training of undergraduates, graduate students, and faculty/staff on the instrumentation located in the center, the MBC also offers guidance in various molecular techniques , protocol development, and troubleshooting.

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

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

Yes

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

Interdisciplinary research is encouraged and faculty include their own interdisciplinary research as a part of a broad portfolio for tenure promotions.

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

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

Yes

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

The mission of the Baylor University Libraries is to support excellence in teaching and learning, enhance research and discovery, and foster scholarship and success by providing academic life centers, scholarly resources, and technological innovation.

The Libraries will accomplish the mission by:

Developing and implementing appropriate strategies to support student success

Providing an infrastructure that effectively supports the academic mission of Baylor University

Building, preserving and providing access to collections, especially those unique to Baylor University

Developing partnerships and enhancing relationships locally, regionally and nationally to promote the reputation of the Libraries and the University and ensuring effective resource management

Highlighting collections, services and facilities through strategic engagement

Sustaining and promoting a culture of efficient and effective administrative practices

The Libraries provide a wealth of support for researchers interested in a variety of disciplines, including sustainability.

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

<http://www.baylor.edu/lib/index.php?id=98341>

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

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

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

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

Total number of institutional divisions (e.g. schools, colleges, departments) that produce research:

8

Number of divisions covered by a policy assuring open access to research:

8

A brief description of the open access policy, including the date adopted and repository(ies) used:

Currently, Baylor's Graduate School requires all masters and doctoral students to submit their theses and dissertations to Baylor's institutional repository, BEARdocs

A copy of the open access policy:

The open access policy:

Doctoral students are required to submit their dissertations online to BEARdocs and to UMI/ProQuest. Master's students are required to submit their thesis online to BEARdocs; submission to UMI/ProQuest is optional. More information about this process can be found here.

For BEARdocs, students are allowed to request that the full-text of their work not be made available to the public (also called an embargo) for two years (generally in anticipation of journal article publication) or for five years (generally in anticipation of a patent or a book). Students must indicate that they want this hold using this form. After the initial embargo period, the hold can be extended. If you wish to extend the embargo, you must contact

librarywebmaster@baylor.edu

For UMI/ProQuest, you must fill out a separate Author Authorization form during the submission process. UMI/ProQuest explains their embargo process here. In addition to deciding about whether to embargo your full-text content, you need to decide whether to allow third-party retailers to access your content through UMI/ProQuest and publish/sell your work. Read this page for more information about third-party discovery and access. In general, you probably want to promote discovery but limit the sale of your work via this UMI/ProQuest third-party retailer option.

You retain the copyright to your work with your submission to BEARdocs and UMI/ProQuest. Under current US copyright law, the copyright for your work is automatically assigned to you, the creator. You can choose to file formally for copyright by filing with the Copyright Office. You can do this yourself or pay UMI/ProQuest or another party to file for you. The 2 main advantages of filing for the copyright come into play if you are infringed and go to court. In that case, filing copyright:

Provides the highest level of legal (prima facie) evidence that you own the copyright; and
Gives you the right to collect financial damages.

The website URL where the open access repository is available:

<https://beardocs.baylor.edu/xmlui/>

A brief description of how the institution's library(ies) support open access to research:

The website URL where information about open access to the institution's research is available:

Engagement

Campus Engagement

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

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

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

Student Educators Program

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

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

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

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

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

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

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

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

Yes

Number of degree-seeking students enrolled at the institution:

15,029

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

Sustainability Student Advisory Board

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

15,029

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

The Sustainability Student Advisory Board (SSAB) acts as the conduit between the University, the University Sustainability Committee, and the Sustainability Coordinator and the student body. Members of the SSAB are responsible for putting together the Creation Week celebration, act as the sounding board for many university operations offices, and help shape campus wide sustainability efforts that directly effect their peers. The SSAB is also responsible for engaging with the student body to help garner support for and excitement about the sustainability program.

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

Students apply for the limited number of positions available on the board and must meet GPA requirements. Each classification of student is represented on the board, from Freshmen to PhD students. Applicants go through a two step process before being selected to the board: Application review by the Sustainability Coordinator and then in person interview with Sustainability Coordinator.

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

Members of the Student Advisory Board are given a two hour orientation at the beginning of the Fall semester which trains them and educates them on all university sustainability initiatives. The board meets monthly to review goals and provide feedback.

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

The Assistant Director of Sustainability and Special Projects acts as the adviser for the board and attends all meetings. A member of the student advisory board sits on the University Sustainability Committee.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

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

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

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

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

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

100

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

Sustainability hosts a booth at the New Student Orientation fair where we pass out information about our program, answer questions, and inform students how they can do their part to help make Baylor go green.

Sustainability initiatives are also mentioned in several presentations by various departments (such as Dining, Transportation, etc.) to new students and their parents, highlighting many of our efforts to create a more sustainable Baylor.

The Office of Sustainability also hosts its own half hour presentation every day for new students and parents.

All students moving into residence halls and university run apartment complexes receive a recycling box for their individual rooms to use throughout the year.

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

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

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

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

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

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

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

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

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

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

Campus Kitchen- Baylor's Campus Kitchen rescues food from residence hall cafeterias and redistributes it to organizations like Salvation Army for them to then give those in need. As a result of their actions, we save thousands of pounds of food from being wasted and sent to the landfill.

Wells Project- The Wells Project is a student group that brings awareness to water related issues on campus and on the national and global level.

Sustainability Student Advisory Board- The SSAB is comprised of students from every classification on campus (Freshmen to doctoral candidates) and open to all majors. It reports directly to the Asst. Dir. of Sustainability and Special Projects and has an open seat on the University Sustainability Committee. The SSAB hosts events, educational expos, and advocates for sustainable lifestyle changes for the campus community.

The website URL where information about student groups is available:

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

The garden is organic and overseen by several departments including Environmental Science, Campus Kitchen, and the Office of Sustainability. Classes are held in the garden; graduate students are offered a plot for their own personal gardening efforts, and local schools and other community groups are regularly hosted in the garden for outreach and education events.

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

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

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

A brief description of the sustainable investment or finance initiatives:

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

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

The University hosts the campus wide event Creation Week, celebrating and highlighting our need to care for God's Creation. Campus and community groups that are sustainability focused or related host tables outside of the student union building to recruit and educate the campus community about sustainability. The Office of Sustainability and Sustainability Student Advisory Board are also featured speakers during one session of required freshman chapel every April, which has an audience as large as the Freshman class (around 2,500-3,000 students).

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

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

Project Greenway is a "recycled" fashion show sponsored by the Office of Sustainability and put on by the Baylor owned and operated student record label Uproar Records. It features designs made of entirely recycled materials and uses the event to promote Uproar artists as well as educate and inform the students in attendance about recycling and other sustainability related initiatives.

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

<http://uproarrecords.com/projectgreenway/>

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

The university has an entire department focused on outdoor recreation and adventure. They take Spring Break camping and adventure trips and have outdoor programs throughout the academic year which incorporate the Leave No Trace principles.

Its purpose is to utilize the inherent benefits of outdoor adventure pursuits to enhance the college life of the student through opportunities that meet personal recreation needs and interests while enhancing the developmental and educational initiatives of the University.

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

<http://www.baylor.edu/campusrec/oa/>

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

The website URL where information about the theme is available:

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

Students in all residence halls engage in a 6 week long sustainability education program themed to energy conservation. Students learn best practices, skills to improve the energy efficiency of their living spaces, and other sustainability related life style tweaks.

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

A brief description of sustainability-focused student employment opportunities:

The Office of Sustainability employs three part-time student workers. These workers are involved in every level of the operation and have a significant impact on the success of university sustainability initiatives.

The Office of Sustainability also offers internships through two departments: Public Relations and Environmental Science. Students in those departments can apply to be an intern through a specific class and serve as a student intern for one semester, usually in the spring.

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

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

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

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

The Texas Hunger Initiative (THI) is a capacity-building and collaborative project. It seeks to develop and implement strategies to end hunger through policy, education, community organizing, and community development. Students from a variety of disciplines work with, and for, THI in a variety of capacities including but not limited to research and communications.

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

Outreach Materials and Publications

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

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

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

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

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

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

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

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

A brief description of the central sustainability website:

The sustainability website features up to date news and information concerning campus sustainability efforts, it covers any awards and recognition the university has received as a result of our sustainability efforts, and highlights students and student group sustainability interest and initiatives. It also hosts the sustainability annual report, where people can go to download a pdf version of the most recently publish Baylor University Sustainability Annual Report.

The website URL for the central sustainability website:
[STARS Reporting Tool | AASHE](#)

A brief description of the sustainability newsletter:

Each semester a group of students from a Writing & Editing class compiles the Sustainability Newsletter. This newsletter highlights campus wide efforts that have occurred during the semester. While not made publicly available, a digital copy is made available to members of the University Sustainability Committee for them to distribute as they see fit.

The website URL for the sustainability newsletter:

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

The Office of Sustainability uses all major forms of social media to engage the campus community and beyond. Twitter, Facebook, Instagram, and Tumblr are the main social media platforms put to use to showcase our sustainability efforts.

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

<http://osogreen.tumblr.com/>

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

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

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

All LEED and EnergyStar rated buildings feature the appropriate accompanying signage.

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

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

Throughout the residence hall cafeterias, signs and posters are put on display indicating organic food, vegetarian options, and information about the sustainable practices our food services team currently engages in.

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

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

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

A brief description of the sustainability walking map or tour:

We provide a walking tour of the East Village Complex which features three LEED certified buildings and grounds with sustainable features built in. The tour highlights the specific features found at the East Village Complex while also bringing attention to similar features found elsewhere on campus.

The website URL of the sustainability walking map or tour:

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

The Baylor University Shuttle system has maps all over campus to inform students, visitors, and faculty and staff about the campus shuttle system and how to take advantage of it as an alternative to single car commuting.

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

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

Students are provided information at orientation regarding cycling options and best practices. Campus bike lanes are clearly marked for navigational and safety purposes.

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

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

Available on the sustainability website is a 10 Ways to Go Green While on Campus flier for faculty, staff, and students to reference while living and working on campus.

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

<http://www.baylor.edu/content/imglib/100722.jpg>

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 student newspaper assigns a beat reporter to the sustainability beat each semester. This has resulted in regular coverage in the student newspaper, the Baylor Lariat.

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

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

We have a very active Facebook page where we update our followers with photos from campus events, information on the latest sustainability happenings, and tips and tips on how to live a greener life.

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

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

Yes

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

We have a very active Twitter account that gives live updates on the every day happenings of the Office of Sustainability and news updates as they become available.

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

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

Yes

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

The Baylor Energy Awareness Program sponsors the Baylor Energy Madness Residence Hall Competition each fall to see which residence hall can save the most energy. Students compete as a residence hall team to earn points for energy reduction in their residence hall and participation in games throughout the season. The competition is not only aimed at encouraging students to conserve electricity and water (environmental resources), but it is also designed to provide feedback on more efficient ways to save energy on campus. Residence halls teams earn points for saving energy and for participating in bonus point activities.

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

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

Yes

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

The Baylor Energy Awareness Program distributes tips sheets about how to save energy on campus as.

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

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

Yes

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

The Baylor Energy Awareness Program has an active FaceBook page to help engage students in the Baylor Energy Madness Competition as well as engaging them in ways to save energy on campus.

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

<http://www.facebook.com/BaylorEnergyMadness>

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

Yes

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

The Baylor Energy Awareness Program also has an active Twitter account that tweets energy saving tips and updates about the competition.

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

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

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

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

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

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

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

Outreach Campaign

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

Yes

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

Yes

The name of the campaign (1st campaign):

Creation Week

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

Creation Week is Baylor's spin on Earth Week. It's a week of awareness and education events that engage the entire campus community with the message that we need to care for God's creation by living in a more sustainable manner.

Students speak to the attendees of and host a booth at the university required chapel. A community event is held on campus that allows sustainability focused community groups to host booths on the campus mall. A film screening and discussion is held, focusing on a topic of sustainability (in 2011 the film was Food Inc. and the discussion focused on organic farming, GMO's, and other related topics). Finally, an on campus event is held for student groups that focus on issues of social justice and/or the environment.

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

We received front page coverage from the campus newspaper, the Baylor Lariat. We received an overwhelming response from the student body with their attendance at the campus events, although no count would be kept because it would not have been possible. At the student group event, several campus administrators attended including two Vice Presidents. More awareness and education was brought to the campus community about sustainability and creation care issues than ever before, as it was the first time ever for an event like this to be held on Baylor's campus.

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

The name of the campaign (2nd campaign):

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

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

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

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

Employee Educators Program

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

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

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

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

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

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

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

Yes

Total number of employees:

2,600

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

Blue Cleaning Training Program

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

172

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

All custodial employees go through a four week (one module a week) training in June to be certified and new hires must complete the training prior to going out on campus for hands on training.

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

During the course of training, employees learn both the how and why greener cleaning methods are employed. Employees learn best practices for handling blue cleaning products and are given the training necessary in order to provide support for fellow employees and related education and information that they can then provide the general public as well as each other.

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

In a partnership with ARAMARK, Baylor Housekeeping and Baylor Facility Services provides training and financial backing for the Blue Cleaning Training Program.

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

<http://aramarkhighereducation.com/facilities-services/custodial-services/>

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

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

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

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

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

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

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

Number of employees served by all other programs:

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

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

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

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

Employee Orientation

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

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

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

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

100

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

The Office of Sustainability encouraged HR to move to all digital materials for New Employee Orientation. As a part of this initiative the NEO instructor talks about why the move was made (decrease waste on campus) and then segues into a very brief discussion on other sustainability initiatives taking place at the university and how they can get involved and make a difference.

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

Staff Professional Development

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

Institution makes available training and/or other professional development opportunities in sustainability to all staff at least once per year.

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year. It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

This credit applies to staff members only; it does not include faculty members.

The following training opportunities are not sufficient for this credit:

- Specialized training for a small group of staff
 - The opportunity to participate in an institutional sustainability committee or group
-

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

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

Yes

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

The Office of Sustainability puts together programming for an annual STEPP luncheon put on by the Baylor University Staff Council.

The STEPP Program was implemented to encourage Baylor University's staff to be all they can, personally and professionally. The philosophy and objective of STEPP is to provide staff with the tools and encouragement that stimulate personal and professional growth and development. The programming offered by the Office of Sustainability trains staff members in proper sustainability related practices such as energy conservation, correct waste and recycling disposal procedures, and gives tips and information on transitioning to a more sustainable lifestyle.

The percentage of staff that participated in training and/or other professional development opportunities in sustainability during the previous year:

10

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

Public Engagement

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

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

Community Partnerships

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

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

Each partnership conforms to one of the following types:

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

C.Transformative

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

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

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

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

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

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

Yes

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

Baylor University partners with several local organizations including but not limited to:

Keep Waco Beautiful

Keep Texas Beautiful

City of Waco- Recycling Advisory Committee, Public Improvements District Downtown Committee, and others

The university is always looking to continue and expand our engagement with the community in all issues, including sustainability.

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

Yes

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

As a part of the Portland State Urban Sustainability Accelerator, Baylor University joined with other members of the Waco cohort, formed by the Waco Chamber of Commerce, to explore more opportunities for sustainable development and areas of collaboration for the city, private partners, and the university. Many of the goals and ideas gleaned from the PSUSA continue to be integrated into the overall university focused sustainability goals with an eye on opportunities for continued future partnerships with the City and other community partners.

The Urban Sustainability Accelerator provides a year-long program of expert advice and support for participating cities in implementing an important sustainability project or program. Each city creates an implementation team with leaders from the public, private and nonprofit sectors. The implementation teams form a cohort group for mutual learning and support during the year. The year begins and ends with the convening of the city implementation teams during the summer in Portland, Oregon.

<http://www.pdx.edu/sustainability-accelerator/meet-the-2013-cohort>

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

Yes

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

The University partners with the City of Waco at the Waco Wetlands Project.

Located adjacent to the Wetlands, the 6,000 sq. ft. Wetlands Research and Education Center has proven to be a valuable resource to many area schools and universities. The center augments existing and future water-related educational programs at Baylor University, provides professional and technical training and support services, and implements outreach efforts to educate the community and local school children about reservoir systems and related water issues.

The Research and Education Center is the site of classes for students of Baylor University's Biology Department. Baylor calls their program CRASR, the Center for Reservoir and Aquatic Systems Research. A comprehensive evaluation of Lake Waco will provide Baylor scientists and students with a living lab and the City of Waco with important information for managing its water supply for years to come.

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

The website URL where information about sustainability partnerships is available:

<http://www.lakewacowetlands.com/research.html>

Inter-Campus Collaboration

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

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

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

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

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

Yes

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

The Sustainability Coordinator is an active member of the Texas Regional Alliance for Campus Sustainability which is a state-wide grouping of sustainability professionals that work towards a more sustainable future in higher education, local government, and nationwide.

Baylor University is an active member of AASHE. The Sustainability Coordinator gave two presentations at the 2011 AASHE conference and one presentation at the NACUBO Smart and Sustainable Conference in 2011.

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

Texas Regional Alliance for Campus Sustainability

AASHE

NACUBO

Keep Texas Beautiful

Keep Waco Beautiful

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

The Sustainability Coordinator regularly collaborates with colleagues across the nation via listservs, webinars, and conference calls. Baylor also works with local school districts, community colleges, universities and technical schools on the exploration of future

sustainability projects.

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

Continuing Education

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

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

Institution does not offer continuing education or community education programs.

Community Service

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

Number of students engaged in community service:

7,500

Total number of students :

15,029

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

Yes

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

103,944

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

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

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

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

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

Community Stakeholder Engagement

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

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

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

And

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

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

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

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

Has the institution adopted a framework for community stakeholder engagement in governance, strategy and operations?:

Yes

A brief description of the policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities:

As a matter of policy for the Office of Sustainability, the Assistant Director of Sustainability and Special Projects either sits on community boards or elects representatives from within the university to serve on community and government boards. The Assistant Director of Sustainability and Special Projects is also a part of the Sustainability Urban Accelerator team that was formed by the local Chamber of Commerce and is a collaboration between the city, chamber, and university on the planning of possible future sustainability related community wide initiatives.

A brief description of how the institution identifies and engages community stakeholders, including any vulnerable or

underrepresented groups:

The boards and committees that the university takes part in are naturally diverse and representative to all constituents living in the surrounding communities. All feedback taken in by the university during engagement with community stakeholders is treated fairly and equally.

List of identified community stakeholders:

Waco Chamber of Commerce
City of Waco Public Improvement District
Keep Waco Beautiful
City of Waco Recycling Advisory Committee

A brief description of successful community stakeholder engagement outcomes from the previous three years:

The website URL where information about the institution's community stakeholder engagement framework and activities is available:

Participation in Public Policy

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

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

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

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

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

Yes

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

The Sustainability Coordinator is an active member of the Texas Regional Alliance for Campus Sustainability which is a state-wide grouping of sustainability professionals that work towards a more sustainable future in higher education, local government, and nationwide.

The Sustainability Coordinator also represents the university on the Texas Product Stewardship Council whose purpose is to encourage commercial entities to better manage the life system for their products with state government setting the standards and ensuring the accountability of all commercial producers.

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

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

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

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

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

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

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

No

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

Yes

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

No

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

Hospital Network

Criteria

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

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

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

The institution does not have an affiliated hospital or health system.

Operations

Air & Climate

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

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Jack Reardon

Director of Operations
Baylor Facility Services

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

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

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

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

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

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

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

Yes

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

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

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

No

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

Our Scope 1 and Scope 2 GHG emissions inventory is determined by our energy department and is recorded as required by the TCEQ for the University's PBR.

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

No

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

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
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Scope 1 GHG emissions from stationary combustion	<i>273,481 Metric Tons of CO2 Equivalent</i>	<i>309,287 Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	<i>65,079 Metric Tons of CO2 Equivalent</i>	<i>67,254 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
Carbon sequestration due to land that the institution manages specifically for sequestration	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
Third-party verified carbon offsets purchased	<i>825 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

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

n/a

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

n/a

A brief description of the composting and carbon storage program:

n/a

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

Baylor purchases 825 metric tonnes of CO2 offsets for two of our LEED Silver NC buildings that were brokered through Amerex Energy Services. These credits account for about 70% of the power used.

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	5,289	5,149
Number of residential employees	31	24
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	16,001	13,239
Full-time equivalent of employees	2,575	910
Full-time equivalent of distance education students	18	0

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

	Start Date	End Date
Performance Year	June 1, 2010	May 31, 2013
Baseline Year	June 1, 2009	May 31, 2010

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

The baseline was adopted in FY 2009. The Performance Year is an average of 2010-2013 Scope 1 GHG Emissions.

Gross floor area of building space, performance year:

8,543,061 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area

Laboratory space	<i>296,517 Square Feet</i>
Healthcare space	<i>0 Square Feet</i>
Other energy intensive space	<i>380,375 Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	---
Commuting	---
Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	---
Waste generated in operations	---
Other categories (please specify below)	---

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

A copy of the most recent GHG emissions inventory:

[ASHE Stars CO2 2015.xlsx](#)

The website URL where the GHG emissions inventory is posted:

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

Outdoor Air Quality

Responsible Party

Jack Reardon

Director of Operations
Baylor Facility Services

Criteria

Part 1

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

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

Part 2

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

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

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

No

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

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

Yes

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

Baylor holds a number of TCEQ Permit By Rule certificates which monitor air emissions from stationary sources.

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

	Weight of Emissions
Nitrogen oxides (NOx)	<i>72.55 Tons</i>
Sulfur oxides (SOx)	<i>1.56 Tons</i>
Carbon monoxide (CO)	<i>57.23 Tons</i>
Particulate matter (PM)	<i>8.83 Tons</i>
Ozone (O3)	---
Lead (Pb)	---
Hazardous air pollutants (HAPs)	<i>1.13 Tons</i>
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	---

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

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

Buildings

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

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

Building Operations and Maintenance

Responsible Party

Jack Reardon

Director of Operations
Baylor Facility Services

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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

Does the institution have any building space certified under the following green building rating systems for existing buildings?:

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

BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system	No
Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)	No

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

Truett Seminary renewed its certification and was certified under the LEED EB O+M model in 2014. Highers Simpson is LEED Silver, Allison Indoor Practice Facility is LEED Silver, Hawkins Indoor Tennis Facility is LEED Silver, BRIC is LEED Certified, East Village, under final review for LEED Silver Certification

Total floor area of eligible building space (operations and maintenance):

7,699,455 *Square Feet*

Floor area of building space that is certified at each level under a 4-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	64,000 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	419,475 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	101,525 <i>Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	0 <i>Square Feet</i>

Floor area of building space that is certified at each level under a 3-tier rating system for existing buildings used by an Established Green Building Council::

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

Floor area of building space that is certified at each level under a 5-tier rating system for existing buildings used by STARS Reporting Tool | AASHE

an Established Green Building Council::

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

Floor area of building space that is certified at any level under other green building rating systems for existing buildings:

Floor area of building space that is maintained in accordance with formally adopted sustainable building operations and maintenance guidelines or policies, but NOT certified:

0 Square Feet

A copy of the sustainable building operations and maintenance guidelines or policies:

The date the guidelines or policies were formally adopted:

A brief description of the sustainable building operations and maintenance program and/or a list or sample of buildings covered:

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

The website URL where information about the institution's certified buildings and/or sustainable operations and maintenance guidelines or policies is available:

Building Design and Construction

Responsible Party

Jack Reardon

Director of Operations
Baylor Facility Services

Criteria

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

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

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

And/or

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

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

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

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

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

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

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

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

Using the LEED New Construction criteria, these buildings have earned certification:

- Highers-Simpson Athletics Complex (Silver)
- Alison Practice Field (Silver)
- Marrs McLean Science (Gold)

A number of other recently constructed and renovated buildings are undergoing certification at this time.

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

7,699,455 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	42,114 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	174,050 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	101,525 <i>Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	0 <i>Square Feet</i>

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

	Certified Floor Area
Minimum Level	---

Mid-Level	---
Highest Achievable Level	---

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

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

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

0 Square Feet

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

0 Square Feet

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

0 Square Feet

A copy of the guidelines or policies :

The date the guidelines or policies were adopted:

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

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

and policies:

All new and renovated buildings will seek certification under the appropriate LEED criteria. LEED measures sustainability characteristics regarding site development, energy and water conservation, material reuse and recycling, and indoor environmental quality. Baylor aims to certify their buildings as high as feasible.

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

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

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

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

Submission Note:

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

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

7,699,455 Square Feet

Gross floor area of building space:

7,699,455 Square Feet

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

The Physical Plant Operations (PPO) oversees HVAC, which includes equipment maintenance, scheduled filter changes, building fresh air, air-balancing, fume hood maintenance, etc., for the campus. There are fact sheets for asbestos, mold and lead on the Department of Risk Management (DRM) web page. Included in the fact sheets are web sites that individuals can use to obtain more information. All asbestos abatement is achieved using licensed third party contractors.

Facility Services maintains a 24 hr Service Response Center for campus residents to register IAQ complaints. Baylor's DRM maintains a full time Asbestos and IAQ Coordinator tasked with managing the investigation and remediation of all IAQ complaints. The DRM investigates all IAQ complaints and if the situation warrants, all sampling, remediation, etc., is achieved through licensed third parties. Consulting services are obtained on an as needed basis. Compliance with local, state and federal regulations are achieved by the use of consulting services and education gained by attending classes, conferences, seminars, etc.

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

http://www.baylor.edu/risk_management/index.php?id=8157

Dining Services

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

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

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

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Ariel Russ
Environmental Manager
Baylor Facility Services

Criteria

Part 1

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

- Local and community-based

And/or

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

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

Local community- based products:

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

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

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

Part 2

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

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

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

11.90

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

[STARS Reporting Submission 1.xlsx](#)

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

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

Yes

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

10.60

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

[STARS Reporting Submission 1.xlsx](#)

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

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

Baylor Dining Services is committed to serving locally-sourced foods in the dining halls. We are working with our suppliers and a third party vendor to secure more options to meet AASHE STAR's goals. Additionally, beginning in January of 2015, we will no longer serve cage-free whole shell eggs and in 2016, we'll only serve Monterey Bay Aquarium approved fish and gestation-crate free pork.

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

We pull data via our vendors annually to assess our status in purchasing sustainable food. We then manually review the data and sort using STARS 2.0 guidelines and criteria.

Total annual food and beverage expenditures:

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

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

Has the institution achieved the following?:

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

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

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

<http://baylor.campusdish.com/Sustainability/WhatWeAreDoing.aspx>

Low Impact Dining

Responsible Party

Ariel Russ
Environmental Manager
Baylor Facility Services

Criteria

Part 1

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

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

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

Or

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

Part 2

Institution:

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

And

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

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

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

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

36.30

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

We searched our primary vendor's report for all meat products served in the residential locations to obtain a lump sum of expenditures. A nominal selection of our farms do not raise animals conventionally. Our pork will be 100% gestation crate free by 2016.

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

Yes

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

Yes

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

Yes

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

Vegan and vegetarian options are offered in the residential dining facilities everyday. We have a Registered Dietitian who can address any food allergies, insensitivities, or diets students, staff or faculty have.

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

In Spring 2015, we're launching "Lean and Green" events to highlight non-meat based entree items and promote the importance of vegetables and whole grains to our bodies and the environment.

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

<http://dining.baylor.edu/en-US/CSSW/Baylor/Sustainability/SustainabilityatBaylor.htm>

Annual dining services expenditures on food:

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Jack Reardon
Director of Operations
Baylor Facility Services

Criteria

Part 1

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

Part 2

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

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

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

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

	Performance Year	Baseline Year
Total building energy consumption	814,283.54 <i>MMBtu</i>	707,665.25 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	425,107.46 <i>MMBtu</i>	389,238.47 <i>MMBtu</i>
District steam/hot water	389,176.08 <i>MMBtu</i>	318,426.78 <i>MMBtu</i>

Gross floor area of building space::

	Performance Year	Baseline Year
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Gross floor area	5,982,122 <i>Gross Square Feet</i>	5,221,646 <i>Gross Square Feet</i>
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Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	380,375 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	2,608
Cooling degree days	2,683

Source-site ratios::

	Source-Site Ratio (1.0 - 5.0; see help icon above)
Grid-purchased electricity	3.34
District steam/hot water	1.39

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

	Start Date	End Date
Performance Year	Oct. 1, 2013	Sept. 30, 2014
Baseline Year	Oct. 1, 2009	Sept. 30, 2010

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

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

Siemens Building Automation System is used to reduce energy consumption when buildings are not occupied.

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

We have been testing LED street lamps and select buildings have LEDs in their fixtures. We are also testing LEDs in parking garages.

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

All buildings built in the last ten years have occupancy sensors in some capacity.

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

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

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

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

Baylor is undergoing an extensive retrocommissioning endeavor at this time. Across campus, including the Energy Complex, are undergoing drastic measures to reduce the amount of energy consumed. For instance, controls are being audited, equipment scheduling is being implemented, and upgrades are occurring to reduce the amount of energy consumed. Over the next ten years, we are committed to auditing and reducing the amount of energy consumed, as the campus grows larger.

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

Siemens Building Automation System is used to meter and manage the amount of energy consumed. Additionally, we have three full-time staff focused on mitigating energy consumed.

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

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

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

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

The Baylor Energy Awareness Program started in September 2010. The program is committed to energy and water conservation and developing a campus environment that understands and is committed to the effort while creating a cultural and behavioral change across campus. In order to ensure ultimate long-term success, an energy and sustainability management program will be ongoing and include outreach, awareness, training initiatives and faculty, staff and student involvement.

The Baylor Energy Madness Residence Hall Competition began in 2011. In the spring and fall of 2011, the program successfully completed the first two competitions. Baylor Energy Madness educates students about energy use and reduction and is designed to provide fun activities and events that excite and encourage residents to take responsibility in saving energy and water. It also acts as a forum to educate students in a quantifiable way how their actions can impact electrical and water consumption.

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

Responsible Party

Jack Reardon

Director of Operations
Baylor Facility Services

Criteria

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

Option 1:

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

Option 2:

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

Option 3:

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

Option 4:

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

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

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

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

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	0 MMBtu
Option 2: Non-electric renewable energy generated on-site	0 MMBtu
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 MMBtu
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	4,779 MMBtu

Total energy consumption, performance year:

604,552 MMBtu

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

No on-site renewable electricity generating devices.

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

No on-site renewable non-electric energy devices.

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

No off-site institution-catalyzed renewable electricity generating devices.

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

825 metric tonnes have been purchased through Amerex's renewable energy program.

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

Grounds

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

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Andy Trimble

Director of Campus Grounds

Baylor Facility Services

Criteria

Institution's grounds include areas that are managed at one or more of the following levels:

- 1) Managed in accordance with an Integrated Pest Management (IPM) Plan
- 2) Managed in accordance with a sustainable landscape management program

And/or

- 3) Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table below:

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: <ul style="list-style-type: none">• Using least-toxic chemical pesticides,• Minimum use of chemicals, and• Use of chemicals only in targeted locations and only for targeted species

<p>2) Sustainable Landscape Management Program</p>	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

Land that meets multiple criteria should not be double-counted. An area of grounds that does not meet the standards specified for a particular management level should be reported at the next appropriate level for which it does meet the standards. For example, a landscape management program that includes an IPM plan and meets some, but not all, of the other standards listed for a sustainable landscape management plan should be reported at level 1 (IPM Plan).

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

Responsible Party

Andy Trimble

Director of Campus Grounds
Baylor Facility Services

Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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

Purchasing

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

Credit
Electronics Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Inclusive and Local Purchasing
Life Cycle Cost Analysis
Guidelines for Business Partners

Responsible Party

Richard Wright

Assistant Director of Procurement Services
Procurement Services

Criteria

Part 1

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

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

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:

Yes

A copy of the electronics purchasing policy, directive, or guidelines:

The electronics purchasing policy, directive, or guidelines :

As part of Baylor University's larger sustainability efforts, Information Technology Services strives to conserve energy, recycle responsibly and reduce paper consumption. The following initiatives represent our ongoing efforts, and we continually analyze our processes to find areas where we can become more sustainable as we provide and support technology resources for faculty, staff and students.

Equipment

Seminar Room Computers:

We recently realized reduced our energy use by 61% in one of our seminar rooms by upgrading the workstation configuration used by ITS and the University for technology training. The original workstation configuration required 3 power supplies and 2 network lines. The new configuration only requires a single network connection and reduced the number of power supplies to one. [Click here to view a detailed summary of these energy savings \(PDF\).](#)

Servers:

Moving existing servers to virtualized servers where possible is reducing the number of physical servers supported by ITS. The advantages include not only power reduction, but also less hardware to be recycled, and more physical space recovered in the existing server room.

Loaner Program:

By providing computers for the employee checkout program, departments can take advantage of a centralized resource so that departments will not have to purchase extra equipment for travel purposes.

Hardware Installation & Repair Shop

The Hardware Installations and Repair Shop work side-by-side to separate, sort, and recycle all electronic equipment. Packaging materials are disposed of in the following manner:

Unused Packaged CDs are sent to Goodwill Computer Works

VGA/DVI cables are sent to M. Lipsitz & Co., Ltd.

Cardboard Boxes are reused for shipping

Various Cardboard Materials are placed in campus recycling containers

Plastic Bags & Paper are placed in campus recycling containers

Composite Plastic Packaging & Styrofoam are reused as packing material

The equipment returned by the Client Services Installations group is sorted according to age and working condition. If the systems are in good shape and in working condition, they go through a bidding process and are sold to local and national vendors. These proceeds go back into Baylor's general revenue fund. Equipment that is not in working condition or has not been used for spare parts is recycled as follows:

Goodwill Computer Works M. Lipsitz & Co., Ltd.

Monitors (LCD, CRT)

Computers (Desktop, Laptops)

Printers (Laser, Inkjet)

Scanners

Keyboards

Mice

Speakers

Ink & Toner Cartridges

Telephones

Printer parts (drums, rollers, trays, duplexers)

Mother boards

Televisions

VCR and projectors

Server boxes and racks

Hard Drives (degaussed and crushed)

Power cables and wires

Power supplies

DVI/VGA cables

DVI/VGA splitters

Power adapters

Aluminum frames and cans

ITS is currently recycling all printers through the HP Trade-In Program. During the packing procedure, the installations department

reuses the same boxes and packing material (Styrofoam) in which the new printer is shipped.

Technology Procurement

The following list represents the vendors used by the University for purchasing computers and printers. All of these vendors have established green initiatives that we take advantage of by purchasing their products:

- Apple
- Dell
- Hewlett-Packard
- Electronic Library

Printing:

By centralizing print management, excessive printing and print waste is reduced. Duplex printing by default is set for all public printers on campus. All printers located in the libraries use remanufactured toner and recycled paper.

Displays:

Window OS systems used in general access and departmental facilities are set to sleep mode when not in use for an hour or less. iMac displays are set to sleep mode after three minutes of inactivity.

Computer Systems:

CPUs in non-24-hour facilities are powered off over the weekend, Friday night through Saturday morning. All computers in the Moody Study Commons are turned off when facility is closed. Only EPEAT Gold Certified iMacs and Energy Star certified PCs are purchased for lab use.

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

Only EPEAT Gold Certified iMacs and Energy Star certified PCs are purchased for lab use.

Does the institution wish to pursue to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:

No

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment::

	Expenditure Per Level
EPEAT Bronze	---
EPEAT Silver	---
EPEAT Gold	---

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:

<http://www.baylor.edu/its/index.php?id=73445>

Cleaning Products Purchasing

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
- General-purpose, bathroom, glass, and carpet cleaners
- Biologically-active cleaning products (enzymatic and microbial products)
- Floor-care products, e.g. floor finish and floor finish strippers
- Hand cleaners
- Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
- Plastic film products (e.g. garbage bags/liners)
- Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
- Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses

Submission Note:

More information about our green cleaning guidelines, directives, policies, and practices can be found at the below websites:

<http://www.campusdash.com/en-US/Facilities/BaylorFacilities/Sustainability/SustainabilityatBaylor.htm>

<https://baylor.campusdish.com/Sustainability/GreenStakes.aspx>

<https://baylor.campusdish.com/Sustainability/WhatWeAreDoing.aspx>

<http://www.baylor.edu/sustainability/index.php?id=867764>

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

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:

Yes

A copy of the green cleaning product purchasing policy, directive, or guidelines:

The green cleaning product purchasing policy, directive, or guidelines:

Green cleaning product purchasing is directed and informed by the university sustainability policy as well as by Aramark corporate green cleaning guidelines. These directives and guidelines encompass the entirety of campus: academic and office facilities, dining halls, and residential facilities.

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

In an effort to improve indoor air quality and the health and well-being of employees and residents, Baylor Housekeeping has implemented a blue cleaning program in which electrolyzed water is used to clean the buildings and floors in the academic, office, and residential facilities. Only managers are permitted to purchase products to ensure compliance with the guidelines.

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

No

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:

Total expenditures on cleaning and janitorial products:

Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological ("green") cleaning program?:

Yes

A brief description of the institution’s low-impact, ecological cleaning program:

The Ecolab Hydris self-generating cleaning system produces electrolyzed water, which is used in almost all cleaning operations across campus. This product uses electrolyzed water to kill germs and bacteria without harsh chemicals on all non-food contact surfaces across campus. This program reduces indoor air quality pollutants and improves the health and well-being of residents and employees of the University. Although this product does not have the Green Seal or ISSA certification at this time, it does not use any chemicals to clean water but a brine solution composed of local tap water to reduce greenhouse gas emissions associated with the transportation of heavy liquids.

Additionally, most paper products placed in bathrooms are EcoLogo certified. Shortly, microfiber clothes will be introduced to the cleaning program to reduce paper waste associated with cleaning.

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

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

The website URL where information about the institution’s green cleaning initiatives is available:

Office Paper Purchasing

Responsible Party

Richard Wright

Assistant Director of Procurement Services
Procurement Services

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:

Yes

A copy of the paper purchasing policy, directive or guidelines:

The paper purchasing policy, directive or guidelines:

Procurement activity may include:

- Products for which the United States Environmental Protection Agency (U.S. EPA) has established minimum recycled content standard guidelines – such as printing paper, office paper, janitorial paper, construction, landscaping, transportation, vehicles, and non-paper office products – and which contain the highest postconsumer content practicable, but no less than the minimum recycled content standards established by the U.S. EPA Guidelines.

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

Mentioned recycled content in supplier fair and on-site training courses, and highlighted recycled office paper on office supply vendor's website.

Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:

Yes

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	809 <i>US/Canadian \$</i>
30-49 percent	37,217 <i>US/Canadian \$</i>
50-69 percent	10,140 <i>US/Canadian \$</i>
70-89 percent (or FSC Mix label)	0 <i>US/Canadian \$</i>
90-100 percent (or FSC Recycled label)	477 <i>US/Canadian \$</i>

Total expenditures on office paper :

82,531 *US/Canadian \$*

The website URL where information about the paper purchasing policy, directive, or guidelines is available:

<http://www.baylor.edu/content/services/document.php/113122.pdf>

Inclusive and Local Purchasing

Responsible Party

Richard Wright

Assistant Director of Procurement Services
Procurement Services

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

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

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

Yes

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

[Doing Business with Baylor.pdf](#)

The policy, guidelines or directive governing inclusive and local purchasing:

As a local supplier, how do I start doing business with Baylor?

Supporting local businesses is an important part of Baylor's mission. Here are some ways in which your local business can start to establish a business relationship with the University:

- Become familiar with Baylor's Procurement Services web page and know which purchasing cooperatives and organizations are provided as references to the internal purchasing community.
- Consider becoming a member of those organizations.

- Get to know Baylor and its various schools and departments
- Explore the Baylor website:

<http://www.baylor.edu>

- Build relationships with individuals
- If you have contacts at different schools or departments, ask for referrals

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:

No

The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:

The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:

Life Cycle Cost Analysis

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

Guidelines for Business Partners

Responsible Party

Richard Wright

Assistant Director of Procurement Services

Procurement Services

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

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

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:

Some

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:

Some

A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

Our third-party contractors all responded to multi-disciplinary requests for proposals which outlined environmental stipulations, as well as those regarding workers conditions and staffing requirements. These agreements are confidential documents.

A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:

Baylor employs personnel whose chief responsibility is to ensure that all of our contractors follow the contracts and guidelines under which they were hired.

The website URL where information about the institution's guidelines for its business partners is available:

Transportation

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

- H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles in the institution's fleet :

177

Number of vehicles in the institution's fleet that are::

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	0
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	7
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

A brief description of the institution’s efforts to support alternative fuel and power technology in its motorized fleet:

The website URL where information about the institution's support for alternative fuel and power technology is available:

Student Commute Modal Split

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

Total percentage of students that use more sustainable commuting options:

52

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	---
Walk, bicycle, or use other non-motorized means	---
Vanpool or carpool	---
Take a campus shuttle or public transportation	---
Use a motorcycle, scooter or moped	---

A brief description of the method(s) used to gather data about student commuting:

The website URL where information about sustainable transportation for students is available:

Employee Commute Modal Split

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

Total percentage of the institution's employees that use more sustainable commuting options:

19.50

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	---
Walk, bicycle, or use other non-motorized means	---
Vanpool or carpool	---
Take a campus shuttle or public transportation	---
Use a motorcycle, scooter or moped	---
Telecommute for 50 percent or more of their regular work hours	---

A brief description of the method(s) used to gather data about employee commuting:

The website URL where information about sustainable transportation for employees is available:

Support for Sustainable Transportation

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

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

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

No

A brief description of the facilities for bicycle commuters:

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

Yes

A brief description of the bicycle parking and storage facilities:

Bike racks are located at all buildings. Bike parking is located at all residence halls and students are allowed to park their bikes their during the academic year, including university holidays, at no extra cost.

Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

Yes

A brief description of the bicycle/pedestrian policy and/or network:

The campus is covered in walking paths that connect to all major buildings. Bike lanes are lined out on all major thoroughfares and bicycle parking is located at all occupied buildings. Bicycle parking and bike lanes connect to pedestrian walking paths allowing the community to safely move from one sustainable method of transportation to the other while traveling around campus.

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:

No

A brief description of the bicycle sharing program:

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

No

A brief description of the certification, including date certified and level:

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:

Yes

A brief description of the mass transit program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):

The Baylor University Shuttle (BUS) is a fixed route transportation system operated by Waco Transit in cooperation with the Baylor Department of Parking and Transportation Services. All BUS routes that operate on or near the Baylor Campus on class days between 7:30 AM and 5:30 PM. There is no cost to ride.

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

No

A brief description of the GRT program:

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

No

A brief description of the carpool/vanpool program:

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

Yes

A brief description of the car sharing program:

Zipcar is available to all Baylor students 18+, faculty and staff. Zipcar is wheels when you want them, literally. With Zipcars parked on campus, all you have to do is decide where you want to go and when. Zipcar's cutting edge technology allows you to reserve online, or on your mobile device, 24/7. Low hourly and daily rates include gas, insurance, and 180 miles per day.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to

student and employee commuters?:

No

A brief description of the electric vehicle recharging stations:

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

No

A brief description of the telecommuting program:

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

No

A brief description of the condensed work week program:

Does the institution have incentives or programs to encourage employees to live close to campus?:

No

A brief description of the incentives or programs to encourage employees to live close to campus:

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

Yes

A brief description of other sustainable transportation initiatives and programs:

On campus parking decals for two wheeled motorized vehicles such as mopeds are significantly less expensive than those for four wheeled automobiles. Our campus shuttle is completely free of charge and hits all major points on campus and off, including the city's bustling downtown area.

The website URL where information about the institution's sustainable transportation program(s) is available:

Waste

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

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	447.86 Tons	131.75 Tons
Materials composted	0 Tons	0 Tons
Materials reused, donated or re-sold	7.50 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	2,487 Tons	2,232 Tons

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	5,289	4,166
Number of residential employees	31	21
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	16,001	13,019
Full-time equivalent of employees	2,575	2,014
Full-time equivalent of distance education students	18	0

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

	Start Date	End Date
Performance Year	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	Jan. 1, 2006	Dec. 31, 2006

A brief description of when and why the waste generation baseline was adopted:

Baseline was adopted while evaluating growth and improvement of program in 2013. 2006 is one of the earliest years we have all data available to meet credit criteria.

A brief description of any (non-food) waste audits employed by the institution:

A brief description of any institutional procurement policies designed to prevent waste:

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

A brief description of the institution's efforts to make materials available online by default rather than printing them:

A brief description of any limits on paper and ink consumption employed by the institution:

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

During move-in recycling roll-offs are scattered about campus. Student volunteers work to improve recycling rates during move-in. During move-out, a local non-profit is stationed on campus and accepts donations from students, which diverts usable products from the landfill.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

Move Out donation boxes are placed in every residence hall for students to place gently used unwanted goods. These goods go to a variety of local nonprofits. We have no way of weighing the donations at present time so we are unable to count those towards this credit.

A brief description of any food waste audits employed by the institution:

Baylor Dining Services has been tracking pre-consumer food waste for four years. Each station's employees must show their waste and weigh it with management to ascertain whether less food could have been wasted in production.

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

Baylor Dining Services tracks pre-consumer waste at each station during each meal period. Management reports these data into an online management system, which tracks and manages production quantity the next time the item is served.

A brief description of programs and/or practices to track and reduce post-consumer food waste:

Weigh the Waste launched in November of 2014. Student volunteers on the Student Sustainability Advisory Board and Baylor Dining Services measured food waste from the dining locations for one week. An awareness campaign is rolling out in March of 2015, which will challenge students to waste less food.

BDS has been trayless in the residential dining locations since 2012. Additionally, portion sizes are heavily managed to reduce food waste. At the end of the semester, menus are often modified to adjust to student preferences.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers

for to-go food and beverage items (in conjunction with a composting program):

Baylor Dining Services offers reusable take-out containers upon request. BDS has distributed the containers during two major campaigns in 2013 and early 2015.

A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

Meals eaten in the residential dining locations are served on reusable plates with reusable flatware.

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

Discounts for reusable mugs are offered at each of the coffee shops on campus. A Spot-a-Mug campaign was launched in January 2015 to increase the use of reusable mugs on campus.

A brief description of other dining services waste minimization programs and initiatives:

The website URL where information about the institution’s waste minimization initiatives is available:

<http://baylor.edu/sustainability>

Waste Diversion

Responsible Party

Andy Trimble

Director of Campus Grounds
Baylor Facility Services

Criteria

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

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

Materials diverted from the solid waste landfill or incinerator:

493.31 Tons

Materials disposed in a solid waste landfill or incinerator :

2,484.76 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

Diversion comes mainly from expansion of our recycling program/efforts. A small percentage of the included total comes from food captured by our Campus Kitchens program. Other programs are in place to re-use or donate wastes, but those numbers are not captured here since we have not found a way to quantify them yet.

A brief description of any food donation programs employed by the institution:

The Residentail dining halls activilely support the Campus Kitchen Project with food donations

A brief description of any pre-consumer food waste composting program employed by the institution:

Composting is not available for food service operations

A brief description of any post-consumer food waste composting program employed by the institution:

No composting is available for dining services

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	---
Food composting	No
Cooking oil	Yes
Plant materials composting	No
Animal bedding composting	Yes
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	---
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	Yes

Tires

Yes

Other materials that the institution includes in its waste diversion efforts:

Construction and Demolition Waste Diversion

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

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

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

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

Construction and demolition materials recycled, donated, or otherwise recovered:

751.97 Tons

Construction and demolition materials landfilled or incinerated :

136.68 Tons

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

This data is collected from our brand new Paul Foster Business Campus project and includes the recycling of all materials typically associated with a new construction project.

Hazardous Waste Management

Responsible Party

James Karban

Director, Environmental Health and Safety
Environmental Health & Safety- Academic Affairs

Criteria

Part 1

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

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:

Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

Baylor recently participated in the EPA's voluntary Peer Audit program. All chemicals used in all departments have been inventoried and reduced to the extent possible. Baylor maintains two full time Lab Safety and Hazardous Materials Coordinator that handles student and faculty generated wastes and works to minimize the production of these wastes. Baylor Facility Services also employs a full time Environmental Manager tasked with properly handling and reducing the production of all facility generated wastes.

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

Hazardous wastes are stored in designated accumulation areas and then disposed of with a hazardous materials vendor. Universal wastes are also collected throughout campus, stored in a central accumulation area and then recycled with a universal waste vendor. Training is administered for all handlers of both hazardous and universal wastes. Baylor maintains at least two full time positions tasked with the assuring the safe recycling and disposal of these waste streams.

A brief description of any significant hazardous material release incidents during the previous three years, including

volume, impact and response/remediation:

No significant hazardous material release incidents have occurred over the last three years that have detrimentally affected the environment, campus personnel, or students.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

No

A brief description of the electronic waste recycling program(s):

Electronic waste is recycled through an e-Steward certified vendor in Fort Worth, TX for Baylor Facility Services operations.

Computers, printers and other electronics collected by ITS, Client Services are donated, sold to a re-seller or sent to an R2 certified recycler. Disposal records are kept on file at Installation Services.

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

a. Client Services separate, sort, and recycle all electronic equipment. Packaging materials are re-used or disposed of in the following manner:

- b. Unused Packaged CDs are placed in campus recycling containers.
- c. VGA/DVI cables are sent to an R2 recycler or M. Lipsitz & Co., Ltd.
- d. Cardboard Boxes are reused for shipping
- e. Excess cardboard materials are placed in campus recycling containers
- f. Plastic Bags & Paper are placed in campus recycling containers
- g. Composite Plastic Packaging & Styrofoam are reused as packing material

h. The equipment returned to Client Services Installations group is sorted according to age and condition and is donated to local non-profits, sold to local re-sellers, or sent to an R2 certified recycler. Proceeds go back into Baylor's general revenue fund. Equipment that is not in working condition or has not been used for spare parts is recycled as follows:

- i. R2 certified recycler (Hi-Tech Assets) M. Lipsitz & Co., Ltd., Mac of All Trades, Encore,
- j. Monitors (LCD, CRT)
- k. Computers (Desktop, Laptops)
- l. Printers (Laser, Inkjet)
- m. Scanners

- n. Keyboards
- o. Mice
- p. Speakers
- q. Ink & Toner Cartridges
- r. Telephones
- s. Printer parts (drums, rollers, trays, duplexers)
- t. Mother boards
- u. Televisions
- v. VCR and projectors
- w. Server boxes and racks
- x. Hard Drives (degaussed and crushed)
- y. Power cables and wires
- z. Power supplies
- aa. DVI/VGA cables
- bb. DVI/VGA splitters
- cc. Power adapters
- dd. Aluminum frames and cans
- ee. ITS is currently recycling all printers through an R2 certified recycler. During the packing procedure, the installations department reuses the same boxes and packing material (Styrofoam) in which the new printer is shipped.
- ff. Ni-cad and Lithium batteries are sent to the Call to Recycle program.
- gg. Lead-acid batteries used by ITS, eLibraries, and Facility Services are sent to an R2 certified recycler.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

<http://www.baylor.edu/ehs/index.php?id=93761>

Water

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

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Jack Reardon

Director of Operations
Baylor Facility Services

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

Level of water risk for the institution's main campus:

Medium to High

Total water use::

	Performance Year	Baseline Year
Total water use	451,010,700 Gallons	383,895,731 Gallons

Potable water use::

	Performance Year	Baseline Year
Potable water use	307,931,000 Gallons	317,331,000 Gallons

Figures needed to determine "Weighted Campus Users"::

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

Number of residential students	5,289	5,149
Number of residential employees	31	24
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	16,001	13,239
Full-time equivalent of employees	2,575	910
Full-time equivalent of distance education students	18	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	8,543,061 <i>Square Feet</i>	6,900,000 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	304.50 <i>Acres</i>	200 <i>Acres</i>

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

	Start Date	End Date
Performance Year	Jan. 1, 2014	Dec. 31, 2014
Baseline Year	Jan. 1, 2009	Dec. 31, 2009

A brief description of when and why the water use baseline was adopted:

2009 was chosen as the baseline for both water and energy usage across campus.

Water recycled/reused on campus, performance year:

0 *Gallons*

Recycled/reused water withdrawn from off-campus sources, performance year:

0 Gallons

A brief description of any water recovery and reuse systems employed by the institution:

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

Almost all campus buildings have individual domestic and irrigation meters.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

Low flow toilets, showers, and faucets are installed on campus.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

Energy Star dishwashers are purchased for the dining , for example. All showers and most faucets, and toilets have already been replaced or retrofitted in the last few years.

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

A brief description of any weather-informed irrigation technologies employed by the institution:

Currently 50% of campus irrigation systems are operated by the Toro Sentinel Smart Irrigation system. Utilizing an on site weather station to calculate daily evapotranspiration rate and adjusts the irrigation settings accordingly. By summer of 2015, 80% of campus irrigation will be under this system.

A brief description of other water conservation and efficiency strategies employed by the institution:

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

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Wastewater Management

Responsible Party

Jack Reardon

Director of Operations
Baylor Facility Services

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

A brief description of just some of the achievements the Assistant Director of Sustainability and Special Projects and the University Sustainability Committee have collaborated on in the past three years:

Baylor Move-In Day recycling operations have led to a record breaking 16.3 tons recycled in 48 hours; doubled the diversion rate hitting 30% of recycled materials during Move In

Worked with campus partners to decrease overall campus energy expenditures by 6.6%

Moved to a 100% Styrofoam free campus

Campus recycling has increased to over 447 tons

Created and integrated the Sustainability Student Advisory Board

Installed reusable water bottle drinking stations throughout campus

Expanded recycling efforts outdoors with first outdoor recycling units

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

The University Sustainability Committee acts as a sounding and advisory board for the Sustainability Coordinator. It meets on a monthly basis to help guide and give feedback on current and future university sustainability initiatives.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Smith Getterman- Chair— Sustainability Coordinator

Pattie Orr- VP for Information Technology & Dean of University Libraries

Curtis Odle- Assistant Director for Facilities and Operations, Campus Living and Learning

Kay Murdock- Staff Council Representative

David Copeland- Assistant Director of Resident Learning

Carl Flynn—Director, Marketing & Communications for ITS and University Libraries

Donna Kennedy—Senior Systems Analyst, Information Technology Services

Larry Lehr—Senior Lecturer, Environmental Science

Bradley E. Owens—Senior Lecturer, Journalism and Media Arts

Matt Penney—Director, Parking and Transportation Services

Vicki Pierce—Assistant Director of Housekeeping, Baylor Facility Services

Holly Rummage- Undergraduate Representative

Jack Reardon—Director of Operations, Baylor Facility Services

Rosemary Townsend- Director, Business Affairs & Community Partnerships

Andy Trimble— Director of Campus Grounds, Baylor Facility Services

Sascha Usenko—Assistant Professor, Environmental Science

Sinai P. Wood—Associate Professor, Baylor University Libraries

Richard Wright—Director, Procurement Services

Clare Paul- Marketing Manager, Facilities & Energy,
Baylor Facility Services

Ariel Russ- Environmental Manager, Baylor Facility Services

Paula Young- Director of Facilities and Operations, Athletics

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

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

The Office of Sustainability is centrally located on campus and employs one full time employee, three student workers, and multiple interns throughout the year.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

2.50

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

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Smith Getterman

A brief description of each sustainability officer position:

The Assistant Director of Sustainability and Special Projects is in charge of overseeing all aspects of campus sustainability. He chairs the University Sustainability Committee and acts as liaison to the Sustainability Student Advisory Board.

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

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	Yes	Yes
Research (or other scholarship)	Yes	Yes
Campus Engagement	Yes	Yes
Public Engagement	Yes	Yes
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	Yes	Yes
Energy	Yes	Yes
Grounds	No	No
Purchasing	Yes	Yes
Transportation	Yes	Yes
Waste	Yes	Yes
Water	Yes	Yes
Diversity and Affordability	Yes	Yes
Health, Wellbeing and Work	Yes	Yes
Investment	No	No

Other

No

No

A brief description of the plan(s) to advance sustainability in Curriculum:

Short term goal for curriculum is to increase sustainability focused courses offered by the Environmental Science Department. Long term goal is to continue incorporating elements of sustainability in courses offered across all disciplines.

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

Increase sustainability focused course offerings by at least one course in one calendar year.

Accountable parties, offices or departments for the Curriculum plan(s):

Department of Environmental Science
The Office of the Executive Vice President and Provost
The Office of Sustainability; Assistant Director of Sustainability and Special Projects

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

Extend and continue to support student participation in sustainability focused and related research.

The measurable objectives, strategies and timeframes included in the Research plan(s):

Increase student sustainability focused or related scholarship and participation by 5% through a variety of avenues including research at the BRIC, Waco Wetlands, term papers, and class projects.

Accountable parties, offices or departments for the Research plan(s):

The Office of the Vice Provost of Research
The Office of Sustainability; Assistant Director of Sustainability and Special Projects

A brief description of the plan(s) to advance Campus Engagement around sustainability:

Educate and publicize to the campus community Baylor's sustainability initiatives using traditional methods as well as new media methods. Continue to sponsor student organization events on campus and host sustainability focused events as well.

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Increase social media following by 10%, increase student organization event sponsorships by at least one event

Accountable parties, offices or departments for the Campus Engagement plan(s):

The Office of Sustainability; Assistant Director of Sustainability and Special Projects

A brief description of the plan(s) to advance Public Engagement around sustainability:

Educate and publicize to surrounding communities Baylor's sustainability initiatives using traditional methods as well as new media methods. Continue engagement on civic boards and committees.

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

Co-sponsor at least one community focused sustainability related event in one calendar year. Work to get at least one story about university sustainability efforts published in local media in one calendar year.

Accountable parties, offices or departments for the Public Engagement plan(s):

The Office of Sustainability; Assistant Director of Sustainability and Special Projects

A brief description of the plan(s) to advance sustainability in Air and Climate:

Baylor operates within an Environmental Management System (EMS) that helps ensure environmental regulatory requirements and best practices are supported during planning and implementation of all activities on campus. Baylor has representation on the Heart of Texas Counsel of Governments Air Quality Advisory Committee that assists in ensuring state and federal funded programs are improving air quality in McLennan and surrounding counties (Dr. Rebecca Sheesley, Department of Environmental Science; and Alan Stover, Department of EHS).

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

In one calendar year Baylor will work to mature Baylor's EMS through continued scheduling and information capture within the EMIS2 software to ensure continued compliance with air quality standards.

Accountable parties, offices or departments for the Air and Climate plan(s):

The Department of Environmental, Health and Safety
The Office of Sustainability; Assistant Director of Sustainability and Special Projects

A brief description of the plan(s) to advance sustainability in Buildings:

Research and implement new sustainable materials and utilize more energy-efficient equipment, fixtures and technology. Continued focus on sustainable building design and construction for both new buildings and renovations.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

Successfully complete all targeted LEED projects and maintain current LEED certifications

Accountable parties, offices or departments for the Buildings plan(s):

Baylor Facility Services

The Office of Sustainability; Assistant Director of Sustainability and Special Projects

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

Increase our local and sustainable purchasing rate by 5% to reach our 2016 goal. By 2016, 20% of our food will be locally derived.

Support the bi-annual Campus Farmers' Market

Provide activities and awareness opportunities three times each semester

Continue support of Baylor Energy Awareness program (e.g. Dark Hour, Energy Star appliances)

Increase recycling rate in BDS' offices

Increase amount of signage in dining halls regarding local purchases

Facilitate the transition of Baylor University Campus Kitchen cooking operations from the Consumer Science Building to the new Penland Fresh Food Company

Maintain 100% polystyrene foam free campus

Continue food grease recycling and/or proper disposal in accordance with Baylor's SPCC plan and POTW policy (EMS)

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Increase our local and sustainable purchasing rate by 5% to reach our 2016 goal. By 2016, 20% of our food will be locally derived.

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Baylor Dining Services

The Office of Sustainability; Assistant Director of Sustainability and Special Projects

A brief description of the plan(s) to advance sustainability in Energy:

Continued development of the Baylor Energy Awareness Program through the increased use of social media to heighten awareness of energy consumption on campus allowing faculty, staff and students to actively work to reduce energy consumption and, ultimately, reduce their impact while on campus

Continued development of the academic building energy competition to include more students as well as faculty and staff in an energy competition

Achieve and maintain the goal of LEED EB certification for Truett Seminary

Ensure all emission sources are properly permitted and controlled (EMS)

The measurable objectives, strategies and timeframes included in the Energy plan(s):

Reach a minimum 4% energy savings in academic year residence hall energy competitions

Achieve LEED EB standard for Truett Seminary during calendar year

Accountable parties, offices or departments for the Energy plan(s):

Baylor Facility Services

The Office of Sustainability; Assistant Director of Sustainability and Special Projects

A brief description of the plan(s) to advance sustainability in Grounds:

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Accountable parties, offices or departments for the Grounds plan(s):

Baylor Facility Services

The Office of Sustainability; Assistant Director of Sustainability and Special Projects

A brief description of the plan(s) to advance sustainability in Purchasing:

Partner with suppliers to assist Baylor in repurposing existing furniture and equipment

Encourage campus constituents to consider total product lifecycle when making purchases

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

Work with suppliers to offer a minimum 10% more sustainable products to Baylor departments

Accountable parties, offices or departments for the Purchasing plan(s):

Procurement Services

The Office of Sustainability; Assistant Director of Sustainability and Special Projects

A brief description of the plan(s) to advance sustainability in Transportation:

The University offers the shuttle at no additional cost to all students, faculty, and staff. Bike lanes run throughout campus. Baylor is a ZipCar campus.

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

Increase Baylor University Shuttle ridership by a minimum of 5%

Accountable parties, offices or departments for the Transportation plan(s):

The Office of Sustainability; Assistant Director of Sustainability and Special Projects

Parking and Transportation; Director of Parking and Transportation

A brief description of the plan(s) to advance sustainability in Waste:

Recycling is available in every Baylor owned and operated building. Baylor Campus Kitchen assists with minimizing food waste by rescuing edible food and diverting it to those in need.

The measurable objectives, strategies and timeframes included in the Waste plan(s):

Reduce campus waste by 5%

Recycle a total of 450 tons

Accountable parties, offices or departments for the Waste plan(s):

The Office of Sustainability; Assistant Director of Sustainability and Special Projects

Baylor Facility Services

A brief description of the plan(s) to advance sustainability in Water:

Continually educate all residents on smarter water usage. Adjust and maintain campus irrigation system as needed.

The measurable objectives, strategies and timeframes included in the Water plan(s):

In one calendar year upgrade campus irrigation system to reach a minimum 15% water savings.

Accountable parties, offices or departments for the Water plan(s):

Baylor Facility Services

The Office of Sustainability; Assistant Director of Sustainability and Special Projects

A brief description of the plan(s) to advance Diversity and Affordability:

Over the course of the Five-Year Goals, we will:

Improve access and affordability:

shift total operating budget expenditures to be 5% less undergraduate tuition dependent by 2018/2019

increase the endowment per undergraduate student to \$110,000

partner with 10 community colleges, subject to criteria and evaluation of academic quality, to reduce the overall cost of Baylor's education for transfer students

establish a fixed four-year tuition rate and fixed transfer tuition rate

execute operational efficiencies and risk reduction without compromising educational quality

Promote the second phase of "From Here We Build" campaign for \$320 million:

raise \$100 million for scholarships and faculty support

raise \$50 million for student life enhancement (Career and Professional Development, Global Engagement, Leadership Development)

raise \$50 million for academic and programmatic development

raise \$120 million for capital-related projects (McLane Alumni Events Center, LHSON, etc.)

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

Over the course of the Five-Year Goals, we will:

Improve access and affordability:

shift total operating budget expenditures to be 5% less undergraduate tuition dependent by 2018/2019

increase the endowment per undergraduate student to \$110,000

partner with 10 community colleges, subject to criteria and evaluation of academic quality, to reduce the overall cost of Baylor's education for transfer students

establish a fixed four-year tuition rate and fixed transfer tuition rate

execute operational efficiencies and risk reduction without compromising educational quality

Promote the second phase of "From Here We Build" campaign for \$320 million:

raise \$100 million for scholarships and faculty support

raise \$50 million for student life enhancement (Career and Professional Development, Global Engagement, Leadership Development)

raise \$50 million for academic and programmatic development

raise \$120 million for capital-related projects (McLane Alumni Events Center, LHSON, etc.)

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

President's Diversity Council
Campus Diversity Committee
Student Financial Services
Department of Multicultural Affairs
The Office of the President

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

Increase the wellbeing of our surroundings by increasing the health and knowledge of food and food sources of those that work at the university.

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Increase enrollment and participation in university's annual wellbeing program, Naturally Slim, by a minimum of 5%.

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

Baylor Human Resources

A brief description of the plan(s) to advance sustainability in Investment:

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Accountable parties, offices or departments for the Investment plan(s):

Office of Investments

A brief description of the plan(s) to advance sustainability in other areas:

The measurable objectives, strategies and timeframes included in the other plan(s):

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

Sustainability refers to societal efforts that meet the needs of present users without compromising the ability of future generations to meet their own needs. Sustainability presumes that the planet's resources are finite and should be used conservatively, wisely, and equitably. Decisions and investments aimed to promote sustainability will simultaneously advance economic vitality, ecological integrity, and social welfare.

Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

In accordance with its Christian mission and vision, Baylor University strives to be a community that fulfills its calling as stewards of God's gift of creation.

As such, the purpose of this University-wide policy on sustainability and environmental management is to acknowledge a commitment to fostering a community that focuses on preserving natural resources, safeguarding quality of life, advancing economic vitality and preparing students for the social, environmental and economic challenges of the future. Therefore, this policy calls upon all levels and constituencies of the University to participate in a continuous and on-going effort to institute the teaching, research, and practices of sustainable environmental management and to establish an institutional culture of sustainability.

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

<http://www.baylor.edu/sustainability/index.php?id=867764>

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

- A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)
- B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

- A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)
- B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

Student Senate functions as the legislative branch of Student Government and exists to advocate on behalf of students to voice the opinion of Baylor students.

These goals are sought and accomplished by 52 representatives elected by the student body to represent each class. Within Student Senate, these members are separated into five standing committees to insure that the student body is most efficiently represented. These committees include Academic Affairs, Campus Improvements and Affairs, Finance, Operations and Procedures, and Public Relations. Ad Hoc committees also are formed, as needed, to address specific issues and projects.

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:

Yes

A brief description of student representation on the governing body, including how the representatives are selected:

There is a non-voting student representative on the Baylor University Board of Regents.

Qualified candidates must have exhibited the ability to understand complex issues and communicate student perspectives to the highest level of leadership at our university. The individual selected will be a non-voting Regent and participate in non-executive session portions of Board meetings. Potential candidates may fill out an application for review.

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

The mission of the Baylor University Student Government is to represent the student body, with respect to our Christian commitment and the ideals of Baylor University, through shared governance, as we seek to enrich the quality of student life.

Student Government is responsible for representing the Baylor student body on campus. We partner with the Board of Regents, administration, faculty & staff, and alumni to ensure students are included in the decision making process. We also work with student organizations to provide funding, through the Student Government Allocation Fund (SGAF) for on-campus events.

Student Body President Dominic Edwards leads the organization in vision and campus-wide initiatives through relationships with students and administration. Student Body Internal Vice President Lawren Kinghorn serves as the President of Student Senate and coordinates between the organization and the internal affairs of Baylor University, as they pertain to Student Government. Student Body External Vice President Kristyn Miller works to build relationships between Baylor students and the Waco community while keeping students informed with current events within federal, state, and local government.

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

Staff members may serve on Staff Council.

The members of the Staff Council represent each division of the University and a variety of departments across campus. Membership into the Staff Council is determined by a nomination process. Any University staff person may self nominate or make a nomination of another staff member upon permission of that nominee. All nominees must have been employed by the University for a minimum of 2 years. The nomination process begins each February and is followed by an election each March.

Is there at least one non-supervisory staff representative on the institution’s governing body who was elected by peers or appointed by a representative staff body or organization?:

No

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

The purpose of Staff Council is to advance the exchange of information among the staff of Baylor by providing a forum for the expression of ideas and concerns of the staff of the university. Staff Council meets once a month during the school year. The members of the Staff Council represent each division of the University and a variety of departments across campus. Membership into the Staff Council is determined by a nomination process. Any University staff person may self nominate or make a nomination of another staff member upon permission of that nominee. All nominees must have been employed by the University for a minimum of 2 years. The nomination process begins each February and is followed by an election each March. The Staff Council supports all Baylor staff by

sharing information and gathering feedback on a variety of issues and concerns. The members of the Staff Council serve on various university committees to address staff ideas and university matters.

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

The Faculty Senate annually elects new senators that represent all units of the university.

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:

Yes

A brief description of faculty representation on the governing body, including how the representatives are selected:

Appointed by Faculty Senate to serve on board of regents.

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

The Faculty Senate represents the faculty of Baylor University in a variety of contexts and to a variety of constituents.

To that end, the Faculty Senate:

contributes to and promotes an academic environment in a Christian context in which the intellectual, ethical, and professional life of the faculty flourishes.

provides a forum for the full and free discussion of all matters affecting Baylor University.

discovers the collective judgment of the faculty on matters it deems significant, and, as appropriate, passes resolutions giving the faculty position on issues crucial to faculty, student and university well-being.

ensures faculty participation in the formation of University policy, especially as that policy bears on academic governance of the University.

establishes standing and ad hoc committees to deal with issues affecting the faculty as needed.

appoints faculty members to standing and ad hoc university committees and reviews committee appointments made by the university's executive leadership. The Committee on Committees works under the Faculty Senate's aegis.

provides faculty expertise to enrich university governance and to communicate issues of faculty concern to the executive officers, including the President and Provost of the University.

The website URL where information about the institution's governance structure is available:

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
 - Staff
 - Faculty
 - Administrators
-

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

By its nature, a university reflects unity within diversity. The purpose of the Campus Diversity Committee is to promote diversity as a strength, as a core element in academic excellence, and as a reflection of a caring Christian community. The Campus Diversity Committee, with the support of the Office of the President, seeks to ensure an academic environment that welcomes, recognizes, respects and celebrates the personal heritage of all campus constituents. The Committee should emphasize efforts to strengthen community at Baylor.

The full-time equivalent of people employed in the diversity and equity office:

The website URL where information about the diversity and equity committee, office and/or officer is available:

<http://www.baylor.edu/diversity/>

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

The university holds many events and speaker sessions for the entire campus community in an effort to diversify the breadth of knowledge and enlarging the cultural horizons encountered at Baylor University.

The website URL where information about the cultural competence trainings is available:

Assessing Diversity and Equity

Responsible Party

Richard Amos

Director of Compensation & Benefits
Human Resources

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
 2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
 3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
 4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts
-

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

Has the institution assessed diversity and equity in terms of campus climate?:

No

A brief description of the campus climate assessment(s) :

There are related conversations and some planning has occurred, but no formal actions at this point.

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

In 2010 and 2011 New Student Experiences were studied. The goal of the New Student Experience is help all students connect to Baylor, develop autonomy, succeed academically, engage in spiritual formation, develop personal and professional goals, and understand Baylor's mission and learning outcomes. Past reports on the New Student Experience indicated most students were meeting these outcomes, but we have yet to include all students in meeting the outcomes. The 2010 report demonstrated vulnerable populations, such as minority and

students from low-socioeconomic status, may be disproportionately represented in the group of students who did not achieve the outcomes of the New Student Experience programs. To address this discrepancy, data from the 2011 cohort of entering students was analyzed in a similar manner to 2010 study with the express intent of revealing longitudinal patterns in the data. Key findings: Many of the findings from the 2010 report were also apparent in the 2011 data, such as: participants in the New Student Experience survey and the National Survey of Student Engagement differ from non-participants on key variables like GPA and retention, vulnerable populations on campus struggle disproportionately, the findings from the first year experience at Baylor mirror the findings in the literature of several disciplines, including education, sociology, and psychology, and university students' self-appraisal and the achievement measures collected by the university appear disconnected. In addition, the university's new strategic plan, Pro Futuris, calls for transformative experiences for all students. Programmatic Recommendations; 1) Implement opportunities for student, staff, and faculty to enhance their cross-cultural competencies to help create a campus environment that is welcoming to all students. 2) Evaluate the effectiveness of the transfer living-learning center. 3) To enhance opportunities for student-faculty interactions, consider requiring all first-year students to take an academic first-year seminar that is limited to 20 students. Further Research: 1) A comprehensive campus climate study to identify specific recommendations for addressing the apparent disparity in how identity intersects with student experiences at Baylor University. 2) A comprehensive study on the transfer student experience to identify the structures and programs in place that facilitate or impede success. 3) Examine additional cohorts using the same or similar methodology 4) Identify longitudinal patterns in student success by following a single cohort through graduation.

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

Regular reviews/informal assessments of employee data diversity has created an awareness and indicate the need to be intentional. As a result, the university has formed committees and task forces to review and examine ways to proactively insure diversity. Intentional recruiting efforts are attempted to create more diverse candidate pools of qualified candidates. Baylor University is committed to maintaining a diverse faculty and staff, creating a community of fairness and respect, ensuring that resources are accessible, advancing the university's affirmative action goals, and complying with related laws and guidelines. Diversity at Baylor is an essential component of academic excellence. A range of information, consultation, and training is provided to the Baylor community on issues related to workforce diversity and inclusion. Baylor recognizes that having a diverse and inclusive community is an ongoing process, and we continually seek ways to create and maintain such an environment. As we enhance our goals of scholarship and service, we have committed to create an environment in which differences are both welcomed and appreciated. Baylor offers a number of dynamic and interactive training seminars designed to promote general cultural awareness and management of a diverse workforce. Baylor University endeavors to provide equal opportunity for employment to all persons regardless of race, color, sex, national origin, disability, age, or veteran status. Baylor University has developed a comprehensive Affirmative Action Program (AAP) for women, minorities, individuals with disabilities, and veterans. The AAP provides the principles and policies that commit the university to equal employment opportunity and documents the employment practices and procedures for administration of the AAP. The following departments/committees/teams are involved in aspects of employee diversity and equity: Campus Diversity Committee, Cultural Awareness Work Team, Human Resources, Office of Access and Learning Accommodation, Multicultural Affairs Office, and the President's Diversity Council. The Baylor family extends into not only the surrounding neighborhoods, but throughout the entire community. In a dynamic and vibrant partnership, Baylor, Waco, and the Central Texas communities work together to serve families. Community partnerships include, but are not limited to Baylor/Waco Foundation and GEAR UP Texas. Many policies, too numerous to mention, address or deal with the intentions of the university to be inclusive and fair.

Has the institution assessed diversity and equity in terms of governance and public engagement?:

No

A brief description of the governance and public engagement assessment(s):

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

Support for Underrepresented Groups

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

Submission Note:

<http://www.baylor.edu/OALA/>

<http://www.baylor.edu/multicultural/>

<http://www.baylor.edu/diversity/>

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

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups:

Baylor's departments of Multicultural Affairs, Office of Access and Learning Accommodations, and Academic Support Programs provide support to underrepresented groups on campus within the student body.

The website URL where more information about the support programs for underrepresented groups is available:

http://www.baylor.edu/support_programs/

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

A brief description of the institution's discrimination response policy, program and/or team:

Baylor University is committed to a caring and compassionate community. No university, however, is immune to problems of bias and prejudice. If you believe you have been subject to a bias-motivated act, one avenue to pursue is the Bias-Motivated Incident Support Team, or BMIST. BMIST operates with the support of the President's Office and consists of staff and faculty who have expertise in diversity issues and conflict resolution. BMIST meets regularly to discuss new and ongoing cases.

How the Team becomes involved in a case:

The Team may become involved in a case in several ways. Team members act as mediators between those involved in an incident and, if necessary, advocate for changes that will reduce bias on campus. Referral to other resources on campus, such as the Counseling Center, the Office of Multicultural Activities, Student Judicial Services, the Office of Spiritual Life, the office of General Council and the Ombudsman for Students is another function of the Team. The Team provides intervention during times of crisis and speaks to campus groups about bias.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

<http://www.baylor.edu/diversity/index.php?id=64573>

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Support for Future Faculty Diversity

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
 - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
 - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
-

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty:

Campus Diversity Enhancement Grant: By its nature, a university reflects unity within diversity. The purpose of the Campus Diversity Committee is to promote diversity as a strength, as a core element in academic excellence, and as a reflection of a caring Christian community. The Campus Diversity Committee, with the support of the Office of the President, seeks to ensure an academic environment that welcomes, recognizes, respects and celebrates the personal heritage of all campus constituents. The Committee should emphasize efforts to strengthen community at Baylor.

Individuals (students, staff and faculty), organizations and programs are invited to submit grant proposals that would strengthen and promote respect for diversity through innovative leadership and service, or policies, practices, events and programs designed to enhance a climate of understanding and respect throughout the campus community.

Priority in funding will be given to proposals that are designed to: demonstrate diversity as strength and a core element of academic excellence

Diversity Enhancement Award: The Award is given to individuals (staff and faculty), organizations or programs within Baylor University that strengthen and promote respect for diversity through innovative leadership and service or practices and programs designed to enhance a climate of understanding and respect throughout the campus community.

Nominations for this internal award are accepted from students, faculty and staff of Baylor University.

Baylor's Academy for Teaching and Learning: Baylor University's Academy for Teaching and Learning (ATL) has a two-fold mission: globally, to support and inspire a flourishing community of learning; locally, to promote the integration of teaching, scholarship, collegiality, and service in a Christian environment. This pursuit of wholeness reflects the University's pursuit of personal and academic integrity: the integrated person in the integrated community.

The website URL where more information about the faculty diversity program(s) is available :

Affordability and Access

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
- B. The graduation/success rate for low-income students
- C. The percentage of student financial need met, on average
- D. The percentage of students graduating with no interest-bearing student loan debt

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

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Richard Amos

Director of Compensation & Benefits
Human Resources

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

Number of employees:

2,600

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

2,600

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Yes

Number of employees of contractors working on campus:

1,000

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

As it pertains to staff and employees of contractors, beginning in 2006, Baylor and its contractors met to consider what is a living wage and how can each employer help improve wages. HR reviewed wages, made a plan to improve BU employee wages – especially those at the lowest levels. The first steps of a plan were implemented in 2006. Baylor encouraged its vendors to continue to be cognizant of how they may be able to make change. It was up to them to decide if and how they could make improvements, based on their business needs and based on what Baylor was able to absorb through pass through costs. Sustainability goes both ways. Employers must be able to sustain business operations while also considering how it can help meet employees basic needs. When the economy crashed in 2008-2009, there was a pause in subsequent steps from this initiative. We met with our vendors through 2010 reviewing the concept of living wage. However, through Baylor's our normal compensation plan efforts to improve staff pay since 2007, progress continued and has impacted those most of those identified as needing improvement toward a "living wage". The Baylor Staff Compensation Plan and review processes provide for annual infusions of new and additional funds into staff compensation to provide for, sustain and improve a competitive and fair program. New infusions are allocated to faculty as well. Based on Baylor's generous benefits and intentionally low-cost medical insurance for lower paid staff (where the university subsidizes 92% of the cost for medical insurance for a "gold" plan), and that the university contributes 10.8% of one's wages/salary to a retirement account without requiring an employee match, that employee only dental benefits are provided at no cost to the employee, that Life and Long Term Disability insurance are provided at no cost to the employee, that free tuition for employees and their dependents at a prominent school (Baylor) is provided, we believe Baylor's total compensation and benefit plans and policies formally contribute to meeting basic needs. Baylor is a union-free environment because employees are in effect represented by a caring administration that is committed to the mission of the university which is inclusive of creating and sustaining a desirable working environment.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

2,590

Number of employees of contractors that receive sustainable compensation:

A brief description of the standard(s) against which compensation was assessed:

\$28,260 annual or \$13.59/hour represents the federal living wage guideline for a family of four. The allowable 20% offset of \$28,269 is \$5,652 annual in the form of employer paid benefits. This would reduce the underlying hourly pay to \$10.87 per hour and when combined with benefits will equal the \$28,260 amount for a family of four per the federal living wage guideline.

Illustration: Employee A at Baylor earns \$10.87/hour or \$22,615 annually. For Employee A, Baylor contributes \$2,442 to Employee A’s retirement account and contributes \$15,096 to Employee A’s cost for medical insurance for a family of four. Baylor’s contributions for dental insurance for Employee A is another \$288. Therefore, the 20% allowance is vastly offset with Baylor contributions toward one’s basic needs. At this time, Baylor’s ongoing efforts to improve wages for its 2600 full-time benefit eligible employees has resulted in the number of full-time employees being less than 10 who are below \$10.87 per hour. Within 1-3 years, this list should disappear as pay improves.

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid regular, full-time employees:

Baylor’s lowest entry pay on its pay structure is \$9.35/hour. As indicated above, approximately 10 or less full-time employees make less than \$10.87 per hour.

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid regular, part-time employees:

A= Adult, C= Child

Hourly Wages	1A	1A/1C	1A/2C	1A/3C	2A	2A/2C	2A/2C	2A/3C
Living Wages	\$8.74	\$18.01	\$21.94	\$26.87	\$13.52	\$16.95	\$18.31	\$21.04
Poverty Wage	\$5.21	\$7.00	\$8.80	\$10.60	\$7.00	\$8.80	\$10.60	\$12.40
Minimum Wage	\$7.25	\$7.25	\$7.25	\$7.25	\$7.25	\$7.25	\$7.25	\$7.25

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid temporary (non-regular) staff:

A= Adult, C= Child

Hourly Wages	1A	1A/1C	1A/2C	1A/3C	2A	2A/2C	2A/2C	2A/3C
Living Wages	\$8.74	\$18.01	\$21.94	\$26.87	\$13.52	\$16.95	\$18.31	\$21.04
Poverty Wage	\$5.21	\$7.00	\$8.80	\$10.60	\$7.00	\$8.80	\$10.60	\$12.40

Minimum Wage \$7.25 \$7.25 \$7.25 \$7.25 \$7.25 \$7.25 \$7.25 \$7.25

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

The lowest paid adjunct or temporary faculty member would be one that teaches a 3 hour course and receives \$3,000 for the semester. These situations are generally people who have other jobs or have a passion to teach and this is not their sole means for a living. For the actual hours (teaching, prep, student hours) they work for a 3 hour class in this example, pay would approximately \$20/hour.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

All student workers are generally part-time, mostly less than 20 hours per week. Baylor pays its undergraduate student workers at least minimum wage. Graduate student worker pay varies by discipline and award, but will minimally be in the \$10 - \$12 range, sometimes more.

The local legal minimum hourly wage for regular employees:

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

Yes

Does the institution offer a socially responsible investment option for retirement plans?:

The website URL where information about the institution's sustainable compensation policies and practices is available:

Assessing Employee Satisfaction

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

Submission Note:

Url is not so much about process, but that it happens with good results and is one of many reasons why Baylor is a good place to work.

Another site about the Great Colleges Program:

<http://www.chroniclegreatcolleges.com/>

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

100

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

Baylor uses "Great Colleges to Work for Program" survey administered by ModernThink LLC. A confidential employee survey is distributed to a random sample of full-time faculty, administrators and professional staff. Participation and honest feedback is encouraged by the president of the university.

The url below is not so much about process, but that it happens with good results and is one of many reasons why Baylor is a good place to work.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

The university continually strives for improvement and uses a number of feedback mechanisms to help inform its roadmap for improvement in the future. The university guiding document Pro Futuris is used as a guide toward a better Baylor with its five year goals and aspirational statements. Groups like Student Senate, Faculty Senate, and Staff Council are relied upon to provide open and honest feedback on all university operations.

The year the employee satisfaction and engagement evaluation was last administered:

2,014

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

<http://www.baylor.edu/mediacommunications/news.php?action=story&story=144847>

Wellness Program

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
 - Staff
 - Faculty
-

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

The EAP and WorkLife services provide employees with consultation, information and referrals to community resources for a variety of concerns, including: Adoption Programs, Grief, Illness or Loss of a Loved One, Elder Care Services, Health & Wellness, Addiction, Marital or Relationship Difficulties, Child Care Services, Parenting Issues, Depression, Personal Achievement, Education Resources, Pet Care, Emergency and Back-up Care, Special-needs Programs, Emotional Well-being, Stress and Anxiety at Work or Home, Financial Services, Legal Services, Identity Theft and Fraud, Travel

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

<http://www.baylor.edu/hr/index.php?id=74565>

Workplace Health and Safety

Responsible Party

James Karban

Director, Environmental Health and Safety
Enviromental Health & Safety- Academic Affairs

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	23	24
Full-time equivalent of employees	2,539	2,480

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

	Start Date	End Date
--	------------	----------

Performance Year	Jan. 1, 2014	Dec. 31, 2014
Baseline Year	Jan. 1, 2013	Dec. 31, 2013

A brief description of when and why the workplace health and safety baseline was adopted:

The baseline was adopted to assist in tracking the reportable workplace injury and occupational disease cases. Investigating all data collected enhances the mitigation strategies developed to address these types of incidents. 2013 is the first year that the Department of Environmental, Health and safety has tabulated this data. Prior to 2013, the Department of Risk Management was responsible for this information.

A brief description of the institution's workplace health and safety initiatives:

The website URL where information about the institution's workplace health and safety initiatives is available:

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions (CDFI)** or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Total value of the investment pool:

1,100,000,000 US/Canadian \$

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	18,234,968 US/Canadian \$
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	0 US/Canadian \$
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	5,946,849 US/Canadian \$
Community development financial institutions (CDFIs) or the equivalent	0 US/Canadian \$
Socially responsible mutual funds with positive screens (or the equivalent)	0 US/Canadian \$
Green revolving loan funds that are funded from the endowment	---

A brief description of the companies, funds, and/or institutions referenced above:

Sustainable Industries and Sustainability Investment Funds include holdings in private funds that invest in forestry and mitigation land banks, as well as other renewable energy and impact investments.

Does the institution have a publicly available sustainable investment policy?:

No

A copy of the sustainable investment policy:

The sustainable investment policy:

Does the institution use its sustainable investment policy to select and guide investment managers?:

No

A brief description of how the policy is applied, including recent examples:

Does the institution's sustainable investment policy include negative screens?:

No

A brief description of the negative screens and how they have been implemented:

Approximate percentage of the endowment that the negative screens apply to:

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

No

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

No

A brief description of the investor networks and/or collaborations:

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

Investment Disclosure

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Does the institution make a snapshot of its investment holdings available to the public?:

No

The percentage of the total investment pool included in the snapshot of investment holdings:

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Equine waste composting at athletics equestrian facility

A brief description of the innovative policy, practice, program, or outcome :

Manure management is a vital part of our daily operations at the Baylor Willis Family Equestrian Center. We have horses that spend a significant amount of their day in stalls, accumulating large amounts of manure and stall waste. At this time we operate twenty stalls and are fortunate in that we have the land available for storing our compost on site.

A 1000-1500 pound horse will produce approximately 35-50 pounds of manure daily plus 6-10 gallons of urine. However, manure is not the only material being removed when stalls are cleaned. Wet and soiled bedding material is also removed and will equal almost twice the volume of the manure itself. Soiled bedding, including shavings and hay, adds another 15-20 pounds of waste daily. The total amount of waste removed from each stall averages between 50-70 pounds per day. Multiply this by twenty horses (1000-1400 pounds) and it is easy to see the importance of having methods in place to manage the manure produced on a daily basis. Letting manure pile up in the stalls and paddock areas leads to a host of problems. It is not only unhealthy for our horses, but also is inviting for pests and odors, and aesthetically unpleasing. On a yearly basis, each our horses produce approximately 9 tons of manure and 3.5 tons of urine. If the manure from one horse were allowed to pile up in a 12 foot x 12 foot box stall for one year, it would accumulate to a height of six feet!

Our typical horse stall waste tends to be dry and needs added moisture to create the ideal conditions for compost microbes. However, we do not water our compost piles, as we rely only on rainfall to provide this moisture.

There are many benefits from composting our manure and stall waste. It keeps our horses at low risk for respiratory illnesses while limiting our risk of parasites, especially flies. It is aesthetically pleasing to those working and visiting our facility and keeps odors to a minimum. Proper manure management not only protects the environment and increases the efficiency and aesthetics of our Baylor Willis Family Equestrian Center it also saves Baylor University funds by applying the compost to our pastures and eliminating the need of transporting the waste off site for disposal.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

[Baylor Willis Family Equestrian Center Composting.docx](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	---

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

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

Responsible Party

Smith Getterman

Assistant Director of Sustainability and Special Projects
Office of Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Baylor Interdisciplinary Poverty Initiative

A brief description of the innovative policy, practice, program, or outcome:

The Baylor Interdisciplinary Poverty Initiative (BIPI) is designed to create a catalyst for social change around issues of poverty, social justice, and human capability. The project is administered through the Division of Student Life in partnership with a faculty director and advisory committee. There is a focus on discipline-based service, and faculty partnerships and civic research is encouraged.

BIPI serves as the umbrella for several affiliate projects and initiatives such as the Campus Kitchens Project at Baylor, the Open Table Movement, an interdisciplinary minor in Poverty and Social Justice, a community garden, an 8-10 week summer internship and fellowship program, issue specific immersion trips, and conferences and symposia.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

[BIPIstarsinnovation.docx](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes
Research	Yes
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	---
Buildings	---
Dining Services	Yes

Energy	---
Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

Innovation 3

Criteria

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

Innovation 4

Criteria

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