



Rice 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:

This submission will include Rice's approx. 300-acre campus, bounded approx. by Main Street, Sunset, Rice Blvd, and University Blvd. This submission will also include Rice's BioSciences Research Collaborative, a multi-tenant facility located at the corner of Main and University. Some of these tenants are non-Rice employees/researchers, but it's difficult to split out the utility usage and carbon footprint based on these occupancies. The boundary will also include the Greenbriar building, Library Service Center, President's House, and Primary Data Center, and utility data for these facilities is captured in the carbon footprint. We also will include Rice-leased square footage in the IBC and Memorial Hermann Medical Plaza buildings, but will exclude utilities. We will also include the Rice Children's Campus, but will exclude those utilities that are not paid by Rice, and will also exclude the non-Rice occupancy of that building.

The Rice Village Apartments, located on Shakespeare Street in the Rice Village, and the Rice Graduate Apartments, located on Bissonnet, are excluded from the institutional boundary. Students in these facilities pay their own utilities, and these buildings function

much more like apartments buildings than dormitories.

This submission will also include the Rice Land Lumber Company in SW Louisiana for purposes of reporting our carbon footprint and related offsets.

Operational Characteristics

Criteria

n/a

Submission Note:

Reported Lab, Residential, and Other Energy Intensive Spaces are reported in gross square feet, and include the entire associated buildings.

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

Endowment size:

4,840,000,000 *US/Canadian \$*

Total campus area:

285 *Acres*

IECC climate region:

Hot-Humid

Locale:

Large city

Gross floor area of building space:

5,695,320 *Gross Square Feet*

Conditioned floor area:

Floor area of laboratory space:

1,663,367 *Square Feet*

Floor area of healthcare space:

0 *Square Feet*

Floor area of other energy intensive space:

288,109 *Square Feet*

Floor area of residential space:

1,407,441 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)
Biomass	0
Coal	36.91
Geothermal	0
Hydro	0.10
Natural gas	40.62
Nuclear	11.70
Solar photovoltaic	0
Wind	10.21
Other (please specify and explain below)	0.46

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

"other" includes landfill gas, biomass, solar, petroleum coke, imports from neighboring grids, etc. This data is reported by ERCOT, and covers July 1, 2012 - June 30, 2013 (FY13).

Energy used for heating buildings, by source::

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

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

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

Most heat on campus comes from a district steam system, and the steam is created in boilers from natural gas, or recovered from the operations of natural gas fired cogeneration turbines in the form of waste heat. We do not have an exact percentage share of heat from electric, heat from natural gas, and heat from recovered waste heat.

Academics and Demographics

Criteria

n/a

Submission Note:

Data is for Fall 2013, except for non-credit students (fall 2012).

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

Number of academic divisions:

8

Number of academic departments (or the equivalent):

90

Full-time equivalent enrollment:

6,446.67

Full-time equivalent of employees:

2,861

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

3,965

Total number of graduate students:

2,663

Number of degree-seeking students:

6,487

Number of non-credit students:

14,000

Number of employees:

3,134

Number of residential students:

2,824

Number of residential employees:

71

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

Responsible Party

Alex Nunez-Thompson

Intern

ACSEM

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	1,417	925
Number of sustainability courses offered	49	25
Number of courses offered that include sustainability	74	23

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

38

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

90

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):

[\[FINAL\] Sustainability Courses at Rice.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://sustainability.rice.edu/courses/>

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

The courses were counted using catalog listings of such key words as "environment," "sustainable/sustainability," and "energy." From there, the course description was analyzed for language that aligned with the requirements for either a sustainability focused course or a course that included sustainability.

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

[STARS Reporting Tool | AASHE](#)

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

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

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

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

Responsible Party

Alex Nunez-Thompson

Intern

ACSEM

Criteria

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

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

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

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

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

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

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

583

Total number of graduates from degree programs:

1,896

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

[\(FINAL\) Sustainability Programs.xlsx](#)

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

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

Bioengineering-

- o An ability to apply biological and physical sciences, mathematics, and computational methods to bioengineering problems.
- o An ability to identify, formulate, and solve a breadth of engineering problems and open-ended challenges at the interface of engineering and biology.
- o An ability to use the techniques, skills, and modern engineering tools necessary for solving bioengineering problems.
- o An ability to design and conduct experiments on living and non-living systems as well as to analyze and interpret data from those systems.
- o An ability to design a system, component, or process that meets a defined user need and realistic constraints including economic, ethical, health, and safety.
- o An ability to communicate effectively through written reports and oral and graphical presentations.
- o An ability to work effectively on multi-disciplinary teams.
- o An awareness of contemporary issues, including the societal and global context of modern bioengineering challenges, and an understanding of the professional and ethical responsibilities required of bioengineers.
- o A broad education that prepares students for scientific inquiry and life-long learning, which may involve post-graduate education.

Chemical and Biomolecular Engineering-

- o Our graduates will be able to solve chemical engineering problems by applying knowledge of mathematics, science, and computing, and using analytical techniques, computer simulation, and modern engineering tools essential to chemical engineering practice.
- o Our graduates will be able to design and conduct experiments, and analyze and interpret data.
- o Our graduates will be able to design a system, component, or process to meet desired needs.
- o Our graduates will be able to function effectively in team environments, including multidisciplinary projects.
- o Our graduates will be able to communicate engineering and related concepts effectively in writing and orally.
- o Our graduates will demonstrate understanding of professional and ethical responsibility.
- o Our graduates will demonstrate understanding of contemporary, global, and societal issues encountered in engineering practices and the impact that engineering has on these issues.
- o Our graduates will appreciate the need for and be able to engage in life-long learning.

Ecology & Evolutionary Biology- Our curriculum is designed to promote critical thinking, problem-solving, and communication skills. Graduating EEB students have experience working in a collaborative setting to solve challenging problems using analytical tools. Furthermore, our graduates understand both the practice and the culture of science and the relationship between science and society.

Global Health Technologies- Rice 360°: Institute for Global Health Technologies collaborates with a number of departments to offer Rice undergraduate students a minor in global health technologies (GLHT) through the Beyond Traditional Borders (BTB) initiative – a unique, multidisciplinary program to educate and train students to reach beyond traditional disciplinary and geographic boundaries to understand, address and solve global health disparities. With complementary contributions from the humanities, social science, policy, bioscience, and engineering programs at Rice, the GLHT minor prepares students to integrate diverse perspectives as they develop solutions to the complex problems of global health, using the formal approach of the engineering design process.

Poverty, Justice, and Human Capabilities- Rice University's program in Poverty, Justice, and Human Capabilities acknowledges the central importance of a variety of influences on well-being beyond income, such as gender, racial and ethnic disparities, health status, education, human rights, political freedoms, and material necessities like food and shelter. One of its key goals is to enrich students' understanding of poverty and inequality, so that, regardless of their choice of occupation, they will maintain a longstanding commitment to enhancing the well-being of all people. More generally, the program aims to train Rice students to be future leaders in solving global

problems in human well-being.

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

Undergraduate Program

Responsible Party

Alex Nunez-Thompson

Intern

ACSEM

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 an interdisciplinary program that addresses environmental issues in the context of what we know about earth, ecology, and society. In addition to its science core, the major also seeks to provide students with some appreciation of social, cultural, and policy dimensions of environmental issues, as well as exposure to the technologies of pollution control. The double major is designed to accommodate:

Students wishing to obtain a solid preparation for later graduate study in environmental science or other careers as environmental professionals (e.g., environmental economics or environmental law)

Students pursuing other careers (e.g., historians, lawyers, mechanical engineers, chemists) who hope to contribute to solutions to one of the major global issues of the 21st century.

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

[STARS Reporting Tool | AASHE](#)

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

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

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

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

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

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

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

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

Yes

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

Minor in Energy & Water Sustainability

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

This EWS minor is focused on learning to think and converse about sustainability. The introductory course in sustainable design is intended to provide basic information on the fusion of economic, environmental and social considerations in a problem-solving, design-oriented classroom. Additional courses will focus upon economic tools as well as engineering analytical tools. Higher-level courses are designed to address practical problem-solving as well as understanding policy issues. The goal of this minor is to educate students to be able to think through energy and water issues and solutions with a view toward the long-term sustainability of human settlements and the Earth.

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

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

Concentration on Environmental Engineering within the Civil Engineering Major

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

The Bachelor of Science in Civil Engineering is designed for students who have an interest in one of the broad and diverse fields of civil and environmental engineering. The degree is designed to prepare students for a career in engineering and offers an innovative and challenging BS engineering curriculum that provides significant flexibility to the student. The program is accredited by the Engineering Accreditation Commission (EAC) of ABET and offers an introduction to civil and environmental engineering. Students can then choose one of four focus areas:

(1) environmental engineering (air and water quality, transport theory, modeling, and energy)

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

<http://ceve.rice.edu/undergrad/>

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

Environmental Engineering Focus within the Chemical and Biomolecular Engineering

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

A chemical engineering degree with an environmental engineering focus is intended to equip students with a fundamental understanding of transport and reaction processes in air or water and their application to the design of systems for the abatement of pollutant emissions.

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

<https://chbe.rice.edu/Content.aspx?id=210>

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

Environmental Science within the BS in Earth Science, The Department of Earth Science offers undergraduate students the opportunity to pursue exciting careers in energy, the environment, government, education and academia. Our recently revised curriculum teaches skills that prepare students for the challenges of the 21st Century in geology, geophysics, geochemistry, environmental sciences, and more; Global Health Technologies minor, Advances in biotechnology and bioengineering are transforming how disease is detected and treated, and have led to significant advances in health over the last 50 years. Developing countries, however, have largely missed out on the gains in health enjoyed by the rest of the world, and the HIV/AIDS pandemic has greatly increased the complexity of health challenges faced by the world's poorest regions. With the GLHT minor, BTB aims to create future leaders who can develop effective solutions to significant world health challenges. Many students pursuing the GLHT minor—having been trained to develop and implement appropriate biotechnology and bioengineering solutions that integrate scientific, engineering, health, policy, and economic data perspectives—enter careers in medicine, public health, public policy, and international development

Graduate Program

Responsible Party

Alex Nunez-Thompson

Intern

ACSEM

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):

Masters in Environmental Analysis and Decision Making

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

Rice University introduced the professional master's degree in environmental analysis and decision making in fall 2002. This degree is geared to teach students rigorous methods that are needed by industrial and governmental organizations to deal with environmental issues. As an interdisciplinary program, it aims to give students the ability to predict environmental problems, not just solve them. It emphasizes core quantitative topics such as statistics, remote sensing, data analysis, and modeling. In addition, it teaches laboratory and computer skills and allows students to focus their education by taking electives in relevant fields.

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

<http://www.profms.rice.edu/Environmental.aspx>

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

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

Breakneck human development and globalization have seriously damaged the physical environment and have led to unintended inequalities in global social structures. Engineers have a special responsibility to develop solutions for these dilemmas. We must ensure that in every sphere of business and industry, choices are guided by the principles of sustainable development. We must ensure that the life-cycle impact of those choices is correctly assessed and factored into the decisions made at every level. The Master's in Sustainable Environmental Engineering and Design at the George R. Brown School of Engineering will prepare you for any role, job or career in which awareness and understanding of the environmental impact of our actions will be an important factor in your success.

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

<http://ceve.rice.edu/Content.aspx?id=2147483709>

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

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

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

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

Alex Nunez-Thompson

Intern

ACSEM

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.

Submission Note:

Beyond Traditional Borders -

<http://www.owlsbeyondborders.rice.edu/>

;

Rice Study Abroad -

<https://abroad.rice.edu/>

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"---" 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:

Engineers Without Borders – Rice’s chapter of Engineers Without Borders sponsors student-driven, international projects that promote “sustainable solutions” which are “culturally appropriate” to the regions they serve. The types of projects vary from providing clean water for indigenous villages to air quality control in places with minimal regulations. Students spend 1-2 weeks on-site implementing their

solution in the chosen community. Solutions must be low enough in cost to be implementable and simultaneously must have low environmental impact.

Beyond Traditional Borders internship program – Students who have created a global health technology on campus are eligible to apply for this 10-week internship program that takes place in low-resource countries in Africa and South America. Once in country, students are expected to implement or demonstrate the technology they have created, aid the mentor on the ground, and look for solutions to other problems they see in the country. All students work in clinics or hospitals and their solutions are expected to be low-impact sustainable solutions that continue to work after the students leave the country.

Rice Study Abroad - Rice offers many study abroad opportunities where students are immersed in a foreign culture and are expected to either take classes or serve in the foreign countries. Many programs focus on sustainability where students implement or research sustainable solutions for the surrounding communities.

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

<http://ewb.rice.edu/>

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

Responsible Party

Alex Nunez-Thompson

Intern

ACSEM

Criteria

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

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

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

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

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

Yes

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

The Shell Center for Sustainability provides two formal processes to incentivize the development of sustainability courses. The broad definition of sustainable development allows for a multi-disciplinary focus that encompasses combined social, economic, and environmental perspectives.

1. Through the formal RFP process for education initiatives. This bi-annual process allows for funding of a new education initiative for one year. This could include a new course. The course is seeded through these funds and is expected to demonstrate success to be considered for adoption by a School. Courses can also be cross-listed and split between more than one School.
2. The formal research RFP allows for the inclusion of course development as part of the funded research. This annual process allows for the creation of synergy between research, teaching, and the inclusion of students on the research team.
3. Courses have also been used to launch new minors in areas of sustainability.

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

Faculty receive funding and the opportunity to support new and creative initiatives through 'internal' seed funds. They develop students that are committed to support the research the project entails in their area of study. Faculty can find sustainability within their area of research to qualify for the funds.

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

Campus as a Living Laboratory

Responsible Party

Alex Nunez-Thompson

Intern

ACSEM

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

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 class known as CHBE 281 calculated the carbon footprint of Rice's campus and submitted the report to facilities engineering and planning (FE&P) department. The class also develops strategies for reducing the university's carbon footprint and energy usage.

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 class known as ARCH 313 takes project ideas from FE&P and uses Rice's campus as a focus area for students to implement those projects. Each project focuses on a sustainable aspect of the building such as energy or water use. Further, CHBE 281 sometimes features building-oriented energy projects.

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:

A class known as SOCI 304 / ENST 302 partners with the housing & dining department to have farmer's market meals, organic vs conventional food taste tests and meat-lite Mondays (where meat alternatives are served in place of meat). The class also features a food panel, with representatives from Rice's housing and dining department (including chefs), the Rice University farmers' market, and vendors who sell at the market.

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:

The CHBE 281 class has led a project to explore renewable energies on campus, including solar panels atop one of the residential colleges. A separate group known as the EcoReps were able to install LEDs in several residential colleges to measure the energy and money saved as a result. A building occupant survey conducted in ARCH 313 led directly to the university's building temperature policy.

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:

The SOCI 304 / ENST 302 class was the pioneering force for Rice's Tree Campus USA certification. Students were also involved in a project to plant wildflowers on campus and to develop guidelines for development of a green roof. Outside of class, Rice students were trained by Rice University grounds personnel to conduct a tree inventory for the campus, which is included in Rice's online tree map. Students also create and maintain community gardens through a community gardening course. Students in ENGI 120 have developed efficient tree watering systems for times of drought.

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:

Students developed procurement guidelines for janitorial paper products, headed by the director of Housing and Dining. Students were also responsible for Rice returnables, a program to rent out alternative part supplies with low to zero waste.

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:

The Rice University Biofuel Initiative is working to create biodiesel from cooking oil collected from the university kitchens. An on-campus bike share program was founded by students as a project in the SOCI 304 / ENST 302 class.

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:

The Rice returnables program reduces waste at university parties by offering low to zero waste alternatives to the standard disposable cups and plates. Tray-less dining was a student project to reduce kitchen waste and was found to reduce food waste by roughly 1/3. Both of these projects were developed in SOCI 304 / ENST 302.

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:

The Rice Endowment for Sustainable and Environmental Technologies had many university toilets retrofitted with water conserving flush valves, a \$20,000 project with a payback of less than two years. They also provided funding to a team from SOCI 302 / ENST 302 who had water bottle filling stations installed in several locations on campus. Another engineering team in a senior engineering design class created a smart irrigation system for one of the green roofs.

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:

A team of students from ARCH 313 developed a report in consultation with FE&P staff on how to apply smart growth to Rice Blvd, a street around campus. Students also were the driving force in campus' sustainability policy- adopted by the Board of Trustees in March 2004 - as well as in the creation of the sustainability director's position, who directly interfaces with the university's senior administration.

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 ARCH 313 class researched healthy working spaces including space temperature conditions that promoted comfort and productivity. This has subsequently led to the adoption of a space temperature conditions policy that regulates temperatures in working spaces.

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:

Students in CEVE 302 conducted a survey of Rice's investment portfolio and made recommendations to the faculty to create a review committee with two spots for students. The Rice Management Company, which oversees Rice's endowment and investments, regularly assists faculty and student research by providing access to Rice-owned timber properties. Students in CHBE 281 studied biomass samples taken from Rice's 50,000 acre timber plantation in SW Louisiana for a biochar and carbon sequestration project.

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:

Rice is used in water and sustainability tours where members of the community can visit Rice to learn more about its sustainability or conservation efforts.

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:

Rice's sustainability director co-authored a chapter in a book published on Stephen F. Austin State University Press called Teaching Sustainability. In this chapter, many of the student initiatives developed in the SOCI 304 / ENST 302 class that use the university as a living laboratory are discussed. This publication is now available and details the importance of student initiatives driving real sustainable change on campus.

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

Julianne Crawford

Sustainability Summer Intern
Admin. Center for Sustainability and Energy Management

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:

99

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

528

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

22

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:

[Academic Research_2.xlsx](#)

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

See attachment

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

In order to complete the research inventory, we referred to previously developed inventories and web-based research. We also sent an email to the department chairs asking them to identify faculty/staff in their departments who conduct sustainability research.

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

There have been a number of notable accomplishments during the previous three years. To highlight just a few:

(1) In November of 2012, Rice University scientists unveiled a revolutionary new technology that uses nanoparticles to convert solar energy directly into steam. The new “solar steam” method from Rice’s Laboratory for Nanophotonics is so effective it can even produce steam from icy cold water. The inventors of solar steam said they expect the first uses of the new technology will be used for sanitation and water purification in developing countries.

(2) An article published June 3, 2014 discusses a new breakthrough in sustainable technology developed at Rice University: Rice University scientists have created an Earth-friendly way to separate carbon dioxide from natural gas at wellheads. A porous material invented by the Rice lab of chemist James Tour sequesters carbon dioxide, a greenhouse gas, at ambient temperature with pressure provided by the wellhead and lets it go once the pressure is released. The material shows promise to replace more costly and energy-intensive processes. Natural gas is the cleanest fossil fuel. Development of cost-effective means to separate carbon dioxide during the production process will improve this advantage over other fossil fuels and enable the economic production of gas resources with higher carbon dioxide content that would be too costly to recover using current carbon capture technologies, Tour said.

(3) The Center for Energy and Environmental Research in the Human Sciences (CENHS) is a notable accomplishment for Rice’s sustainability research. It is the newest part of Rice University’s landmark Energy and Environment Initiative (E2I), the first effort to involve all the intellectual resources of a major research university in addressing today’s most pressing energy and environmental challenges. CENHS is likewise a first-of-its-kind: the only research center in the world specifically designed to sponsor research on the energy/environment nexus across the arts, humanities, and social sciences. CENHS builds upon over two years of work by the Cultures of Energy Faculty Working Group at Rice, which helped to pioneer the field of interdisciplinary energy humanities in conjunction with a Sawyer Seminar grant from the Andrew W. Mellon Foundation.

(4) An article published March 13, 2014 discusses research conducted on renewable energy in Mexico: For Mexico’s Isthmus of Tehuantepec to successfully transition to such renewable energy forms as wind power, its government must more fully engage constituents in implementation, execution and profit strategies, according to a new report by Rice anthropologists. In the National Science Foundation (NSF)-funded project “The Political Culture of Wind Power Development in Southern Mexico,” Cymene Howe, assistant professor of anthropology, and Dominic Boyer, professor of anthropology, examined wind power development in the Isthmus of Tehuantepec region of Oaxaca, Mexico. The authors said that while Mexico is heavily dependent on both fossil-fuel production and

consumption, it has set one of the most ambitious targets for clean-electricity generation — 35 percent by 2024 – of any nation. The authors conducted 16 months of fieldwork between 2009 and 2013 and focused on wind-power development in Oaxaca. Howe and Boyer found that Oaxaca’s wind sector has developed very quickly, resulting in a 1,467 percent increase that has made Mexico the second-biggest wind-power producer in Latin America after Brazil.

The website URL where information about sustainability research is available:

<http://sustainability.rice.edu/teaching-and-research/>

Responsible Party

Julianne Crawford

Sustainability Summer Intern
Admin. Center for Sustainability and Energy Management

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:

(1) The annual Rice Undergraduate Research Symposium (RURS) enables Rice undergraduate students in all disciplines to share their research and design projects with the broader Rice and Houston community. Monetary prizes are awarded to students, and are determined by faculty, graduate student, and community judges. Specific prizes are awarded to students whose research focuses on sustainability and the environment through the Center for the Study of Environment and Society Prize as well as The Shell Center for Sustainability Awards:

-The Center for the Study of Environment and Society Prize “recognizes an outstanding project that seeks to promote a deeper and broader understanding of environmental issues through interdisciplinary approaches and/or improvement of the sustainability of the community.”

-The Shell Center for Sustainability Awards “recognize outstanding, multidisciplinary research projects that consider long-term sustainable development in the Houston region and/or Gulf Coast.”

(2) Rice's Envision Grant provides up to \$2,500 in support of student projects that promote service or create awareness, foster leadership development, demonstrate ingenuity, and plan for sustainability. The Envision Grant provides start-up funding for individuals or group projects that generate a positive impact at the Rice, Houston, or global community.

(3) The Shell Center for Sustainability supports educational opportunities in the area of sustainability by funding student internships in the area of sustainable development, thereby linking Rice students to opportunities both within and beyond the university.

(4) The Greene Prize Competition was established in the 1990s to encourage undergraduate students to submit original environmental work so as to reach and educate a wider audience regarding important environmental issues. The submissions range from research and policy oriented papers to creative writing stories regarding sustainability and the environment. Past winners have written papers about "Alternative Fuel Vehicles in Urban Settings: A Case Study of the City of Houston Municipal Fleet", and "Greenhouse gas production in oiled and unoled S. alterniflora and A. germinans soils in tidal salt marshes Barataria Bay, Louisiana."

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

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

Yes

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

The Shell Center for Sustainability seeks to create an interdisciplinary program of research, education, and outreach to identify and address potential threats to the sustainable development of living standards. The Shell Center for sustainability calls for proposals to fund significant faculty research during the current academic year in the broad area of sustainable development.

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

<https://shellcenter.rice.edu/content.aspx?id=53>

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?:

No

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

Although there are no formally adopted policies, Rice's vision for the second century explicitly highlights the need to increase its interdisciplinary endeavors. Specifically, the vision states that as a university, "We must invest in a select number of interdisciplinary endeavors that will enable us to leverage our own strengths as well as the strengths of potential collaborators. These interdisciplinary endeavors should include some efforts to which we have already made substantial commitments and new areas that will emerge as we develop our strategic priorities and research vision for the future." The vision also explains that resources will be made available to support faculty and departments seeking collaborative opportunities as such help is often needed to overcome the significant barriers to interdisciplinary and inter-institutional collaboration that continue to exist.

There are currently a number of competitive grants, fellowships and programs to foster interdisciplinary research and teaching:

-The Arts Initiatives Fund aims to stimulate experimentation and collaboration in creativity and the arts across the entire campus.

Selection criteria for the grants included contributions to developing arts experimentation, collaboration and innovation across the campus and/or within Houston; quality, significance and potential impact of the project; and enrichment of opportunities for students and faculty to integrate arts making and experimentation into university life.

-The Faculty Initiatives Fund s an internal funding mechanism that awards competitive grants of between \$5,000-\$50,000 to Rice faculty. These grants are intended to help faculty members develop adventurous projects that might enhance the university and that might lead to larger endeavors, research breakthroughs, external funding opportunities, or unusually creative work. Proposals are evaluated on their contribution to furthering the Vision for the Second Century including fostering interdisciplinary endeavors.

-The Humanities Research Center awards up to three postdoctoral fellowships for two-year appointments. The fellowships are designed to encourage interdisciplinary scholarship and teaching.

-Since 2007, the Humanities Research Center has awarded over 100 undergraduate fellowships to outstanding students interested in working on interdisciplinary research projects grounded in the humanities.

-The Interdisciplinary Research in Science and Engineering (IRISE) program provides the support for highly motivated graduate students to conduct interdisciplinary research focused on addressing issues critical to our nation and the world.

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

<http://professor.rice.edu/professor/Interdisciplinary.asp>

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 library supports sustainability research by providing resources on the subject in the form of print and electronic books, journals, databases, government documents, and visual media. Because the subject of sustainability is related to a number of academic disciplines (architecture, environmental engineering, ecology, etc.), those departments use their library budgets to order materials on sustainability. Collection Development Librarians also order materials related to sustainability with general library funds.

The most important way that the library supports sustainability research is by providing online access to the journal literature via online databases. Some of the most comprehensive databases such as Web of Science, Compendex for Engineering Literature, Avery Index to Architectural Periodicals, and other databases are available to Rice students and faculty. Without these databases, research could not be done. The library also provides access to major e-journal collections such as JSTOR, Science Direct, Wiley Blackwell, Oxford, Springer, and Project Muse. Furthermore, if a journal article cannot be found in the Rice Library or in one of these collections, then it will be ordered from some other library (worldwide if necessary) via Interlibrary Loan. This service is funded by the library, and is free to Rice students and faculty.

Additionally, a library guide on sustainability is in the process of being developed, and should be available by the start of the fall 2014 semester.

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

Responsible Party

Julianne Crawford

Sustainability Summer Intern
Admin. Center for Sustainability and Energy Management

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:

34

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

34

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

The Faculty of Rice University is committed to disseminating the fruits of its research and scholarship as widely as possible. In keeping with that commitment, and recognizing the importance of allowing faculty members to choose appropriate venues for publishing their scholarly work, the Faculty adopted an open access policy on April 18th of 2012. The open access policy requires that all faculty members deposit copies of their peer-reviewed journal articles into Rice's institutional repository, the Rice University Digital Scholarship Archive. The policy supports the broad dissemination of Rice's research and scholarship to bring increased recognition to authors and to the institution. The publications will be freely available to anyone, anywhere.

A copy of the open access policy:

[Rice's open access policy.pdf](#)

The open access policy:

Rice Faculty Senate Policy

On April 18, 2012, the Rice Faculty Senate passed an open access policy to make all articles published by Rice faculty available as open access publications. The following is the statement that was passed:

Approved by the Faculty Senate, April 18, 2012

Motion to approve an Open Access Policy, as follows:

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

The Faculty of Rice University is committed to disseminating the fruits of its research and scholarship as widely as possible. In keeping with that commitment, and recognizing the importance of letting faculty members choose appropriate venues of publications for their scholarly work, the Faculty adopts the following policy: The current Rice copyright policy governing faculty publications will be followed, with the additional provision that Rice University will make published articles written by faculty members available for open dissemination. The policy will apply to all scholarly articles written while the person is a faculty member, except for publications completed before the adoption of this policy. The Provost or Provost's designate will waive application of the policy for a particular scholarly publication upon written notification by the author, who informs Rice of the reason. Faculty members are further encouraged to make all of their publications, not just articles, available for open dissemination.

To assist Rice in distributing the scholarly articles, as of the date of publication, each faculty member will make available an electronic copy of his or her final version of the publication at no charge to a designated representative of the Provost's Office in one of the appropriate formats specified by the Provost's Office. The Provost's Office will make the articles available to the public in an open-access repository, the Rice Digital Scholarship Archive. Upon request, an article will not be made available to the public for an agreed-upon embargo period.

The Office of the Provost, in consultation with the Vice Provost and University Librarian, will be responsible for interpreting this policy, resolving disputes concerning its interpretation and application, and recommending changes to the Faculty. The Library Committee will provide ongoing faculty oversight, advising the Office of the Provost and reporting annually to the Senate.

The policy is to take effect immediately; it will be reviewed after three years, with a report presented to the Faculty. The Faculty calls upon the Vice Provost and University Librarian to develop and monitor a plan for a service or mechanism that would render compliance with the policy as convenient for the Faculty as possible.

The website URL where the open access repository is available:

<http://library.rice.edu/about/departments/CDS/digital-library-initiative>

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

With the open access policy newly in place, Fondren Library is working with faculty to help them comply with the requirements. Learning from other institutions whose faculties have adopted an open access policy, Fondren realizes that support is necessary in order to get publications into the repository. Significant groundwork is being laid to heighten awareness of the policy and to explain open access. First and foremost, the library is placing an emphasis on marketing, because both the policy and the repository itself are new to the majority of faculty. Assisting faculty with article deposits, providing support for navigating copyright issues, working with publishers to make them aware of the new policy and developing a mechanism for requesting a waiver when compliance becomes impossible are all services that the library provides to faculty, staff and students involved in research.

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

<http://openaccess.rice.edu/>

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

Julianne Crawford

Sustainability Summer Intern

Admin. Center for Sustainability and Energy Management

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:

6,487

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

EcoRep Program

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

3,965

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

The department of Facilities Engineering and Planning, as well as Rice's Housing and Dining services first launched the EcoRep Program in 2006. The program is comprised of approximately 11 undergraduate students, one from each of Rice's 11 residential colleges. The EcoReps are expected to work on projects and undertake efforts that reduce utility consumption, improve recycling, increase environmental awareness, and otherwise advance the environmental performance of their respective colleges. A key outreach activity each year is the Green Dorm Initiative, a campus-wide event to promote sustainable living within the residential colleges. Each EcoRep is expected to actively lead this program at his/her residential college. In addition, EcoReps are expected to apply for "green funds" from Housing and Dining for environmental-related improvements and initiatives for their colleges. Overall, each EcoRep devotes about 2-3 hours per week to the position.

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

EcoReps are selected through an application process and chosen by the Director of Sustainability. There is typically one EcoRep for each of the 11 residential colleges; however, in certain circumstances, there can be two selected EcoReps.

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

EcoReps are introduced to key staff members in Housing & Dining (H&D) with whom they will work, as well as Rice's Director of Sustainability. A "lead EcoRep" is designated by the Director of Sustainability. This student serves as an advisor and coordinator for the other EcoReps, and takes on the primary role for training new EcoReps in the processes and details of the program, including how to apply for "green funds" to support EcoRep projects.

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

The EcoReps are employed by the Administrative Center for Sustainability and Energy Management and paid through the sustainability budget, and the program is further supported through "green funds" provided by Rice's Housing and Dining services. More specifically, H&D provides \$1,000 of "green funds" to each of the 11 residential colleges to be spent on improving the college's sustainability. EcoReps are paid an hourly salary for their work, and play a central role in determining how their college's funds should be spent. EcoReps are also expected to initiate their own funding projects.

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):

<http://sustainability.rice.edu/ecoreps/>

Responsible Party

Alex Nunez-Thompson

Intern

ACSEM

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.

Submission Note:

A pdf of the Sustainability at Rice feature in the orientation guide is available upon request to sustainability@rice.edu

"---" 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:

The orientation book distributed to all incoming first year students during the summer of 2014 for the fall 2014 semester contains a two-page feature on Sustainability at Rice. The feature includes a description of Rice's student environmental organizations, academic and administrative centers devoted to sustainability, and a 7-point series of tips for living green at Rice. To reduce the amount of single-use plastic bottle waste, new students are also provided with their own reusable water bottles.

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

Responsible Party

Julianne Crawford

Sustainability Summer Intern
Admin. Center for Sustainability and Energy Management

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	Yes
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	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	Yes
Programs through which students can learn sustainable life skills	Yes
Sustainability-focused student employment opportunities offered by the institution	Yes
Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions	No
Other co-curricular sustainability programs and initiatives	---

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

(1) Rice Environmental Club:

The Rice Environmental Club seeks to establish Rice University as an environmentally positive example for the benefit of the University itself as well as the larger Texas community and the world at large. The club pursues this mission by promoting education and awareness, advocating sustainable development, connecting Rice students to the Houston environmental community, and initiating environmental programming on campus. In general, The Rice Environmental Club meets weekly to discuss and pursue a variety of sustainability projects, ranging from awareness campaigns to environmental film screenings. More specifically, the Rice Environmental Club is responsible for the following projects and initiatives:

- a. The Green Film Series: The Environmental Club hosts a screening of environmental documentaries once a month in collaboration with Transition Houston, Houston Tomorrow, USGBC Emerging Professionals, and Houston Green Scene.
- b. Annual Environmental Conference: This annual conference offers students a means by which to share their environmental research with the community, engage in debates about protecting the environment, both within the community and around the world, and socialize with citizens, business leaders, public officials and other students of all viewpoints and backgrounds.
- c. The Greene Prize Competition: The Green Prize Competition was created to encourage undergraduate students to submit original environmental work, whether it be research, policy, or creative writing oriented.
- d. Beach clean-ups: The Rice Environmental Club travels to Galveston Bay bi-yearly to pick up trash and clean up the beach.

In addition, the Rice Environmental Club helps promote other sustainable campus initiatives such as Recyclemania, on-campus energy competitions, and the Green Dorm Initiative (GDI) which is described below.

(2) Student Association, Environmental Committee:

Rice's Student Association (SA) is a conduit for communication between students and administration. Specifically the SA Environmental Committee serves as the liaison between students and administration for matters relating to sustainability. Some previous projects include the move to Single-Stream recycling, the Green showdown between North and South colleges known as the Energy Competition, and the implementation of the college Bike Share program, which allows students to rent bicycles on a semester basis. Current concerns of the Committee include retrofitting campus facilities, educating the student body to make sustainable choices, improving the ease of recycling, and reducing Rice's carbon footprint.

(3) Rice Student Volunteer Program, Environmental Committee:

The Rice Student Volunteer Program (RSVP) is Rice's largest community service organization, providing opportunities for students to volunteer in five areas: health, education, children, environment, and hunger & homelessness. RSVP's Environmental Committee coordinates environmental volunteering opportunities, such as beach clean-ups and trips to permaculture farm. The Committee also sponsors the Rice Community Garden and often partners with Houston's Hermann Park Conservancy for other volunteer outings. The Committee also hosts an Environmental Awareness Week each year, which typically includes a variety of film screenings, speakers, events, and games.

(4) Rice Solar Car Team:

The Rice Solar Car Team (RSC) is a student-run organization that designs and constructs solar powered vehicles and enters local, national, and international solar car competitions.

(5) Engineers Without Borders:

The Rice University Chapter of Engineers Without Borders (EWB) is a student-run organization that partners with communities in developing countries to design and implement sustainable and culturally appropriate engineering solutions to meet their basic needs. Current projects at Rice University include the constructing a 6.8km long gravity-fed water distribution system to deliver potable water from a mountain spring to four nearby communities in El Salvador, designing a water distribution system to service 1,200 people in the community of Sadrach Zeledon in Matagalpa, Nicaragua, and implementing a water distribution system to eliminate the need to cross the highway to access water in the community of Wiscoyol in Nicaragua. Past Rice University projects also include the construction of health clinics, and pedestrian bridges. Throughout these projects, students form strong intercultural relationships, and become socially and

environmentally conscious engineers with outstanding leadership skills and practical, hands-on experience.

(6) Rice Endowment for Sustainable Energy Technology (RESET):

The Rice Endowment for Sustainable Energy Technology (RESET) formerly implemented a blanket tax of \$9 per student (which expired in 2013) in order to create a fund for large-scale sustainable energy projects on campus. With remaining funds, RESET aims to:

- a. Offset energy costs at Rice and reduce long-term energy costs for students.
- b. Promote energy conservation and renewable energy initiatives.
- c. Increase Rice's standing as a sustainable campus
- d. Provide Rice student with the opportunity to propose and implement projects in the new energy economy
- e. Increase awareness of sustainable energy issues in the Rice community.

(7) Rice University Biodiesel Initiative:

The primary focus of The Rice University Biodiesel Initiative (RUBI) is to convert waste cooking oil from Rice University kitchens into biodiesel using the acid-base process. With the assistance of RUBI faculty and staff, students have designed and built several reactors, a condenser, and all the various equipment necessary to have a successful biodiesel plant. Students have analyzed both the acid-base process and the two-step base process as well as learned how to create biodiesel meeting ASTM specifications through testing with a gas chromatograph.

(8) Net Impact:

The Net Impact (NI) Chapter at Rice is a club run through the Jones Graduate School of Business which focuses on the impact that businesses have on both the community and society at large. The club's primary goal is to create awareness of the triple bottom line and to promote corporate social responsibility, social entrepreneurship, and sustainability, as well as to find career paths that align with this vision.

(9) EcoReps:

The department of Facilities Engineering and Planning, as well as Rice's Housing and Dining services first launched the EcoRep Program in 2006. The program is comprised of approximately 11 undergraduate students, one from each of Rice's 11 residential colleges. The EcoReps are expected to work on projects and undertake efforts that reduce utility consumption, improve recycling, increase environmental awareness, and otherwise advance the environmental performance of their respective colleges. A key outreach activity each year is the Green Dorm Initiative, a campus-wide event to promote sustainable living within the residential colleges. Each EcoRep is expected to actively lead this program at his/her residential college. In addition, EcoReps are expected to apply for "green funds" from Housing and Dining for environmental-related improvements and initiatives for their colleges. Overall, each EcoRep devotes about 2-3 hours per week to the position.

The website URL where information about student groups is available:

<http://sustainability.rice.edu/student-action/>

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:

Rice Community Garden:

The Rice Community Garden is a volunteering and learning space for all members of the Rice community. There are currently 4 community garden sites spread throughout campus, and in total comprise six raised beds for vegetables, herbs, flowers, and a lime tree. The garden is maintained using an organic approach by a group of volunteers from the Rice community, as well as by students enrolled in BIOS 204, a community gardening class. The harvest from the garden is then donated to the Rice serveries for use in student meals.

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:

(1) Rice Bike Share Program:

The Rice Bike Share Program allows students to rent a bicycle on a semester basis. The bikes come equipped with a front basket, a U-bolt lock, and a set of front and rear lights. Bikes can also be rented with a friend to lower the upfront costs. The semester rate for an individual rental is \$50 with a \$100 refundable deposit, and the rate for a partner rental is \$35 per person with a \$100 per person refundable deposit.

(2) Rice Coffee House

The Rice Coffee House is a student-run coffee house on-campus that serves certified fair trade and organic coffee. Discounts are available for students who bring reusable mugs, and sustainable practices are incorporated into the culture of the enterprise.

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

<http://bikeshare.blogs.rice.edu/>

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:

(1) Annual Environmental Conference:

The Rice University Environmental Club organizes the Annual Environmental Conference which offers students a means by which to share their environmental research with the community, engage in debates about protecting the environment, both within the community and around the world, and socialize with citizens, business leaders, public officials and other students of all viewpoints and backgrounds. Past highlights of the conference have included panels on Greenspace and Green Building, discussions regarding the future of Houston transportation, expositions of hybrid cars, and keynote addresses from distinguished guests in the field.

(2) The Center for the Study of Environment and Society (CSES)

The CSES actively works to engage the Rice community with the Houston community in terms of the environment. CSES coordinates lectures, public seminars, film series, and a number of other events related to sustainability. The event topics range from climate change and global warming to alternative transportation and sustainable foods. The CSES also holds a weekly reading group, open to the public, to discuss environmental articles.

Other campus organizations such as the Shell Center for Sustainability, the Energy and Environmental Systems Institute, and the Baker Institute for Public Policy also regularly host speakers and conferences related to sustainability.

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

<http://cses.blogs.rice.edu/>

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

Baltra:

Baltra is a nonprofit thrift store established by the Rice Art Lab. It is a student-run business where students can donate their clothes and jewelry in order to receive store credit to buy other items. This year they hosted an Eco Fashion Show, "Who Made Your Clothes?" on Fashion Revolution Day to commemorate the 1,133 people who lost their lives when the Rana Plaza factory complex collapsed in Dhaka Bangladesh. Recognizing that incidents such as this continue today Baltra's fashion show aimed to inform students of the catastrophic social and environmental conditions that are becoming increasingly prevalent in the fashion industry today.

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

<https://www.facebook.com/BaltraThriftStore>

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

The Rice Outdoor Programs and Education:

The Rice Outdoor Programs and Education (ROPE) organizes several weekend excursions throughout the semester which include activities such as backpacking, rock climbing, biking, kayaking, and sailing. These opportunities are open to the entire Rice community. ROPE also provides low-cost equipment rentals and resources to support personal outdoor pursuits. The mission of ROPE is to provide physical, mental, education, and social growth to the Rice University community by using outdoor education techniques in a natural, safe, and enjoyable environment. Leave No Trace environmental ethics are taught and practiced on all ROPE excursions.

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

<http://recreation.rice.edu/rope/>

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

For the 2007-2008 academic year, all incoming undergraduate students were provided with a copy of Elizabeth Kolbert's "Field Notes from a Catastrophe: Man, Nature and Climate Change." 2007-2008 was designated the "Humans, Nature, and Climate Change" year at Rice. The year's common reading set the stage for several climate change discussions, campus sustainability talks, and several guest lectures. This was supplemented with an ongoing film series, with screenings of films such as 'Kilowatt Ours', 'Dimming the Sun', and 'Green: The New Red, White & Blue'. Other events included a month-long, campus-wide energy competition and a CO2 Forum and Sustainability Fair.

Rice has not had a sustainability-themed semester or year since the 2007-2008 academic year.

The website URL where information about the theme is available:

<http://news.rice.edu/2007/08/16/common-reading-program-announced/>

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

Real Food Revolution:

(1) The Real Food Revolution was initially formed in 2012 to engage the Rice community in progress towards a sustainable food policy and to foster an appreciation for local, sustainably produced, delicious foods. The Real Food Revolution aims to strengthen the Rice and Houston community by fostering a commitment to the shared ecological place and collective well being of its residents, as well as an appreciation for the far-reaching impact of food quality on the health of the community. Past events hosted by The Real Food Revolution have included a once-a-semester farm-to-fork dinner (attendance usually 60-80, mostly students along with farmers), midday organic produce tastings in the academic quad, and visits to area farms.

(2) The Rice Chapter of Teens Turning Green is devoted to education and advocacy around environmentally sustainable and socially responsible choices for individuals and communities. Rice regularly hosts Teens Turning Green events to spread the word about conscious living and actionable sustainability projects. The visits include interactive conscious information stations that focus on seven key lifestyle categories with information boards, product samples, demos, activities and in-depth conversations all aimed at engaging the Rice community in healthy, green living.

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

<http://rfr.blogs.rice.edu/>

A brief description of sustainability-focused student employment opportunities:

Students interested in the environment at Rice can apply to work as EcoReps, a program overseen by Rice's sustainability officer. The program is comprised of approximately 11 undergraduate students, one from each of Rice's 11 residential colleges. The EcoReps are expected to work on projects and undertake efforts that reduce utility consumption, improve recycling, increase environmental awareness, and otherwise advance the environmental performance of their respective colleges. A key outreach activity each year is the Green Dorm Initiative, a campus-wide event to promote sustainable living within the residential colleges. Each EcoRep is expected to actively lead this program at his/her residential college. In addition, EcoReps are expected to apply for "green funds" from Housing and Dining for environmental-related improvements and initiatives for their colleges. Overall, each EcoRep devotes about 2-3 hours per week to the position.

On occasion, the sustainability officer also offers summer sustainability internships. Two summer sustainability interns were hired for the summer of 2014 to assist with the preparation of AASHE STARS 2.0 and other data/reporting initiatives.

The communications manager for Facilities Engineering and Planning and for Housing and Dining also employs student communications interns who assist in managing sustainability-related social media and web sites.

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

<http://sustainability.rice.edu/ecoreps/>

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:

[STARS Reporting Tool | AASHE](#)

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

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

Outreach Materials and Publications

Responsible Party

Julianne Crawford

Sustainability Summer Intern
Admin. Center for Sustainability and Energy Management

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	No
Social media platforms that focus specifically on campus sustainability	Yes
A vehicle to publish and disseminate student research on sustainability	Yes
Building signage that highlights green building features	No
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	No
Other sustainability publications or outreach materials not covered above	Yes

A brief description of the central sustainability website:

Rice’s central sustainability website is maintained by the Administrative Center for Sustainability and Energy Management (ACSEM). The website provides information regarding sustainability initiatives on campus, teaching and research opportunities involving sustainability, student involvement in environmental change, and relevant news articles and resources. Specifically, the website provides data and information regarding Rice’s climate commitment and greenhouse gas emissions, green building design, energy and water conservation, green cleaning, sustainability policies and transportation options, among other topics.

The website URL for the central sustainability website:

<http://sustainability.rice.edu/>

A brief description of the sustainability newsletter:

The website URL for the sustainability newsletter:

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

Rice University has a “Sustainability at Rice University” Facebook page to inform students of and promote sustainability-related events on campus. The Facebook page also shares facts and pictures relevant to the sustainable initiatives on campus. In addition to the Facebook page, there is a Twitter account that is regularly updated with initiatives and events around campus that either promote or demonstrate sustainability and its importance.

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

<https://www.facebook.com/SustainabilityAtRice>

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

1. Rice Undergraduate Research Symposium:

The annual Rice Undergraduate Research Symposium (RURS) enables Rice undergraduate students in all disciplines to share their research and design projects with the broader Rice and Houston community. Monetary prizes are awarded to students, and are determined by faculty, graduate student, and community judges. Specific prizes are awarded to students whose research focuses on sustainability and the environment through the Center for the Study of Environment and Society Prize as well as The Shell Center for Sustainability Awards.

The Center for the Study of Environment and Society Prize “recognizes an outstanding project that seeks to promote a deeper and broader understanding of environmental issues through interdisciplinary approaches and/or improvement of the sustainability of the community.”

The Shell Center for Sustainability Awards “recognize outstanding, multidisciplinary research projects that consider long-term sustainable development in the Houston region and/or Gulf Coast.”

2. The Greene Prize Competition:

The Green Prize Competition was established in the 1990s to encourage undergraduate students to submit original environmental work so as to reach and educate a wider audience regarding important environmental issues. The submissions range from research and policy oriented papers to creative writing stories regarding sustainability and the environment. Past winners have written papers about “Alternative Fuel Vehicles in Urban Settings: A Case Study of the City of Houston Municipal Fleet”, and “Greenhouse gas production in oiled and unoled *S. alterniflora* and *A. germinans* soils in tidal salt marshes Barataria Bay, Louisiana.”

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

<http://ofur.rice.edu/content.aspx?id=4294968452>

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

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:

Rice University Housing and Dining provides signage in dining areas (serveries) to indicate food and beverage items were procured from the Rice University Farmers' Market or from other local sources. These items are also regularly announced and profiled on Rice Housing and Dining's social media platforms.

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:

The Rice Director of Sustainability gives periodic sustainability walking tours. The tours range in size from full classes to interested individuals and occur approximately once every month. The tour introduces sustainability initiatives on campus, and highlights topics such as the green buildings at Rice, Rice's co-generational power plant, the geothermal demonstration installation at Rice's South Plant, the green roofs, porous pavement, and other strategies for water retention as well as mitigation strategies implemented on Rice's campus.

As part of the tour, the director distributes a walking tour map, which provides a campus-level view of sustainability features.

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:

Rice's transportation website details alternative options for all students, and specifically focuses on commuters. The information provided includes how to use the Zipcar and Metro services, as well as live coverage of the current bus routes on campus, and a carpool contact list for students and faculty who live off-campus.

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

<http://transportation.rice.edu/>

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

Rice has a webpage dedicated to “Bikes at Rice” that offers information on riding responsibly both on and off-campus, registering bicycles with the Rice University Police Department (RUPD), respecting pedestrians, and following protocol for if a bicycle is stolen. The webpage also offers relevant links for bicyclists such as the Houston Bicycle Club and Bike Houston, both of which offer bicyclists information pertaining to safety and event opportunities.

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

<http://www.rice.edu/bikesatrice/index.shtml>

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

Starting in Fall 2014, every new student will have a section in their orientation book detailing how to live sustainably. The section will include easy steps on living sustainably including using reusable water bottles, printing double sided, taking shorter showers, and unplugging electronics to name a few. The sustainability section will also detail the environmental clubs and initiatives on campus.

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

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:

Although not a specific column or beat, the Rice student newspaper does regularly cover sustainability-related issues.

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:

<http://www.ricethresher.org/>

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

The Shell Center for Sustainability at Rice University is an interdisciplinary program of research, outreach and education that addresses actions that can be taken to ensure the sustainable development of living standards, interpreted broadly, to encompass all factors affecting quality of life, including environmental resources. The Shell Center for Sustainability produces an annual report describing its research and outreach for the year. The Shell Center offers an online library of its most recent annual reports.

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

<http://shellcenter.rice.edu/content.aspx?id=390>

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

Yes

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

Rice has prepared a number of building-specific green building walking tours and/or case studies for many of its LEED-certified buildings. The case studies are shared with the USGBC as part of the LEED submission process.

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

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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):

No

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

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

Outreach Campaign

Responsible Party

Julianne Crawford

Sustainability Summer Intern
Admin. Center for Sustainability and Energy Management

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
-

Submission Note:

Bikes at Rice website:

<http://www.rice.edu/bikesatrice/index.shtml>

Article about biking:

<http://news.rice.edu/2014/02/24/cyclists-pedestrians-reminded-to-be-cautious-and-courteous/>

Bike safety committee document:

http://www.rice.edu/bikesatrice/documents/Bicycle%20Safety%20Committee_report_foot_markBW.pdf

FREE-cycling:

<http://news.rice.edu/2013/08/09/annual-free-cycling-office-supply-swap-set-for-aug-27/>

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):

The Green Dorm Initiative

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

The Green Dorm Initiative (GDI) is a three-week program that encourages Rice undergraduate students (through incentives and prizes) to adopt sustainable lifestyles in their dorm rooms. The event is held and organized by the EcoReps every year to promote sustainable living within each of the eleven residential colleges. The GDI is a three-week event with each week focusing on a certain environmental or sustainable "theme," namely (1) energy, (2) water, and (3) waste. Each week, an email is sent to participants with a link to a Google Form. Participants are expected to fill out short surveys daily which ask them to log certain aspects of their day that pertain to the week's theme. For example, during week 1, participants were asked questions pertaining to energy consumption: What is the average thermostat reading in your room, and how many devices or chargers are plugged into your outlets? During week 2, participants were asked questions pertaining to water consumption: How many loads of laundry did you do today, and did eat red meat today? Finally during week 3, participants were asked questions regarding their waste production: How many times did you recycle today, and did you use a reusable water bottle today?

In order to incentivize students to contribute to the GDI, prizes are rewarded to those who participate as well as to the college that does the best at the end of each week.

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

Although there is no explicit data that is measured during the GDI, it is known that during the for 2014 competition, approximately 10 percent of all on-campus students participated in the event by tracking environmental and sustainability related measures, namely their water and energy consumption, as well as their waste production. Thus, the outstanding participation in the Green Dorm Initiative demonstrates that the campaign led to a measurable, positive impact on the campus' sustainability performance and awareness.

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

<http://sustainability.rice.edu/gdi/>

The name of the campaign (2nd campaign):

Recyclemania

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

Rice participates in the annual intercollegiate recycling competition, Recyclemania. The competition is a benchmarking tool for colleges and universities to promote waste reduction and increase recycling efforts. During the competition, participating schools report recycling and trash data and are then ranked according to who collects the largest amount of recyclables per capita, the largest amount of total recyclables, the least amount of trash per capita and has the highest recycling rate. In recent years, Rice undergraduate students have teamed with students from other institutions in the Greater Houston area on several friendly competitions. Among other events, Rice hosts a clothing recycling event, and an electronics waste drive during the competition.

The Rice Recyclemania competition is not just aimed at students; rather it is inclusive of all faculty and staff as well.

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

Historically, Rice's recycling rate has been around 25 percent. In the first week of the Recyclemania competition, Rice recycled 31 percent of all its trash, thereby demonstrating that the campaign led to a measurable, positive impact on its sustainability performance.

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

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

Two other notable outreach campaigns at Rice are its (1) bike safety campaign aimed at students, faculty and staff, and (2) FREE-cycling event which is primarily intended for faculty and staff members.

(1) Bike Safety campaign: In recent years, Rice has become very focused on ensuring the safety and responsibility of the biking community, both on and off-campus. Specifically in 2009, Rice had a committee dedicated to bicycle safety that wrote and compiled a document offering recommendations to improve bicycle and pedestrian safety on campus. Since then, Rice has implemented a webpage dedicated to "Bikes at Rice" that offers information on riding responsibly, following biking safety rules, registering bicycles with the Rice University Police Department (RUPD), respecting pedestrians, and following protocol for stolen bicycles. The University also created a video to encourage students to ride responsibly. The video discusses specific safety measures that should be taken by cyclists on campus, as well as information on how to register a bike with RUPD.

In general, bike safety remains a prominent concern at the University. A recent 2014 article was published in the Rice University News & Media reminding students of the importance of heightened awareness and vigilance while riding both on and off Rice's campus.

(2) FREE-cycling:

Rice's annual FREE-cycling event is a popular and useful campaign encouraging faculty and staff to donate or swap unneeded or unused office supplies. Offices and departments across campus can donate items such as binders, calculators, envelopes, file folders, paper products, staplers and toner. During the event, bins are also available for dead batteries, dead cellphones, empty toner and ink cartridges, bubble wrap, packing peanuts and electronics.

Employee Educators Program

Responsible Party

Julianne Crawford

Sustainability Summer Intern
Admin. Center for Sustainability and Energy Management

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:

3,134

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

Cleanologists' Training

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

126

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

Rice uses a program called Cleanology to teach custodians the science of cleaning and the “whys” of cleaning as opposed to the “hows.” The program enables custodians to achieve the levels of basic, certified, and then registered Cleanologists. As a registered Cleanologist, custodians are asked to advise other employees as the need arises. Any and all members of the custodial team have the ability to become a [STARS Reporting Tool](#) | [AASHE](#)

registered Cleanologist, and thus the ability to serve as a peer mentor for new custodial employees.

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

Rice custodians undergo a formal training program known as Cleanology. Cleanology is defined as the study of cleaning and behavior in relation to custodial maintenance. The Facilities, Engineering & Planning department at Rice has compiled a formal document outlining the Cleanology procedures, training techniques and requirements. The stated mission of the Cleanology program is to provide faculty, staff, students and visitors with a healthy, clean and safe environment. Furthermore, the program seeks to promote green cleaning and a “green and clean” lifestyle through the use of environmentally friendly products, promote sustainability and life cycle for a healthier and safer environment, and combat pollution and global climate change.

Specifically, the Cleanology program includes formal classroom training from both internal and external experts in the field, onsite seminars, and on-the-job training. Throughout the program’s 16 training modules, custodial teams learn everything from chemical safety and green cleaning to the Cleanology procedure and conflict management.

The Custodial staff has the ability to achieve the levels of basic, certified, and registered Cleanologist. Basic Cleanology is an eight-hour course taught over eight weeks. All custodial employees must attend and pass this course during their new-hire period. A 10-month course is required for both the certified and registered levels. After receiving a registered status, participants are selected to attend the “Top Gun School” to learn the latest teaching methods and become instructors. It is the overarching goal of the program to provide Cleanologists and managers with high technical proficiency and knowledge of the systems on campus. Training sessions are offered periodically throughout the year so as to ensure that all current and replacement employees have the opportunity to attend.

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

Eusebio Franco, the director of Custodial Services and the Grounds Department for Rice’s Facilities and Engineering Planning group, created the Cleanology program. He supports the program, and ensures its success by meeting annually with each member of his staff, all 126 of them.

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

<http://news.rice.edu/2008/01/09/cleanology-academics-graduates-largest-class/>

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

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).

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

Staff Professional Development

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

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

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

Julianne Crawford

Sustainability Summer Intern

Admin. Center for Sustainability and Energy Management

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*.

Submission Note:

Other notable community partnerships at Rice University include the Hermann Park Conservancy, Project Row Houses, Texas Adopt-A-Beach, Bike Houston, Transition Houston, Houston Tomorrow, Houston US Green Building Council Emerging Professionals, Houston Green Scene, Katy Prairie Conservancy, Hope Clinic Community Health Center, Surfrider Foundation, and Urban Harvest.

Community Bridges:

<http://kinder.rice.edu/bridges/>

The Houston Action Research Teams (HARTs):

<https://ccrd.rice.edu/content.aspx?id=4294968401>

Janus Award:

<http://ofur.rice.edu/content.aspx?id=4294967972>

Houston Sustainability Indicators Program:

<https://shellcenter.rice.edu/Content.aspx?id=2147483958>

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

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

Yes

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

The Rice Environmental Club regularly attends local elementary schools to talk to the students about living sustainably, eating organically, and pursuing environmental careers. Specifically, every year, members of Rice's Environmental Club are invited to attend Earth Day at Emerson Elementary School in Houston. They present 2-3 activities that engage students in environmental thinking. In past years, students have built bird feeders, made recycled paper, tie dyed earth day t-shirts, participated in environmental facts scavenger hunts, and listened to Rice students discuss environmental career options.

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):

(1) The Community Bridges Program:

Rice University sponsors Community Bridges, a service-learning and collaborative program that aims to strengthen the relationship between Rice University and the Fifth Ward of Houston. Community Bridges allows Rice students to work at a variety of non-profit organizations including The Fifth Ward Community Redevelopment Center (CRC) and The Fifth ward Enrichment Program. Through these organizations, students are able to learn about urban issues through an in-depth seminar and semester-long internship experience. The Fifth Ward is home to over 26,000 people. In 2011, the median annual household income for a Fifth ward resident was just \$14,198, and the dropout rate of incoming high school freshman was nearly 40%. Ironically in the very same year, a high school in the neighboring area, Lamar High School, was ranked as one of the top high schools in the United States.

Thus, Community Bridges, founded in 2011, aims to strengthen the relationship between Rice University and the Fifth Ward by supporting students who seek to develop and implement long-term projects focused on the sustainable reduction of poverty.

Specifically, the Fifth Ward CRC is a catalytic organization dedicated to the collaborative fostering of holistic community development which seeks to sustain and build the Fifth Ward as a beautiful and better place to live, work, and play. The Fifth ward Enrichment Program is a youth leadership and development program for at-risk males which aims to engage high-risk minority youth in a positive and educational after-school environment.

Students can choose to participate in one of these non-profit organizations by registering for a one-semester internship through Community Bridges that allows them the opportunity to explore a community outside of the Rice campus, meet new people, engage in challenging and meaningful work, and attempt to rectify complex urban challenges that face people in the Fifth Ward everyday.

In past years, students who spent a semester working at Fifth Ward non-profit organizations completed projects ranging from installing public art projects in the Fifth ward and planning NBA sponsored redevelopment days, to organizing curriculum for an after-school program and assisting in asset development and financial training for residents of the Fifth ward who earn less than \$15,000 per year.

(2) The Janus Award:

The Janus Award promotes student investigation of complex environmental or science issues from multiple perspectives. The award is open to all non-graduating Rice undergraduate students and supports summer research with a stipend of \$2,500. Although the Janus Award is available for projects anywhere within the United States, applications for Houston-focused projects are especially encouraged, and often, the proposed projects involve a community partner within the greater Houston area. Additionally, a number of Janus Award recipients have conducted research related to one or more aspects of sustainability. For example, in recent years Janus Awards have fostered partnerships with the Texas Medical Center, working to install a solar panel system on parking garages. As another example, a Janus Award recipient investigated the relationship of Houston's economic growth as a global oil and gas center to the city's declining air quality.

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:

(1) The Houston Action Research Teams:

The Houston Action Research Team (HART) program serve as a bridge between Rice University and the City of Houston. HARTs are small, interdisciplinary teams of Rice undergraduate students who work together with local community offices and organizations to address issues and challenges facing Houston and its citizens. HARTs are developed through collaboration between Rice University’s Center for Civic Leadership and Houston community partners in order to create skilled and motivated Rice student teams who can address complex civic questions and community challenges. These project run annually and sometimes last multiple semesters. Since the program began, a number of HART projects have been related to one or more aspects of sustainability. For example, in recent years, HART projects have fostered partnerships with organizations like Houston Metro, working to promote bike-bus usability through increased bike capacity among other recommendations; and the Houston Public Library system, working to evolve district libraries to meet the needs of the changing community.

(2) The Houston Sustainability Indicators program:

The Houston Sustainability Indicators program (HSI) was developed by Rice’s Shell Center for Sustainability to assist with the characterization of sustainable development in Houston. The need for sustainable development indicators was first identified in 2004, when the Shell Center held the Houston Sustainability Scenarios Project, which brought together 70 individuals representing Houston’s government, NGO’s, business, and academic community to build scenarios for Houston. Thus, from the beginning, the initiative was intended to involve collaboration between the entire city of Houston in order to catalyze community resiliency and regional sustainability. The aim of the program was to identify needed research to define a sustainable development baseline and to measure the progress of the city. In 2009, the Shell Center for Sustainability issued a call for proposals to develop a plan that identified sustainable indicators for the Houston region. In 2010, the project was introduced in a Rice university course, Sustainable Design, where the students compiled a report with 25 proposed measures focused on sustainable development through the economic, environmental and social lens. 24 proposed indicators were chosen, ranging from population growth and unemployment rate to median household income and air quality, and data was then collected for the years 1990, 2000, and 2010. This allowed projections to be calculated for the years 2015, 2020, 2030, and 2040. Subsequent reports were compiled which presented data and discussed the issues of importance to the sustainable development of Houston as well as proposed measures to enhance the city’s sustainability. In essence, the program is expected to continue identifying policies and programs to assist in enhancing Houston’s sustainable development.

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

The Rice University Chapter of Engineers Without Borders (EWB) is a student-run organization that partners with communities in developing countries to design and implement sustainable and culturally appropriate engineering solutions to meet their basic needs. Current projects at Rice University include the constructing a 6.8km long gravity-fed water distribution system to deliver potable water from a mountain spring to four nearby communities in El Salvador, designing a water distribution system to service 1,200 people in the community of Sadrach Zeledon in Matagalpa, Nicaragua, and implementing a water distribution system to eliminate the need to cross the highway to access water in the community of Wiscoyol in Nicaragua. Past Rice University projects also include the construction of health clinics, and pedestrian bridges. Throughout these projects, students form strong intercultural relationships, and become socially and environmentally conscious engineers with outstanding leadership skills and practical, hands-on experience.

The website URL where information about sustainability partnerships is available:

Inter-Campus Collaboration

Responsible Party

Julianne Crawford

Sustainability Summer Intern
Admin. Center for Sustainability and Energy Management

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.

Submission Note:

Greening the Campus Blog:

<http://greeningthecampus.wordpress.com/about/>

Shell Center for Sustainability publications and presentations:

<https://shellcenter.rice.edu/content.aspx?id=390>

Rice University News & Media:

<http://news.rice.edu/>

Rice University-Nankai University Partnership:

<http://shellcenter.rice.edu/Content.aspx?id=317>

"---" 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:

(1) Numerous publications and presentations:

Rice's Director of Sustainability, Richard Johnson, has contributed to a number of publications, and created numerous presentations with regards to sustainability at Rice. The following is a list of the relevant publications and presentations:

Publications:

Richard R. Johnson and Elizabeth Long, "A Decade of Lessons from Connecting Campus Greening with the Classroom at Rice University." In Teaching Sustainability, ed. Wendy Petersen Boring and William Forbes, Stephen F. Austin University Press, 2014.

Richard R. Johnson, "Houston Higher-Ed," Green Works Houston Vol. 3, AIA Houston, Fall 2010,

<http://www.aiahouston.org/docs/GWH3.pdf>

Blog: "Greening the Campus: Inside the World of the Campus Sustainability Professional," 2008 – present,

<http://greeningthecampus.wordpress.com/>

Richard R. Johnson, "Are Your Energy Savings Real? Energy Modeling and Management at Rice University," ACUPCC Implementer, November 2009.

Richard R. Johnson, "Lessons from Hosting a Farmers' Market at Rice University," Greening of the Campus Conference VIII Conference Proceedings, September 2009.

Richard R. Johnson, "Case Study: Connecting Climate Planning and Curriculum at Rice University," International Journal of Sustainability in Higher Education, Vol. 10:3, Summer 2009.

Barbara White Bryson and Richard R. Johnson, "Lessons from Rice: Aggressive Growth and Sustainable Values," Texas Construction, November 2007.

Richard R. Johnson, "Connecting Campus Sustainability With the Classroom," Greening of the Campus Conference VII Conference Proceedings, September 2007.

Presentations:

Presentation: "A Decade of Lessons from Connecting Campus Greening with the Classroom at Rice University." Texas Regional Alliance for Campus Sustainability (TRACS) Summit 2014. Texas A&M University, College Station, TX, February 2014.

Presentation: "Sustainability at Rice University." University of Houston, Houston, TX, December 2013.

Presentation and Panel: "Building Energy Benchmarking at the University of California and Universities with Hot and Humid Climates." Association for the Advancement of Sustainability in Higher Education 2013 Conference: Resiliency and Adaptation, Nashville, TN, October 2013.

Presentation: "The Invisibility of Sustainability: Student Projects that Render Visible Previously Hidden Environmental Impacts." Association for the Advancement of Sustainability in Higher Education 2013 Conference: Resiliency and Adaptation, Nashville, TN, October 2013.

Presentation and Panel: "How Does Your Campus Approach Sustainability?" Society for College and University Planning, 2013 Southern Symposium, University of Texas at Austin, Austin, TX, February 2013.

Presentation and Panel: "Now Operate Your Green Building." Society for College and University Planning, 2013 Southern Symposium, University of Texas at Austin, Austin, TX, February 2013.

Presentation: "Connecting Campus Sustainability with the Classroom at Rice University." Sustainability and the City Conference, Lone Star College, Kingwood, TX, October 22, 2012.

Panel and Opening Remarks: "Sustainability Education." Houston Green Chamber of Commerce B2G Professional Network Event, Houston, TX, July 18, 2012.

Presentation: “Snapshots of Campus Sustainability.” Waste Management Sustainability

Forum: Creating a Culture of Environmental Stewardship, Houston, TX, May 23, 2012.

Presentation: “Sustainability and the University.” Texas Association of Healthcare Facilities Management, Environmental Services Seminar, University of Texas M.D. Anderson Cancer Center, Houston, TX, January 19, 2012.

Webcast: “Greening the Campus: Sustainability Beyond Single Buildings.” AIA CES Discovery Course. April 21, 2011.

Presentation: “EcoReps and Bike Reps at Rice University.” EcoReps Webinar, National Wildlife Federation Campus Ecology Program, February 2011.

Presentation: “Greening for a Grade: Leveraging Action-Based Learning for Sustainability Progress.” Association for the Advancement of Sustainability in Higher Education 2010

Conference: Campus Initiatives to Catalyze a Just and Sustainable World, Denver, CO, October 2010.

Panelist: “Student Sustainability Education Programs – Where Do We Go From Here?” Association for the Advancement of Sustainability in Higher Education 2010 Conference: Campus Initiatives to Catalyze a Just and Sustainable World, Denver, CO, October 2010.

Presentation: “Looking Long: Striving for Sustainable Texas Campus Communities.” Gulf Coast Green, Houston, TX, April 2010.

Presentation: “Sustainability: Creating Connections.” Rice Engaging Houston 2010 Conference, Houston, TX, April 2010.

Presentation: “Embracing and Embedding Sustainability in Academia.” Society for College and University Planning, 2010 Southern Metro Mini Conference, Houston, TX, April 2010.

Presentation: “The Greening of Rice (A Student Story).” Rice Young Alumni Association, Houston, TX, March 2010.

Presentation: “Are Your Energy Savings Real? Energy Modeling and Management at Rice University.” ReEnergize Houston Campus Climate Summit, Houston, TX, November 2009.

Paper Presented: “Lessons from Hosting a Farmers’ Market at Rice University.” Greening of the Campus Conference VIII, Indianapolis, IN, September 2009.

Presentation: “The Greening of Rice University.” Sierra Club – Houston Regional Group, Houston, TX, September 2009.

Presentation: “The Greening of Rice University.” Texas Campaign for the Environment, Houston, TX, July 2009.

Presentation: “Rice University: Building Sustainability in the Campus Community and Beyond.” Texas College and University Facilities, 2009 Conference, San Marcos, TX, January 2009.

Presentation: “Looking Long: Striving for Sustainable Texas Communities.” Society for College and University Planning, 2008 Southern Regional Conference, New Orleans, LA, November 2008.

Presentation: “From Pledge to Practice: Implementing a Climate Commitment on a Growing Campus.” Shell Center for Sustainability – Houston’s Air Conference, Houston, TX, October 2008.

Presentation: “Sustainability at Rice.” International Sustainable World (Energy, Engineering, and Environment) Project Olympiad, Houston, TX, May 2008.

Presentation: “From Pledge to Practice: Implementing a Climate Commitment on a Growing Campus.” Texas Association of Physical Plant Administrators 2008 Conference, Austin, TX, April 2008.

Presentation: “The Greening of Rice.” Lunchtime lecture for the Society of Rice Women, Christ the King Lutheran Church, Houston, TX, January 2008.

Presentation: “The Greening of Rice.” Part of yearlong series of events on Humans, Nature, and Climate Change. Sponsored by the Dean of Undergraduates Office and the Center for the Study of Environment and Society. Farnsworth Pavilion, Rice University, Houston, TX, October 2007.

Paper presented: “Connecting Campus Sustainability With the Classroom.” Greening of the Campus Conference VII, Ball State University, Muncie, IN, September 2007.

Presentation: “Pursuing Environmentally and Socially Sustainable Custodial Practices at Rice University.” Association for the Advancement of Sustainability in Higher Education

2006 Conference: The Role of Higher Education in Creating a Sustainable World, Arizona State University, October 2006.

Presentation: “Developing and Implementing Energy Management Tools at Rice University.” Association for the Advancement of Sustainability in Higher Education 2006

Conference: The Role of Higher Education in Creating a Sustainable World, Arizona State University, October 2006.

Presentation: “The Greening of Universities.” International Executive Housekeepers Association – Houston Chapter, Spring “Green” 2005 Seminar, Rice University, May 2005.

(2) Greening the Campus Blog:

Although last updated in 2012, the Greening the Campus Blog still offers insights and observations from the perspective of a campus sustainability professional for others entering the relatively new field on college campuses. In doing so, the blog promotes discussion and knowledge sharing amongst those on the front lines of the campus sustainability movement. The blog is hosted by Rice’s Director of Sustainability, Richard Johnson, and addresses all aspects of campus sustainability from operations and curriculum to student life.

(3) Shell Center for Sustainability

The Shell Center for Sustainability works collaboratively with Rice’s faculty, staff and students to create an interdisciplinary program of research, outreach and education to address sustainable development to better the planet’s economy, society and environment. One noteworthy aspect of the Shell Center for Sustainability is that it archives all of its reports, publications and presentations. These archives are readily available to the public, thereby allowing other college campuses to remain informed and learn about the sustainability research, presentations and initiatives at Rice University.

(4) Rice University News & Media

The Rice University News & Media website is one of the primary outlets for spreading relevant information both across and beyond the college campus. There are numerous articles published that are related to sustainability and the sustainability initiatives on Rice’s campus.

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:

- AASHE (Association for the Advancement of Sustainability in Higher Education)—Director of Sustainability, Richard Johnson, served on the AASHE advisory council from February 2008 until 2013. Rice has been an AASHE member institution since 2006.

- Texas Regional Alliance for Campus Sustainability (TRACS)—Rice’s Director of Sustainability serves on the visioning subcommittee

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for TRACS. The committee was charged with developing mission statement, goals, strategies and future actions for TRACS.

- U.S. Green Building Council - Rice University has been a member of the USGBC since 2005.

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

The Rice University-Nankai University Partnership for Sustainable Development involves a partnership between academia, industry, and government that sprang from a grassroots collaboration between leading environmental scientists at Nankai University in Tianjin, Chinese Research Academy of Environmental Science in Beijing, and Rice University in Houston. "The goal is to identify and solve energy and environmental problems important to today's needs and to future development in China and the United States. This partnership has formed the China-U.S. Center for Environmental Remediation and Sustainable Development. The Center's objective is to address environmental issues common to US and Chinese sustainable development, with emphasis in the Tianjin Economic-Technological Development Area (TEDA), the center of the Binhai New Area of Tianjin (BNAT), officially designated as the 'New Engine of Growth' in China. The Center will serve as a catalyst for Sino-US governmental, industrial, and academic collaboration. Center participants will interact with Chinese officials, academics, and potential commercial partners active in TEDA on issues of common interest."

Rice University sustainability director Richard Johnson regularly hosts, meets with, or mentors sustainability officers or related faculty, staff, and even students from other universities. Recent meetings and/or benchmarking have included the University of Houston, Johnson Space Center, Sam Houston State University, Notre Dame, and the University of Chicago.

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

<http://shellcenter.rice.edu/Content.aspx?id=317>

Continuing Education

Responsible Party

Julianne Crawford

Sustainability Summer Intern
Admin. Center for Sustainability and Energy Management

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.

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

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

Yes

Number of continuing education courses offered that address sustainability:

6

Total number of continuing education courses offered:

198

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

Fall 2013:Spring 2014 sustainability continuing studies courses.pdf

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

Sustainability focused:

(1) Sustainable Houston and You (Fall):

Sustainability continues to grow as a popular topic and issue in Houston and around the world. Instructor Lester King, PhD, describes sustainable development as meeting the needs of the present without compromising the ability of future generations to meet their own needs. In this course, Dr. King will discuss how residents and professionals are affected by sustainable development perspectives and introduce concepts for making a difference in the workplace and at home. You will learn and have the opportunity to discuss behaviors, operations, policies and practices that may enhance sustainability in their business, homes and neighborhoods. This course will provide a solid fundamental understanding of sustainable development and how the precepts of sustainable development can be applied to practical scenarios.

The course meets twice for 2 hours. The topics of discussion during these two classes are as follows: “Sustainability and Houston: Professional class, urbanism vs. sub-urbanism in Houston, transportation,” and “Sustainability and You: Affordability, quality of life, social capital, energy consumption.”

(2) The History of the Earth’s Climate and its Societal Effects (Spring):

Climate has changed throughout Earth’s history on a variety of time scales. Rocks, ice, and fossils provide clues about the paleoclimate of the Earth, which can lead to a better understanding of modern climate issues. In this course, Instructor Alison Henning, Ph.D., will examine some of the major changes in our planet’s climate and their effect on the Earth’s physical and biological development, including the life of its many species and human society. While global warming has been big news in recent years, patterns of warming and cooling have played significant roles in the lives of Earth’s inhabitants for billions of years.

(3) Sustainable Landscaping (Spring):

Sustainability is defined as the capacity to endure. In a biological sense it means that an ecosystem has diversity of species and is dynamic, productive and long lived. A historically thriving, healthy forest is an example of a sustainable ecosystem. The ocean is another prime example. In this course, participants will learn and apply the principles of this natural process coupled with key concepts from organic gardening, permaculture and natural landscaping to explore the potential of long-term maintenance and well-being of our yards, gardens and lives.

Includes Sustainability:

(1) Your Dream Home: A Guide to the Design, Building and Remodeling Process (Fall/Spring):

A homeowner considering building a new home or undertaking a remodeling project faces a daunting number of decisions, from establishing a budget to selecting interior finishes. In this guide to design, new construction and remodeling, registered architect and interior designer Brent Nyquist will lead you through the process. You will acquire the tools necessary to manage your project successfully and to assess the role, value and quality of the professionals involved. You will also learn about new concepts in design and home building as well as practical solutions that will define living in the 21st century, including green design and construction, and the components required to create a healthful and energy-efficient home environment.

(2) Spotlight on Rice University’s Kinder Institute for Urban Research (Spring):

More than thirty years ago, the Houston Area Survey began as an undergraduate research course conducted in Rice University’s sociology department. Originally designed simply to measure the experiences, attitudes and demographic trends of the city and its residents, the survey has since grown not only to measure but also to interact with the city in numerous ways to help make it a better place to live and work. In 2012 the Kinder Institute for Urban Research was established to further this growth. Today the institute conducts scientific research, sponsors educational programs, and engages in public outreach that advances understanding of pressing urban issues and fosters the development of more humane and sustainable cities. In this course, members of the research faculty at the institute will discuss this organization’s various programs and accomplishments. This course will culminate in a presentation of the central findings from the new 2014 Kinder Institute Houston Area Survey by its founder and co-director of the institute, Dr. Stephen Klineberg.

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

Yes

A brief description of the certificate program:

Sustainability Facility Professional Credential:

Earning the Sustainability Facility Professional (SFP) credential will give students a competitive advantage by demonstrating that they meet industry-wide standards for sustainability planning and administration that can impact an organizations economic, ecological, and social bottom lines, not just at one point in time, but continually. Using the learning system designed by the International Facility Management Association (IFMA), this program will prepare students to pass the three final assessments required to earn the SFP credential. Students will learn how to make sound decisions about business activities and policy practices and discover how to use knowledge-based and data-driven methods to develop solutions that provide the highest value for your building, organization and community in a sustainable manner.

Year the certificate program was created:

2,012

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

<http://glasscock.rice.edu/>

Community Service

Responsible Party

Julianne Crawford

Sustainability Summer Intern
Admin. Center for Sustainability and Energy Management

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:

2,116

Total number of students :

6,628

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:

52,683

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

No

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

Rice does not currently include any notation of community service hours on transcripts. This semester, however, the Faculty Senate approved a new Certificate in Civic Leadership. This does not include an hour count of service, but rather it requires completion of 12 [STARS Reporting Tool](#) | [AASHE](#) Snapshot | Page 89

academic credits, in addition to two experiential programs.

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

No

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

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

<http://cic.rice.edu/Default.aspx>

Community Stakeholder Engagement

Responsible Party

Julianne Crawford

Sustainability Summer Intern
Admin. Center for Sustainability and Energy Management

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*.

Submission Note:

Rice's Vision for the Second Century (Engagement with Houston):

<http://professor.rice.edu/professor/Houston.asp>

Multicultural Community Relations:

<http://staff.rice.edu/staff/Home5.asp>

Parking regulations:

http://parking.rice.edu/uploadedFiles/Parking/Registration/Rates_and_Information/Parking%20regulations%20w-%20pic.pdf

University Relations:

http://staff.rice.edu/Template_PublicAffairs.aspx?id=382

Centennial Tree Planting:

<http://news.rice.edu/2012/11/28/planting-a-living-lasting-tribute-to-rice-and-hermann-park/>

"---" 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:

Rice's Vision for the Second Century, which is the foundational strategic vision for the university that has been adopted by the Board of Trustees, explicitly highlights the need to increase its community engagement with the city of Houston. Specifically, the 10-point vision states as its final point that as a university, "We must fully engage with the city of Houston—learning from it and contributing to it—as a successful partnership with our home city as an essential part of our future. We should do so by continuing to integrate Houston into the educational experience of our students, by emphasizing selective areas of research especially important to the city (notably energy and urban studies), by making tangible contributions to improve our city (particularly K-12 education and environmental quality), and by continuing to provide innovative educational and cultural resources to the broader Houston population."

The Vision for the Second Century serves as the formal policy for community stakeholder engagement at Rice. Furthermore, Rice has procedures and a commitment to ensure that community stakeholder engagement is applied systematically and regularly across the institution's activities.

In terms of strategy and operations, Rice has a Strategy and Planning Committee. The Vice President of Public Affairs sits on this committee, representing the interests of the community, and the Vice President for Resource Development represents the interests of the community through stewardship contacts.

In terms of governance, the board of trustees reaches out and identifies community stakeholders within the community who are representative of important business sectors as well as constituent groups within the city of Houston, and more broadly, the state of the nation.

Rice's Public Affairs group hosts quarterly community luncheons with 30 representatives of neighborhood groups, non-profits, vendors, and other key stakeholders in the area immediately surrounding the university to share information, discuss issues, and otherwise engage with community leaders.

Overall, community engagement is a top priority for the University, and essentially every element of Rice has adopted this vision as an overarching mantra.

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

According to David Medina, Rice's director of Multicultural Community Relations (MCR), Rice University seeks to maintain a diverse community at all levels and "to build bridges whenever essential and dismantle walls wherever necessary." The Multicultural Community Relations organization was established to enhance relationships between Rice and the minority communities inside and outside the university. Multicultural Community Relations extends Rice's wealth of enrichment opportunities to everyone in the Houston community through coordination with local multicultural groups. These groups comprise current students, alumni, and neighborhood and city associations:

(1) Community Dialogue Luncheons: Community Dialogue Luncheons serve as a forum for community leaders to discuss social issues that affect all sectors of society. Offered quarterly, these luncheons provide an informal round table for engaging discussion and idea sharing and encourage people from various ethnic and cultural backgrounds to get to know each other and form a network.

(2) Rice Connection Speaker Series: Multicultural Community Relations launched a new program in December 2010, the Rice Connection Speaker Series, in which a Houston community leader is invited to present a lecture to Rice faculty, staff and students about a pressing social issue. The participating group is limited to 25 guests. Each luncheon focuses on a timely topic and hosts a different set of goals.

(3) K-12 Outreach Programs: Through a number of outreach programs, Rice University fosters a culture of understanding between diverse people, ideas and perspectives. The following are some of the programs offered:

-College information sessions and career day appearances: MCR conducts age-appropriate, on-campus sessions for students in high school, middle school and elementary school to create an awareness of the steps needed to access college admission and financial resources for college. During these sessions, Rice undergraduates share their strategies for navigating the college admission and financial aid process. When possible, Rice professors provide interactive academic enrichment sessions. MCR also provides similar presentations on-site for community schools.

-Davila Science Conference: MCR partners with Davila Elementary School to host an interactive science conference for its fourth- and fifth-graders. In addition to hosting the event, MCR recruits Rice faculty and students as well as community members from the Davila family, for whom the school is named, to present at this event. Since 2009, 375 students have attended since 2009.

-College essay camp for rising seniors: This program consists of a week-long writing workshop designed to help students create a high-quality college admission essay, as well as help them understand the college admission process. Classes are offered to 50 rising seniors who have taken a college preparatory curriculum and who come from low-to-moderate-income families

List of identified community stakeholders:

The 10-county greater Houston metropolitan area has a population of approximately 6 million people, and different elements within Rice have different lists of community stakeholders based upon what they aspire to accomplish at the University. Thus, a comprehensive list of identified community stakeholders at Rice is overwhelmingly extensive, and will not be provided; however, upon request, it can be discussed.

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

Over the past three years, Rice has had a number of successful community stakeholder engagement outcomes. The following are a few notable outcomes:

(1) Rice University Centennial Luncheon Honoring the Houston Community: This Centennial event was specifically intended to recognize Rice University's supporters and friends in the Houston and Texas communities. 300 community members attended, and showed their support for the University's mission.

(2) Centennial Grove Tree Planting: More than 75 volunteers gathered at Hermann Park on November 16th, 2012 to plant the Rice Centennial grove in recognition of the centennials of Rice University (2012) and Hermann Park (2014). In just a few hours, the volunteers—consisting of Rice faculty, staff and students and Houston community members—planted 100 oak, bald cypress and other native trees in a reforestation area close to the park's boathouse and picnic areas on the east side of McGovern Lake.

(3) Parking permit regulations: In an effort to respect neighboring community members and their parking availability, Rice implemented stricter parking regulations. The regulations explicitly state that, "Rice values its cordial relations with area residents, businesses and institutions and looks to the members of the Rice community to help maintain these positive relationships. In furtherance of those relationships, Rice views, and encourages its faculty, staff and students to also view, available on-street parking in the residential neighborhoods near Rice as being intended and reserved for the primary use of the residents of these neighborhoods and their visitors. When visiting residents or working at Rice-owned properties, Rice students, staff, faculty, contractors and guests are asked and expected to park in university-provided parking facilities, not on neighborhood streets."

(4) Campus updates: Rice University is committed to establishing a mutually beneficial relationship with Houston's community leaders and our neighbors. To accomplish that, Rice's staff goes out of its way to participate in community events and keep its neighbors informed about what is taking place on campus. These campus updates are continuously updated on the University Relations webpage, and are intended to inform community members of upcoming events, such as construction and performances, which may impact Rice's neighboring areas.

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

<http://professor.rice.edu/professor/Houston.asp>

Participation in Public Policy

Responsible Party

Alex Nunez-Thompson

Intern

ACSEM

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.

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

Responsible Party

Alex Nunez-Thompson

Intern

ACSEM

Criteria

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

Submission Note:

Rice University's bookstore and merchandise is handled by Barnes and Noble, which is a member of the Worker Rights Consortium and has expressed intent to participate in the WRC's Designated Suppliers Program. Barnes and Noble also follows the conduct set by the Fair Labor Association. All of their vendors are required to sign and certify that they comply with the requirements of the Fair Labor Association. Without this certification, Barnes and Noble refuses to conduct business with that vendor.

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

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

Yes

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

Yes

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

Yes

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

Julianne Crawford

Sustainability Summer Intern
Admin. Center for Sustainability and Energy Management

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 (MtCO_{2e}) per gross square foot (0.002 MtCO_{2e} 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.

Submission Note:

While we had 2012 faculty headcount data, we had to use 2013 for staff in calculating the baseline year.

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

Yes

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

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

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:

Consolidation methodology used to determine organizational boundaries: Rice uses an operational control approach to consolidate its GHG emissions. Under the control approach, Rice accounts for 100 percent of the GHG emissions from operations over which it has control. Thus, it does not account for GHG emissions from operations in which it owns an interest but has no control. As defined under the operational control approach employed by the University, Rice has operational control over an operation if it, or one of its subsidiaries has the full authority to introduce and implement its operating policies at the operation.

Emissions calculation tool: instead of the Clean Air-Cool Planet calculator that most campuses use, Rice uses a “custom tool” developed in a Rice chemical engineering class, “Engineering Solutions for Sustainable Communities” to complete its GHG emissions inventory. The tool allows Rice to input the specific fuel mix for the electricity composition from the electrical grid that serves the University. It also allows Rice to input natural gas emission factors for the gas that the University combusts. Furthermore, the tool allows the University to develop estimates of carbon footprints on a per-building level.

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?:

Yes

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

The inventory has been reviewed both by a chemical engineering professor as well as a consultant who was hired by the university to develop a climate and energy master plan.

The baseline year set by the consultant was FY2012, which is the period from July 1, 2011 thru June 30, 2012.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	<i>27,972 Metric Tons of CO2 Equivalent</i>	<i>31,174 Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	<i>595 Metric Tons of CO2 Equivalent</i>	<i>595 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	<i>69,651 Metric Tons of CO2 Equivalent</i>	<i>65,952 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>57,640 Metric Tons of CO2 Equivalent</i>	<i>57,640 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>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

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

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

Rice University owns timberland in Southwest Louisiana, known as The Rice Land Lumber Company. It comprises approximately 50,000 acres of slash pine, and was initially used to fund the original buildings on Rice’s campus. Today, a portion of that timberland is harvested for logs for telephone and power poles, and the trees on those 50,000 acres are estimated to absorb more than 57,000 metric tons of carbon dioxide per year, which offsets more than half of the university’s annual gross greenhouse gas emissions. The property is enrolled in the Louisiana Department of Wildlife and Fisheries’ safe-harbor program for the Louisiana red-cockaded woodpecker, which helps protect the endangered bird that excavates its roost and nest cavities exclusively in live pine trees. Also noteworthy is use by Rice faculty members of residual forest biomass gathered from the Louisiana site for their research on biochar, which has the potential to accelerate biomass growth, improve water retention in soil and sequester carbon.

A brief description of the composting and carbon storage program:

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

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	2,824	2,824
Number of residential employees	71	71
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	6,446.67	6,071.33
Full-time equivalent of employees	2,861	2,842
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date

Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2011	June 30, 2012

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

The baseline year was adopted by our consultant in the development of RICEMaP, the Rice Integrated Climate and Energy Master Plan. RICEMaP contains multiple reports: the report containing the carbon footprint and key elements of the climate action plan was submitted in the fall of 2013.

Gross floor area of building space, performance year:

5,695,320 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	1,663,367 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	288,109 <i>Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	4,070 <i>Metric Tons of CO2 Equivalent</i>
Commuting	5,783 <i>Metric Tons of CO2 Equivalent</i>
Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	---
Waste generated in operations	372 <i>Metric Tons of CO2 Equivalent</i>

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

A copy of the most recent GHG emissions inventory:[rs_acupcc_org_ghg_2979.pdf](#)**The website URL where the GHG emissions inventory is posted:**<http://rs.acupcc.org/ghg/2979/>**A brief description of the institution's GHG emissions reduction initiatives, including efforts made during the previous three years:**

(1) Through the RICEMaP process, the university's consultant conducted ASHRAE Level-2+ building energy audits for approximately 10 campus buildings. The results of these audits were used to establish a fund for energy efficiency retrofit projects. The first project from that fund is underway as of May 2014, and will focus on Dell Butcher Hall. The second project from that fund will start in the summer of 2014, and it will focus on Keck Hall.

(2) Rice University participates in the Waste Minimization component of the national RecycleMania competition. The University has adopted numerous waste reduction strategies on campus, from the robust campus recycling program to promoting inter-office reusable envelopes for campus mail to composting virtually all landscaping waste, including grass, leaves, and wood chips from tree pruning. The campus also hosts an annual free-cycling event, providing an opportunity for members of the Rice community to swap office supplies, recycle electronics, etc.

(3) Rice encourages use of and provides access to public transportation. We operate a fare-free shuttle system, with routes on-campus as well as to the Graduate Student Apartments on Bissonnet, the Rice Village during certain hours on weekends, the Texas Medical Center, and from the Graduate Student Apartments to major shopping areas on the weekend. The University also provides free transit passes for students to take the light rail, which has three stations conveniently located adjacent to campus, as well as numerous bus lines with stops along or adjacent to the campus perimeter. Furthermore, Rice also has an active ZipCar program, and was the first location in the state of Texas to offer ZipCar (inaugurated August 2008).

(4) Rice has committed to green building through the US Green Building Council's Leadership in Energy and Environmental Design (LEED) program. Rice has adopted a policy of LEED-Silver minimum certification for appropriate on-campus buildings.

Outdoor Air Quality

Responsible Party

Julianne Crawford

Sustainability Summer Intern
Admin. Center for Sustainability and Energy Management

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:

The EAS annually collects statewide data on emissions from industries that meet the Emission Inventory (EI) reporting requirements and stores those data in its database, the State of Texas Air Reporting System (STARS). An EI is the result of a process the EAS uses to collect data on standardized forms to ensure consistency among types of data collected, and to facilitate data entry into and retrieval from

STARS. The data collected identify the company, site, point of contact, emission source, abatement device, emission point, and path emissions.

Every EI is currently identified with and indexed by a site-specific air regulated entity reference number, a unique identification number assigned by the TCEQ. A site's air regulated entity reference number will thus also uniquely identify its EI.

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

	Weight of Emissions
Nitrogen oxides (NOx)	<i>29.48 Tons</i>
Sulfur oxides (SOx)	<i>0.84 Tons</i>
Carbon monoxide (CO)	<i>2.48 Tons</i>
Particulate matter (PM)	<i>1.89 Tons</i>
Ozone (O3)	---
Lead (Pb)	<i>0 Tons</i>
Hazardous air pollutants (HAPs)	---
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	---

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

The following are a number of Rice’s initiatives to minimize air pollutant emissions from stationary sources:

- (1) The University uses natural gas cogeneration to supply about one third of its campus energy needs. Cogeneration is a much more efficient way to generate electricity than typical coal fired power plants. The reduction of emissions results not for the site but for the region.
- (2) Rice consistently falls underneath its emissions cap. As such, with the cap and trade program, Rice has the option of going out and selling its remaining allowances; however, the University chooses not to, thereby preventing additional pollution in the region.
- (3) Rice tends to perform tests on generating equipment during non-peak hours.
- (4) Rice participates in various programs to reduce electricity consumption during peak hours by fuel switching to natural gas cogeneration on-campus. This is cleaner than what would be generated off-site. Thus, while it adds to Rice’s on-site emissions, it reduces the total region-wide emissions.

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

http://www15.tceq.texas.gov/crpub/index.cfm?fuseaction=iwr.viewAddnDetail&addn_id=582600672009251&return=regent

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

Julianne Crawford

Sustainability Summer Intern
Admin. Center for Sustainability and Energy Management

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:

Rice University is a member of the US Green Building Council (USGBC) and is committed to building long lasting, resource efficient facilities. In 2006, Rice set a goal that all new buildings would be certified as part of the USGBC's LEED program for new construction. LEED is the industry standard for green building in North America, and in March of 2008, Rice raised its goal from basic LEED certification to certification at the LEED-Silver level for new construction.

The Oshman Engineering Design Kitchen (OEDK) at Rice was an existing building that was renovated using the LEED version 2.2 for New Construction. The building had formerly served as the university's central kitchen (Hick's Kitchen) and subsequently as a storage space, with custodial offices and band practice rooms in the basement.

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

5,695,320 *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)	0 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	0 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	25,452 <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	0 <i>Square Feet</i>

Mid-Level	<i>0 Square Feet</i>
Highest Achievable Level	<i>0 Square Feet</i>

Floor area of building space that is certified at each level under a 5-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	<i>0 Square Feet</i>
4th Highest Level	<i>0 Square Feet</i>
Mid-Level	<i>0 Square Feet</i>
2nd Highest Level	<i>0 Square Feet</i>
Highest Achievable Level	<i>0 Square Feet</i>

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

0 Square Feet

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

4,237,647 Square Feet

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

[Rice Sustainable Facilities Policy Jan 30 2008.doc](#)

The date the guidelines or policies were formally adopted:

Jan. 30, 2008

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

This sustainable building operations and maintenance program includes all facilities that have both a green cleaning program and building level energy metering. At Rice, this would include all non-residential building space. Not all residential buildings are individually metered for energy utilities, and Rice's Housing and Dining department has not instituted a comprehensive green cleaning program as of June 2014.

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

Rice has adopted a sustainable facilities policy which states that, "Major renovations constituting at least an entire floor of a building, or more than 25 percent of the building's square footage, or more than 25 percent of the building's replacement cost (excluding infrastructure more than five feet beyond the building's perimeter) shall be evaluated by Facilities Engineering and Planning for design and certification to the level of LEED "Certified" at minimum, and a recommendation will be made to the Vice President of Administration regarding the suitability of such renovation for LEED certification."

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

<http://sustainability.rice.edu/sustainability-policies/>

Building Design and Construction

Responsible Party

Alex Nunez-Thompson

Intern

ACSEM

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.

Submission Note:

LEED Policy:

<http://sustainability.rice.edu/sustainability-policies/>

"---" 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:

Rice is a member of the USGBC and strives to construct new buildings and renovate existing buildings as LEED certified buildings.

Currently Rice has 10 LEED certified buildings as follows:

Barbara and David Gibbs Recreation and Wellness Center (Silver)

Duncan College (Gold)

McMurtry College (Gold)

Oshman Engineering Design Kitchen (Gold)

Rice Children's Campus (Silver)

Wilson House (Silver) (LEED for homes)

Will Rice College Addition (Silver)

BioSciences Research Collaborative (Gold) (for both Core and Shell and for Commercial Interiors)

Brockman Hall for Physics (Gold)

Baker College Addition (Silver)

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

1,502,184 *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)	0 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	181,454 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	1,258,629 <i>Square Feet</i>

Highest Achievable Level (e.g. LEED Platinum)	<i>0 Square Feet</i>
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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	<i>0 Square Feet</i>
Mid-Level	<i>0 Square Feet</i>
Highest Achievable Level	<i>0 Square Feet</i>

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	<i>0 Square Feet</i>
4th Highest Level	<i>0 Square Feet</i>
Mid-Level	<i>0 Square Feet</i>
2nd Highest Level	<i>0 Square Feet</i>
Highest Achievable Level	<i>0 Square Feet</i>

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:

As a matter of policy, Rice University requires all new construction to achieve a LEED-Silver certification at minimum. This policy is overseen by the Facilities, Engineering and Planning Department (FE&P), and the sustainability director reviews all LEED checklists for new construction projects for compliance with this policy.

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

<http://sustainability.rice.edu/buildings/>

Responsible Party

Alex Nunez-Thompson

Intern

ACSEM

Criteria

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

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

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

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

873,862 Square Feet

Gross floor area of building space:

5,695,320 Square Feet

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

The Aircuity system has been installed in the BioSciences Research Collaborative (BRC). The system measures the indoor air quality including temperature, humidity, VOCs, and carbon dioxide then regulates the number of times air is replaced in the room based on the indoor air quality. Any changes in these measured statistics are also reported to Environmental Health and Safety who has a response plan a team that can be dispatched to make any repairs or changes necessary.

A system is also in place online where people can report any problems with indoor air quality. The Rice Environmental Health and Safety has a response team that is dispatched to the location of the complaint and will handle any issues.

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

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

Alex Nunez-Thompson

Intern

ACSEM

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:

20

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

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

Rice University's Baker College kitchen participates in a program to purchase food from a Houston-area farm, and waste food scraps from the Baker kitchen are used by the farm to make compost. More broadly, Rice chefs frequently purchase ingredients from the Rice University Farmers Market for use in creating meals for students. Seafood purchases are made in accordance with guidelines established by the Monterey Bay Aquarium's Seafood Watch program. Fair-trade locally-roasted organic coffee was introduced to the Rice campus by the student-run Rice Coffeehouse in 2005, and Housing and Dining now only serves fair-trade coffee as well.

Taken from:

<http://dining.rice.edu/sustainabledining/>

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)?:

No

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:

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

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

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

David McDonald, the head of Housing and Dining, makes all purchases for each servery in consultation with the chefs for each servery. He makes sure to follow the Monterey Bay Seafood Watch program when ordering seafood and that all meat purchases are either USDA certified or locally grown. In addition, all servery coffee is Fair Trade certified.

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

Because David McDonald oversees all food and beverage purchases, he keeps all records of inventory for each severy. The chefs will submit their orders to him, he will log the purchases and then keep the records on file.

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	---	---
Dining operations and catering services operated by a contractor	---	---
Franchises	---	---
Convenience stores	---	---
Vending services	---	---
Concessions	---	---

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:

Low Impact Dining

Responsible Party

Richard Johnson

Director of Sustainability
Facilities Engineering and Planning

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:

32.60

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

All purchases go through the Housing and Dining office which sets the standards for all purchases. David McDonald, who is the head of Housing and Dining, makes sure that all animals are humane-verified as well as USDA certified if possible. Animal products that are purchased locally are not USDA certified but are instead considered locally grown.

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”):

Vegetarian and vegan entrees are available at every meal and the entire dining operation is trans-fat free. Over 90 percent of the food served in the campus dining halls is made from scratch on-site.

Menus can be found at

<http://dining.rice.edu/>

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

Housing and Dining has made a large push to include more alternative protein sources. Some of these include legumes, beans, Swiss chard and roots. In addition, tofu, soy milk and other soy based products are offered at all meals. Most of the yogurt is gelatin-free making it vegetarian and further reducing animal-derived products.

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

<http://dining.rice.edu/sustainabledining/>

Annual dining services expenditures on food:

4,600,000 *US/Canadian \$*

Annual dining services expenditures on conventionally produced animal products:

1,500,000 *US/Canadian \$*

Annual dining services expenditures on sustainably produced animal products:

300,000 *US/Canadian \$*

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

Julianne Crawford

Sustainability Summer Intern
Admin. Center for Sustainability and Energy Management

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	862,064 <i>MMBtu</i>	916,648 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	348,164 <i>MMBtu</i>	329,654 <i>MMBtu</i>
District steam/hot water	0 <i>MMBtu</i>	0 <i>MMBtu</i>

Gross floor area of building space::

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

Gross floor area	5,695,320 <i>Gross Square Feet</i>	5,695,320 <i>Gross Square Feet</i>
-------------------------	------------------------------------	------------------------------------

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	1,663,367 <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	1,211
Cooling degree days	3,144

Source-site ratios::

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

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2011	June 30, 2012

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

The baseline year was adopted by our consultant in the development of RICEMaP, the Rice Integrated Climate and Energy Master Plan. RICEMaP contains multiple reports: campus-level energy use, future investment scenarios, and climate action plan; building-level energy

audits; and metering.

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

Rice University is committed to continuous improvement in reducing its ecological footprint. As such, in January of 2009, Rice adopted a building temperature policy. The purpose of this policy is to “efficiently manage the use of energy in the cooling, heating, and dehumidification of Rice University facility while providing a quality indoor environment that enables the university community to achieve its mission.”

The policy states that the following indoor temperature and humidity ranges for occupied spaces shall be maintained on campus:

Air conditioning: Temperature range = 74-78 degrees. Relative humidity = 40-65%

Heating: Temperature range = 68-72 degrees. Relative humidity = 40-65%

These ranges fall within ASHRAE standard 55-2004 “Thermal Environmental Conditions for Human Occupancy.”

Certain specialized areas –such as laboratories, library collections, the Data Center and galleries—are exempt from these guidelines but will be expected to be maintained within recognized efficient ranges for their type of use.

Appropriate nighttime, weekend and holiday setbacks will be implemented outside of established hours of operation.

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

A number of campus elevators have been retrofitted with LED lights. LEDs have also been used for fountain lighting around campus, and LED light tubes have been installed in place of T8 bulbs in ceiling lay-in fixtures as a demonstration in the Facilities, Engineering & Planning department. LED lighting has also been installed as the lighting source in the renovation of the lecture hall Herring Hall Room 100, as well as the commons for both Sid Rich and Will Rice Colleges.

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

Rice uses a number of different technologies to reduce energy use associated with lighting. The new wings of Baker and Will Rice Colleges, along with all of The Anderson-Clarke Center, and McMurtry and Duncan Colleges are fitted with lights and thermostats operating with a motion/infrared-detection system; while students occupy the room, both systems are on, and when rooms are vacant, the systems turn off—simple, effective and energy conscious. The heating and cooling system is designed to conserve energy and functions using the university’s energy policy temperature guidelines. If the door (or window in Duncan and McMurtry) is open, the system will enter “sleep” mode to save energy.

Additionally, hallway lights have timers programmed to turn off lights at certain hours. Several other buildings on campus also have motion detectors in public spaces, such as the Oshman Engineering Design Kitchen and portions of Fondren Library.

Occupancy sensors for lighting are now standard for all new offices.

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:

Rice University implemented a small-scale geothermal heat pump installation in the campus’ South Plant. The installation consists of a vertical closed loop system with 10 vertical bore holes drilled to a depth of 250 feet each, and the installation is intended to be small scale as an experiment and therefore only heats a 1,400 square foot portion of the plant. Unfortunately, the system is not metered and therefore cannot provide specific data on energy use and efficiency.

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

Rice University has two cogeneration turbines at its central plant, and the two turbines have a combined rating of about 7.5 MW. The waste heat from these turbines is captured and used to create steam.

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

As part of the Rice Integrated Climate and Energy Master Plan (RICEMaP), Rice hired a consultant to conduct ASHRAE Level 2 building energy audits for ten buildings. The results of these audits generated a list of energy conservation measures and estimated costs, paybacks, and CO2 reductions for implementing those projects. Rice is now implementing these projects. The first project - Dell Butcher Hall - is currently underway, and includes a full building recommissioning. This represents a comprehensive approach to retrofits and recommissioning.

Rice has also enacted a number of smaller-scale retrofit projects, such as lighting retrofits in Alice Pratt Brown Hall, lighting retrofits using LED lighting in the Will Rice College and Sid Richardson College commons, building controls retrofits in Herzstein Hall and the Rice Memorial Center, etc.

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

In terms of metering, energy consumption, including electricity, natural gas, steam, and chilled water is metered at the building level for all academic and administrative buildings. Residential buildings are sometimes metered individually for the above utilities, and sometimes metered in clusters.

In terms of management, Rice University has implemented a building energy management system, allowing our Facilities, Engineering and Planning department to constantly monitor energy consumption for most campus buildings (including fume hood usage) in real-time, making adjustments as necessary to conserve energy while ensuring occupant comfort. Rice's approach to weather-normalized energy modeling is now the basis of a campus energy management product offered by Rockwell Automation.

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

All new computer purchases must adhere to university standard, and the university's approved offerings are all EnergyStar rated. The Housing and Dining Department has replaced most of their washing machines with high efficiency models.

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

Rice University has adopted a new standard for outdoor lighting that uses an LED bulb and consumes approximately 1/3 of the electricity of our previous standard.

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

Rice has a number of infrared USA Technologies vending misers installed in drink machines across campus. The vending misers power down the machines when the surrounding area is vacant, as well as monitor the room's temperature to ensure to product is cold. During a test week, a 38% reduction in average power consumption was recorded.

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

Rice University actively participates in load-shedding programs to reduce electricity demand during times of peak energy consumption on the grid. Steps included in load-shedding include fuel-switching to natural gas, and a number of measures to reduce campus load, including rolling air conditioning reductions, calls for turning-off non-essential lighting, etc.

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

<http://sustainability.rice.edu/energy-conservation/>

Clean and Renewable Energy

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.

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

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

Julianne Crawford

Sustainability Summer Intern
Admin. Center for Sustainability and Energy Management

Criteria

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

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

And/or

- 3) Organic, certified and/or protected

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

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

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

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

Submission Note:

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

Figures required to calculate the total area of managed grounds::

	Area
Total campus area	288.47 Acres
Footprint of the institution's buildings	49.67 Acres
Area of undeveloped land, excluding any protected areas	0 Acres

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	238.80 Acres
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	0 Acres
Managed organically, third party certified and/or protected	0 Acres

A copy of the IPM plan:

[Rice University Integrated Pest Management Mission and Plan.pdf](#)

The IPM plan :

Although Rice has not written a formal Integrated Pest Management (IPM) plan of its own, the University follows a philosophy for pest management control that is based on existing IPM plans. Specifically, Rice has outlined its own mission for IPM, and follows the IPM strategies for turfgrass and ornamentals that were developed by Texas A&M's Department of Entomology and published in 2014.

A brief summary of the institution's approach to sustainable landscape management:

Although there is no formal plan in place, Rice's Facilities Engineering & Planning department goes to great lengths to uphold the standards of sustainable landscape management. The following are a number of the strategies employed by the university:

(1) Pest control is based on the IPM principles (outlined above) to minimize chemical use and toxicity in managing pests.

(2) Grasscycling: Instead of collecting and disposing of grass clippings, Rice employs “grasscycling” by leaving grass clippings on the lawn when mowing. These clippings decompose and return valuable nutrients to the soil. Furthermore, any leaf and branch material that is gathered is kept on-campus and reused.

(3) Rice utilizes Hou-Actinite, a recycled sewage sludge derived from activated waste water. It is a naturally nutrient-rich, slow-release organic fertilizer. The slow release characteristics reduce its risk of burning and leaching from over watering.

(4) The Arbor Day Foundation has designated Rice University as a "Tree Campus USA" for taking care of its more than 4,600 trees. In order to earn the Tree Campus USA recognition, Rice upholds three core standards of tree care, including a campus tree advisory committee; a campus tree-care plan; and a dedicated annual expenditures for the campus tree-care plan.

(5) Rice University itself is a designated arboretum, The Lynn R. Lowrey Arboretum. The Lynn R. Lowrey Arboretum is a teaching and research resource of Rice University.

The Lowrey Arboretum consists of a collection of woody plants dispersed throughout the Rice University campus that represents native and introduced species suitable to the soils and climate of the Houston area. The Lowrey Arboretum has developed several projects on campus that employ native or appropriately adapted species, and furthermore the Arboretum Committee provides an advisory service for landscape design for new buildings on the Rice campus.

A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:

Rice’s primary mission is to maintain the environment and landscape that currently exists on campus. When Rice has plans for new construction, there is an extensive process for designing the new landscape. Over the years, Rice has had a significant contribution in this design process, consulting with the various architects, landscape architects, and project managers to emphasize the importance of using well-adapted plant materials and native species when appropriate.

Furthermore, through a campus tree-care protection plan and re-location expenditures, Rice’s commitment to protecting its existing tree population (comprised of more than 4,600 trees) is commendable.

Moreover, Rice itself is designated as the Lynn R. Lowrey Arboretum, and as such, there is an Arboretum Committee that advises new projects with regards to the landscape selections. Although the Arboretum Committee doesn’t have the ability to reject a design, it certainly reviews the designs and gives its opinions. Overall, the committee tries to promote native plants and plant species that are well-adapted to Houston’s climate, as well as identify appropriate species that will add to the biodiversity on Rice’s campus. In the Harris Gully Natural Area, for example, a number of invasive plants have been removed in an effort to encourage native species and restore the space to its original ecology. The Texas wildflowers that are sown in the area each spring have thrived, making this location stunning and diverse.

In other parts of campus, native grasses and drought-resistant plants have been used, including on top of Rice’s green roofs.

In instances when construction impacts trees, Rice often will move trees to new locations rather than just cut them down.

A brief description of the institution’s landscape materials management and waste minimization policies and practices:

In terms of day-to-day activity, the Rice University grounds committee employs “grasscycling” techniques, meaning that they don’t actively remove grass clippings, leaves or branch trimmings. Instead, they try to recycle all of these materials on-campus.

In certain circumstances, the University also has certain procedures set in place to ensure that landscape materials are properly disposed of. For example, in 2008 when Hurricane Ike hit, there was a major loss of tree limbs. In this instance, Rice had to hire contractors to help with the removal process. Although there was a lot of wood chipping done on-site, a large amount had to be shipped to off-site facilities. Rice ensured that the companies recycled this material.

A brief description of the institution's organic soils management practices:

Rice recycles its grass and leaf clippings so as to allow them to nourish the soil. Furthermore, Rice's use of Hou-Actinite to fertilize its grounds eliminates the use of inorganic fertilizers and chemicals.

A brief description of the institution's use of environmentally preferable materials in landscaping and grounds management:

- (1) Rice's grounds department uses locally produced mulch for its landscaping purposes.
- (2) The large majority of Rice's plant materials comes from within a 100-150 mile radius of the campus so as to reduce the transportation costs and thereby reduce the environmental impacts.

A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus:

Water is a major concern on Rice's campus, and the University does what it can to maintain the integrity of the natural hydrology of the campus:

Although the grounds crew typically uses potable water for irrigation, under certain circumstances, such as during the drought of 2011, Rice was able to tap into de-watering wells located in the basements of certain buildings on-campus. Essentially, water from these wells is constantly pumped out of the ground to keep the basements dry; thus, during droughts, this water can be used for irrigation.

Rice is also committed to protecting the Harris Gully Natural Area. The project of the Lowrey Arboretum is a remnant of a riparian woodland on the banks of Harris Gully. Through plantings of native grasses, wildflowers, trees, and shrubs, Rice seeks to create a replica of a natural system once widespread in the Houston area. A detention pond is located in the Harris Gully Natural Area, and serves to reduce campus flooding.

A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):

Not applicable - Houston does not receive any appreciable amount of snow or ice.

A brief description of any certified and/or protected areas:

Rice University is a designated arboretum, The Lynn R. Lowrey Arboretum. An initial key area of focus for the Arboretum was to restore the "Harris Gully Natural Area" which is where the old Harris Gully flowed across campus. This natural area is, and will remain a protected area on campus throughout the University's growth. In fact, the University master plan even suggests expansion of this natural area in order to create a sort of greenway that follows the path of the original Harris Gully.

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?:

Yes

The website URL where information about the institution's sustainable landscape management programs and practices is available:

<http://sustainability.rice.edu/Content.aspx?id=2419>

Responsible Party

Julianne Crawford

Sustainability Summer Intern
Admin. Center for Sustainability and Energy Management

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.

Submission Note:

Lynn r. Lowrey Arboretum:

<http://arboretum.rice.edu/>

Rice University Land Lumber Company:

<http://www.wlf.louisiana.gov/news/33058>

Wild Rice:

http://wild.rice.edu/Wild_Rice/Main.html

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

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:

Yes

A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity,

and/or regions of conservation importance on institution owned or managed land:

(1) Rice University itself is a designated arboretum, The Lynn R. Lowrey Arboretum. The Lynn R. Lowrey Arboretum is a teaching and research resource of Rice University. An outdoor classroom spanning the Rice campus, it serves programs, in biology, engineering, architecture, literature, and interdisciplinary studies on the environment. The Lowrey Arboretum consists of a collection of woody plants dispersed throughout the Rice University campus that represents native and introduced species suitable to the soils and climate of the Houston area. Dedicated on March 18, 1999, the arboretum honors the distinguished horticulturist Lynn R. Lowrey whose life work was dedicated to spreading knowledge and appreciation of the trees and plants of the Gulf Coast of the United States and northern Mexico.

(2) Rice University owns a timber plantation in Southwest Louisiana, known as The Rice Land Lumber Company. It comprises approximately 50,000 acres of mostly slash pine, and was initially used to fund the original buildings on Rice's campus. Today, a portion of that timberland is harvested for logs for telephone and power poles, and the trees on those 50,000 acres are estimated to absorb more than 57,000 metric tons of carbon dioxide per year, which offsets more than half of the university's annual gross greenhouse gas emissions. The property is enrolled in the Louisiana Department of Wildlife and Fisheries' safe-harbor program for the Louisiana red-cockaded woodpecker, which helps protect the endangered bird that excavates its roost and nest cavities exclusively in live pine trees. Also noteworthy is use by Rice faculty members of residual forest biomass gathered from the Louisiana site for their research on biochar, which has the potential to accelerate biomass growth, improve water retention in soil and sequester carbon.

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with habitats on institution-owned or –managed land?:

Yes

Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:

Yes

The methodology(-ies) used to identify endangered and vulnerable species and/or environmentally sensitive areas and any ongoing assessment and monitoring mechanisms:

The Rice Management Company, owned by Rice University, has employed Larson & McGowin Inc. "to intensively manage 219 acres [within Rice's approx. 50,000 acre tract] in Beauregard Parish for nesting and foraging habitat and to perform prescribed burning" for protection of the federally and state-listed endangered species red cockaded woodpecker. The Louisiana Department of Wildlife and Fisheries (LDWF) has enrolled all 49,712 acres of the land owned by Rice in its Louisiana Red-cockaded Woodpecker (*Picoides borealis*) (RCW) Safe Harbor Program.

A brief description of identified species, habitats and/or environmentally sensitive areas:

Off-campus, as described above, the identified species is the red-cockaded woodpecker, which is protected on the approx. 50,000 acre Rice-owned tract in SW Louisiana.

The biodiversity on Rice's campus is extensive, housing approximately 117 species of trees and woody plants, including 12 species of oaks, 18 species of grasses, 31 species of vines and shrubs, and 25 species of wildflowers. Furthermore, 203 bird species have been observed, including 2 species of owls, 8 species of hawks, 5 species of woodpeckers, 3 species of hummingbirds, and 32 species of warblers. In addition to birds, a number of mammal, reptile, amphibian and insect species have also been sighted on Rice's campus, including the Brown Anole, Rough Earth Snake, Gulf Coast Plains Toad, and the Rio Grande Chirping Frog. The following lists can be found on the Lynn R. Lowrey Arboretum website:

1. Species of trees and woody plants on the Rice Campus (GIS database at

<http://fon-gis.rice.edu/ricetrees/>

)

2. Partial Species List for the Harris Gully Natural Area

3. Wildflowers sown in the Harris Gully Natural Area

A list of bird species sited on Rice's Campus can also be found on the Wild Rice website.

A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:

The project of the Lowrey Arboretum is a remnant of a riparian woodland on the banks of Harris Gully. Through plantings of native grasses, wildflowers, trees, and shrubs, Rice seeks to create a replica of a natural system once widespread in the Houston area. The natural area is designed not only to enhance the natural landscape of the campus, but also to provide a beautiful and appropriate transition between the urban environment of the Texas Medical Center and the scholarly, reflective atmosphere of the Rice Campus. The University's efforts to maintain this natural landscape, as well as its efforts to uphold the campus' status as a designated arboretum demonstrate its commitment to protecting species, habitats and environmentally sensitive areas on campus. Specifically, the mission of the Arboretum is to promote environmental literacy by enhancing the campus as a living laboratory of attractive, diverse plantings that engage and inform campus residents and visitors.

The website URL where information about the institution's biodiversity policies and programs(s) is available:

<http://arboretum.rice.edu/>

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

Alex Nunez-Thompson

Intern

ACSEM

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 :

All PCs purchased by Rice University are EPEAT and Energy Star certified and may contain recycled components. These standards are managed by both the office of procurement and the IT department. The IT department will make recommendations to the office of procurement who will then standardize those models across the university so that all PCs purchased after July 1st will meet those standards.

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

followed:

Effective July 1st, all electronics purchases are made through the Procurement office who standardizes which computers members of the institution may purchase. These computers are standardized to be EPEAT and Energy Star certified. Professors, faculty, and staff are not allowed to purchase any electronic devices outside of the standard machines to ensure that all PCs on campus are EPEAT and Energy Star certified.

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:

Cleaning Products Purchasing

Responsible Party

Alex Nunez-Thompson

Intern

ACSEM

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
-

"---" 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:

Both David McDonald of Housing and Dining and Eusebio Franco of Facilities Engineering and Planning are in control of cleaning products purchasing and ensure that Green Seal certified products as well as steam cleaning are used in place of traditional cleaning products where possible.

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

All cleaning products for residential college are controlled by the head of Housing and Dining, David McDonald. He has created a list of cleaning and janitorial products that are Green Seal or equivalent and all departments are required to make purchases off of that list. David follows all of the university's preferences to purchase certified cleaning and janitorial products.

The same is true for Eusebio Franco of Facilities Engineering & Planning. He ensures that Green Seal products are used in the non-residential buildings.

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

Yes

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:

80,000 US/Canadian \$

Total expenditures on cleaning and janitorial products:

210,000 US/Canadian \$

Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological (“green”) cleaning program?:

Yes

A brief description of the institution’s low-impact, ecological cleaning program:

Cleanology is a low-impact program that all custodial staff must be certified in before they are allowed to work. Cleanology teaches all custodial staff the procedures of safe and ecological cleaning. The program focuses on sustainability in cleaning as well as workplace management and interpersonal interactions. The list of accepted cleaners and their supply codes are listed near the front of the program. The rest of the program outlines the necessary steps to take when cleaning different surfaces and rooms to minimize waste.

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:

Mission, Vision and Objectives of Facilities, Engineering & Planning

We are the creators of the first impression at Rice.

We improve the beauty and the cleanliness of the buildings and grounds by taking ownership of our work areas.

We will improve and grow as a team and as individuals.



Our mission is to:

■ Provide our faculty, staff, students and visitors with a healthy, clean and safe environment.

Our objectives are to:

■ Promote green cleaning and a “green and clean” lifestyle through the use of environmentally friendly products.

■ Promote sustainability and life cycle for a healthier and safer environment for our faculty, students and staff and our planet.

■ Do our part to combat pollution and global climate change.

The website URL where information about the institution’s green cleaning initiatives is available:

Office Paper Purchasing

Responsible Party

Alex Nunez-Thompson

Intern

ACSEM

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:

The Office of Procurement has partnered with Office Depot with an assurance that members of the institution may purchase recycled paper. Though people are not forced to purchase recycled paper, as an institution Rice makes sure recycled alternatives are offered.

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

The ongoing partnership with Office Depot states that Office Depot should offer the institution recycled paper.

Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:

No

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	---
30-49 percent	---
50-69 percent	---
70-89 percent (or FSC Mix label)	---
90-100 percent (or FSC Recycled label)	---

Total expenditures on office paper :

0 US/Canadian \$

The website URL where information about the paper purchasing policy, directive, or guidelines is available:

Inclusive and Local Purchasing

Responsible Party

Alex Nunez-Thompson

Intern

ACSEM

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

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

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

Yes

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

The policy, guidelines or directive governing inclusive and local purchasing:

Rice, whenever possible, shall make a good faith effort to utilize small or historically under-utilized businesses (HUB), especially within the local community. In cases where quality, performance, and price are all relatively equal with all suppliers considered for an opportunity, Rice expects employees and students to make good faith efforts to utilize HUB-certified businesses in the purchase of goods and services for the University

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:

http://buy.rice.edu/uploadedFiles/Documents/Policies/Policy_Purchasing%20Draft_Ver%208.5.pdf

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

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.

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

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

Julianne Crawford

Sustainability Summer Intern

Admin. Center for Sustainability and Energy Management

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 :

248

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	167
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:

Departments requiring vehicles for on-campus use may purchase an electric cart meeting specifications provided by the Facilities Engineering and Planning department's vehicle repair shop. The shop inspects electric carts annually, and all cart drivers must complete the appropriate driver training by the Rice University Police Department. Gasoline-powered carts are only allowed in rare circumstances.

The website URL where information about the institution's support for alternative fuel and power technology is available:

Student Commute Modal Split

Responsible Party

Alex Nunez-Thompson

Intern

ACSEM

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.

Submission Note:

While we are confident that the data is an accurate representation for the undergraduate population, we believe that the sample size was perhaps too small for the graduate student population.

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

Total percentage of students that use more sustainable commuting options:

65

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)	35
Walk, bicycle, or use other non-motorized means	32
Vanpool or carpool	22
Take a campus shuttle or public transportation	6
Use a motorcycle, scooter or moped	0

A brief description of the method(s) used to gather data about student commuting:

STARS Reporting Tool | AASHE

A survey was conducted by students in the CHBE 281 class of all faculty, staff and both graduate and undergraduate students.

The website URL where information about sustainable transportation for students is available:

Employee Commute Modal Split

Responsible Party

Alex Nunez-Thompson

Intern

ACSEM

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:

26

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)	74
Walk, bicycle, or use other non-motorized means	6
Vanpool or carpool	13
Take a campus shuttle or public transportation	6
Use a motorcycle, scooter or moped	1
Telecommute for 50 percent or more of their regular work hours	0

A brief description of the method(s) used to gather data about employee commuting:

A survey was distributed to faculty and staff by students in the CHBE 281 class. They collected and recorded the data.

The website URL where information about sustainable transportation for employees is available:

Support for Sustainable Transportation

Responsible Party

Julianne Crawford

Sustainability Summer Intern
Admin. Center for Sustainability and Energy Management

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

Submission Note:

Rice University bikes:

<http://www.rice.edu/bikesatrice/>

Rice University bike policy:

https://www.google.com/webhp?sourceid=chrome-instant&rlz=1C5CHFA_enUS504US508&ion=1&espv=2&ie=UTF-8#q=bicycle%20safety%20policy%20rice%20university

Rice bike sharing program:

<http://bikeshare.blogs.rice.edu/>

Rice University shuttle system:

<http://transportation.rice.edu/>

Rice University carpool program:

<https://transportation.rice.edu/Carpool/Carpool/>

Rice University Zipcar program:

<http://www.zipcar.com/rice>

Rice University condensed work week program:

http://professor.rice.edu/professor/Compressed_Work_Week.asp

"---" 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?:

Yes

A brief description of the facilities for bicycle commuters:

(1) Rice has a total of 1,530 bicycle parking spaces that are conveniently located throughout the campus for all students, staff and faculty.

(2) Rice has a number of bike shower facilities for bicycle commuters. These showers can be found in the following building locations: Duncan Hall - 3rd floor, McNair Hall (JGSM) - 2nd floor Ryon Laboratory - 1st floor, Mechanical Engineering - 1st floor, Geology - 3rd floor, Dell Butcher Hall - 3rd floor, Rayzor Hall -2nd floor Women's, 3rd floor Men's, George R. Brown Hall - 3rd floor, Herring Hall - 3rd floor, Humanities Building - 3rd floor, Anderson Biology - 3rd floor, Facilities & Engineering 1st floor (shops area), Baker Hall - 2nd floor, Keck Hall in the basement across the hall from the elevator, The Recreation Center, and Tudor Fieldhouse. Others may exist.

(3) The Recreation and Wellness Center has rental lockers available to the general public, including bicycle commuters to the University. Renting a locker on a semester-basis costs \$20-\$30. Day lockers are also available. Additionally, most of the residential colleges have lockers/cubbies available for off-campus student use.

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:

Rice has a total of 1,530 bicycle parking spaces that are conveniently located throughout the campus for all students, staff and faculty. Of these parking spaces, 825 are present in academic/administrative areas, 105 are located in parking areas, and 600 are within 100m of residential colleges.

Long-term storage for bicycles can be requested individually. Most residential colleges have storage areas where bikes can be held, and Rice University Housing & Dining will provide storage space if necessary. Additionally, many residential colleges rent storage pods over the summer which, for a small fee, can be used for bicycle storage. These pods are delivered to each residential college about a week before move-out, and are conveniently located for easy access. They are then brought back during move-in the following semester.

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:

Rice University recognizes there are competing interests within the university community regarding the safe use of bicycles on the campus. Because of the campus layout, it is the current practice that bicycles and pedestrians share many campus sidewalks (meaning all outdoor walkways on campus regardless of how they are surfaced). Pedestrians wish to avoid physical encounters with cyclists, particularly in heavy traffic areas. Cyclists desire bicycle regulations that do not unfairly impair the use of bicycles for transportation on the campus. To balance these and other competing interest, and maintain a safe environment for pedestrians and bicyclists, the university has adopted a Bicycle Safety Policy and related operational guidelines for all riders in an effort to address the needs of all interested parties. This policy applies to faculty, staff, and students who plan to or currently operate a bicycle on campus. Furthermore, the policy applies to only the main campus and nearby Rice properties such as the Bioscience Research Collaborative (BRC) and graduate student housing. More specifically, the policy outlines information regarding bicycle and pedestrian safety on the Rice campus, including how to register a bike, obey the rules of the road, yield to pedestrians, lock bicycles in racks and use bicycle helmets.

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:

Yes

A brief description of the bicycle sharing program:

The Rice Bike Share Program was started in 2012 by a class called Rice Into the Future, taught by Richard Johnson, Rice’s Director for Sustainability, and Elizabeth Long, a sociology professor at Rice. The program is run by the Rice Bike Shop, a rental and repairs service, and allows students to rent bicycles on a semester basis. The bikes come equipped with a front basket, a U-bolt lock, and a set of front and rear lights. Bikes can also be rented with a friend to lower the upfront costs. The semester rate for an individual rental is \$50 with a \$100 refundable deposit, and the rate for a partner rental is \$35 per person with a \$100 per person refundable deposit. Both the Rice Bike Share Program and the Bike Shop are easily accessible to both undergraduates and graduate students.

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):

(1) Rice University Shuttle System:

For the convenience of students, faculty, and staff, Rice's comfortable, air-conditioned and lift-equipped buses circle Rice's inner loop and connect the Graduate Apartments; Texas Medical Center/BRC; Media Center; Rice Stadium; and the Annex Building (which houses the Police Department; Post Office, Delivery Services, the Transportation Department, and Naval OTC); to the rest of campus for free.

(2) Metro:

Rice is located adjacent to Metro Red Line light rail corridor, with three stations located adjacent to the campus. This system connects Rice with downtown Houston, midtown, the Museum District, the Texas Medical Center, and the Reliant Park complex. Additionally, numerous Metro bus lines stop within walking distance of the Rice campus.

Rice undergraduate students can obtain a free METRO Q Card for unlimited use on regularly schedule METRO transportation systems, including the light rail, during the academic year.

Rice graduate students are eligible to purchase Metro Cards with a value of \$500 for \$55.

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?:

Yes

A brief description of the carpool/vanpool program:

Rice participates in the NuRide carpool program. The carpool contact list is designed to help members of the Rice community find other individuals interested in carpooling. Carpools consist of two or more Rice employees or students and must be registered with the Rice Parking Office. One permit is given per carpool, and one proxy card is issued for each carpool member in the same lot. More specifically, faculty and staff who wish to carpool with two or more other Rice employees/students may each register for parking in the Greenbriar lot,

then split the cost of a single premium lot or garage decal. Carpools must have two or more Rice employees/students and members must carpool 60% or more of the time to maintain carpool status. The carpool will receive one proximity card and a hangtag, which can then be easily switched from one car to the other. When carpool members are not carpooling and they bring their own cars to campus, they must park in the Greenbriar Lot or in a paid visitor lot.

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:

Rice has partnered with Zipcar to bring self-service, on-demand car sharing to the University. Rice was the first ZipCar site in the state of Texas. To use Zipcars, students/faculty simply must register as a member, reserve a car online or by phone, use their Zipcard to enter the car, and drive away. When they are done, they must return the car to the same location where they picked it up.

As a Rice Zipcar member, you get:

- Access to Zipcars 24/7
- Discounted hourly rates for faculty, staff and students age 18 and older: rates start at just \$7.50/hour or \$69/day.
- Gas, insurance and maintenance are included for free!
- Join for only \$25 a year, and receive \$35 in driving credit your first month.

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?:

Yes

A brief description of the condensed work week program:

A schedule that includes 40 work hours in fewer than five days out of seven (such as four ten-hour days) is called a compressed work week. Rice University encourages a compressed work week when it will achieve, maintain, or enhance excellent service and performance. Such schedules may also improve employee morale and assist the University in meeting requirements for employee trip reduction in compliance with the Clean Air Act. The department chair or supervisor, in consultation with the appropriate vice-president or

dean in consultation with the Provost, and with review by Human Resources, will determine whether a job is suitable for a compressed work week schedule.

Does the institution have incentives or programs to encourage employees to live close to campus?:

Yes

A brief description of the incentives or programs to encourage employees to live close to campus:

There are incentive for employees to live on-campus, serving as Residential Advisers, in Rice's residential colleges. In addition, each residential college also has an accompanying masters' house, where the faculty master (and spouse and family, if applicable) of that residential college reside.

There are, however, no 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?:

No

A brief description of other sustainable transportation initiatives and programs:

The website URL where information about the institution's sustainable transportation program(s) is available:

<http://sustainability.rice.edu/transportation-resources/>

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

Richard Johnson

Director of Sustainability
Facilities Engineering and Planning

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

Submission Note:

Performance year demographic data is for Fall 2013, baseline is from 2011-2012 academic year.

Materials reused, donated, and resold were not tracked for weights or volume.

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	563.82 Tons	571.03 Tons
Materials composted	120 Tons	120 Tons

Materials reused, donated or re-sold	0 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	1,771.28 Tons	1,888.67 Tons

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	2,824	2,824
Number of residential employees	71	71
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	6,446.67	6,071.33
Full-time equivalent of employees	2,861	28,420
Full-time equivalent of distance education students	0	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, 2012	Dec. 31, 2012

A brief description of when and why the waste generation baseline was adopted:

These are the two most recently completed calendar years. The university switched recycling providers in 2011, and switched to single stream recycling at that time. There is data missing from 2010, and 2011 represents a major process change, so the appropriate baseline is 2012.

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:

Rice's IT Department oversees computer purchasing, and they recycle the computers that are removed from service at that time.

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

Whenever a lab gets shut down, the Environmental Health and Safety department will send out a memo to all of the other research labs who can take materials as necessary. This prevents unnecessary waste from the various labs on campus since the materials are being reused. This includes glassware and lab equipment in addition to the various chemicals and gasses that are unused.

The IT department has a similar program called rice classifieds that allows the IT department to offer electronic waste to the faculty. Once the off-site Rice IT center accumulates enough electronics, it then pallets the electronics and sells them in bulk on Rice classifieds. This gives professors and staff the opportunity to purchase these goods and use them instead of adding them to the landfill.

The university also organizes an office supplies swap where every department can donate unused or unwanted office supplies. These include everything from staplers and file folders to office chairs and cabinets. Students, faculty, and staff can then pick through the stuff and take what they want or need, preventing the stuff from being thrown away unnecessarily.

A brief description of the institution's efforts to make materials available online by default rather than printing them:

All course catalogs and schedules are available only online. Students must log on to the Rice course catalog and sign up for classes through the registrar's website. No paper is used when looking up classes nor when registering for them.

Rice has also begun switching from paper timesheets to online submittal timesheets. Many departments are already taking advantage of the paperless timesheets over the tradition paper submittal. This is coupled with the preference to have employees sign up for direct deposit instead of receiving paper checks. The university has incentivized this option by allowing the employee to receive their check directly in their account without having to visit the payroll office. Next, the university also offers W-2s online instead of in paper form. The employee can then print as necessary the single sheet without having the associated mailing paper waste as well.

The office of procurement no longer will be accepting paper order forms, all requests must go through the online ordering system. This greatly reduces waste as previous order forms were 3 pages of carbon-paper per order. Now, no paper is generated as all orders are managed online.

All requests to housing and dining as well as environmental health and safety is through online submissions. Students, faculty and staff do not need written requests for services nor repair anymore. Instead, the email or fill out the online form and the respective department will respond as necessary.

A brief description of any limits on paper and ink consumption employed by the institution:

There is no free printing at Rice University. Every student must pay per sheet printed when using any of the on-campus printers.

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

The EcoReps have started a program called freecycle which allows students to place their unwanted goods at a central table for other students to take during move-out. Some of the residential colleges also offer summer storage. Students may keep their goods at the college over the summer. At the beginning of the next academic year, the goods are then auctioned off at a very low price to new and returning students. This has kept dozens of small refrigerators and microwaves out of the landfill.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

The Oshman Engineering Design Kitchen collects materials such as cardboard, metal, wood and other scrap materials for use in rapid prototyping. They also collect scrap electronics and other materials that can be repurposed or taken apart for use in simple freshmen engineering designs. Unused materials that students order are also stored to allow future teams to make use of the materials in an effort to divert waste.

A brief description of any food waste audits employed by the institution:

Through the ENST 302/ SOCI 304 class, students have calculated the amount of pre-consumer and post-consumer food waste per capita for the institution.

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:

Blast chillers allow the kitchens to re-use food by preventing the food from going to waste. Combi-ovens are used to prevent shrinkage of meats, which results in higher yields.

A brief description of programs and/or practices to track and reduce post-consumer food waste:

Every campus dining hall uses tray-less dining. Rice University dining staff have also reduced plate sizes and portion sizes in the dining halls.

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):

Graduate students purchasing food from the Cohen House are provided with the option of a reusable to-go container, which can later be returned for cleaning and/or exchanged with an already cleaned container.

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):

Rice University relies heavily on reusable service ware for dine in meals. Reusable tumblers, mugs, plates and cutlery are provided to students for reuse at every meal. These are then cleaned and returned for further meals. In addition Rice has tray-less dining. Without trays, the number of dishes that get used are minimized and water is not wasted when used to clean the trays.

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:

Coffeehouse offers discounts for reusable mugs.

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:

Responsible Party

Richard Johnson

Director of Sustainability
Facilities Engineering and Planning

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:

683.82 Tons

Materials disposed in a solid waste landfill or incinerator :

1,771.28 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:

In the previous three years, several departments have created an infrastructure to allow employees to give away or trade their unwanted materials, rather than trashing them.

The IT department has created an electronic reuse program. In this program, professors and staff can call IT to collect their unwanted or outdated electronic waste. The IT department will then erase all memory from computers and devices and either sell them on Rice classifieds or palletize them for recycling.

The Environmental Health and Safety department also has a system in place to extend the life of lab equipment. Professors who close their labs can organize with Environmental Health and Safety to alert other professors on campus. They can visit the lab and collect chemicals and equipment still of use.

Rice instituted single stream recycling in 2011 which allowed everyone on campus to place all recyclables in one container.

During construction projects for new buildings, typically 85-90% of all construction and demolition waste is recycled. On occasion, materials for projects are reused elsewhere. For example, the wood from the former basketball practice court was re-used as a floor in a college masters house as well as for wall paneling in the Rice Coffeehouse.

A brief description of any food donation programs employed by the institution:

none.

A brief description of any pre-consumer food waste composting program employed by the institution:

At one of the kitchens on campus, compostable food waste is sometimes collected by the chefs. The food waste is stored in special containers designated to be composted instead of trashed with other waste. A local farm will then come and pick up the compostable food to use as on their farm. This is a pilot program with approx. 5 gallons of food waste collected per visit (typically once per week) when the program is operational.

A brief description of any post-consumer food waste composting program employed by the institution:

none.

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	No
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	No
Batteries	Yes
Light bulbs	No
Toner/ink-jet cartridges	Yes

White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	Yes
Tires	Yes

Other materials that the institution includes in its waste diversion efforts:

eWaste, laboratory chemicals

Construction and Demolition Waste Diversion

Responsible Party

Richard Johnson

Director of Sustainability
Facilities Engineering and Planning

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.

Submission Note:

This data includes C&D totals from the following projects: Baker College Addition, BRC, Brockman Hall, Duncan College, Gibbs Recreation and Wellness Center, McMurtry College, OEDK, Rice Children's Campus, and the Will Rice College addition. This total excludes the Rice Village Apartments (where 77.5% of the C&D waste was recycled) because that is outside the project boundary for this report.

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

Construction and demolition materials recycled, donated, or otherwise recovered:

13,835 Tons

Construction and demolition materials landfilled or incinerated :

1,644 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:

As a part of requiring all new construction to achieve LEED-Silver certification at minimum, we emphasize our expectation in all new building projects for the recycling of construction and demolition waste to exceed 75%.

Hazardous Waste Management

Responsible Party

Alex Nunez-Thompson

Intern

ACSEM

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:

As a part of source reduction, Rice has increased lab inspection frequency to reduce and prevent the accumulation of unwanted and outdated hazardous chemicals. Waste management systems are in place with specific, heavy waste producing labs, to focus the minimization efforts.

To reduce the waste, Rice has decreased the volume of hazardous gases purchased at one time to prevent over excess of materials. The lab personnel are instructed to return their gas cylinders to the manufacturer as opposed to conventional disposal methods. All staff is required to watch a better lab practices video which includes methods to reduce waste generation as well as energy conservation.

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

Rice University works with a waste contractor that collects the waste and properly disposes of it. We also have an internal renew program by collecting inventory of what professors keep what chemicals in the event that a lab is shut down, other professors can use those materials as opposed to disposing of all chemicals.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

We have had none.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

The BioSciences Research Collaborative has a barcode system in place for all chemicals that tracks the lifespan of the chemicals and alerts staff of pick up for chemicals that have been used up.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

A brief description of the electronic waste recycling program(s):

The IT department at Rice University has created a program that handles university-wide electronic waste. The department has developed a hotline that staff and faculty can call for the IT to pick up their electronic waste. If the waste contains data such as hard drives, they will then erase all of the data on-site. Once the data is erased, they have partnered with local recycling programs that meet environmental and fair labor regulations who collect the waste and recycle it responsibly. That program will then sell the scraps and the university will receive a portion of the profit as a kickback to further the recycling program.

The Rice Environmental Club started the Electronic waste recycling program which allows students to drop off their used electronics which are then transported to a certified recycler. Specifically, the Environmental Club hosts the drive in partnership with a Houston electronic recycling company, CompuCycle, as part of its "WhatIf" campaign. The campaign aims to collect and recycle 500,000 pounds of e-waste to aid the clients of Easter Seals Greater Houston, an organization that serves people with both physical and mental disabilities. CompuCycle will provide permanent employment positions to Easter Seals Greater Houston's clients, and Easter Seals will provide initial training courses to its clients to teach necessary job skills, including recycling, refurbishing computers and electronic products, and basic computer proficiency. Thus, funds from Rice's processed electronics go toward the Easter Seals training program.

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

As mentioned above, all third party recycling companies are either local or have provided certification that they handle all materials in an environmentally and labor friendly environment. Rice University requires this documentation before signing on with any company. Staff will then visit the recycling companies' facilities to ensure they are following all written agreements.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is

available:

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

Julianne Crawford

Sustainability Summer Intern
Admin. Center for Sustainability and Energy Management

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.

Submission Note:

Baseline enrollment:

http://oir.rice.edu/uploadedFiles/Office_of_Institutional_Research/Content/Common_Data_Set/CDS_2011-2012%20Short%20CDS.pdf

Baseline year data is from the fall of 2011

Performance year data is from the fall of 2012

Note: We considered the number of beds to be a proxy for the number of on-campus students. While the number of students living on-campus changes constantly during the year, the number of beds is stable each semester.

"---" 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	228,718,800 <i>Gallons</i>	253,520,000 <i>Gallons</i>

Potable water use::

	Performance Year	Baseline Year
Potable water use	228,718,800 <i>Gallons</i>	253,520,000 <i>Gallons</i>

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	2,824	2,815
Number of residential employees	71	71
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	6,301.33	6,071.33
Full-time equivalent of employees	2,861	2,842
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	5,695,320 <i>Square Feet</i>	5,695,320 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	142.66 <i>Acres</i>	142.66 <i>Acres</i>

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

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

A brief description of when and why the water use baseline was adopted:

During the 2011-2012 school year Houston was experiencing one of the worst droughts ever recorded. Thus, this was adopted as the baseline year to offer worst-case scenario data.

Water recycled/reused on campus, performance year:

12,000,000 *Gallons*

Recycled/reused water withdrawn from off-campus sources, performance year:

0 *Gallons*

A brief description of any water recovery and reuse systems employed by the institution:

Condensate harvesting: Air conditioning systems provide a constant source of clean, cold water that is well suited for reuse. In the fall of 2008, Rice began capturing condensate water from the air conditioning systems of the Biosciences Research Collaborative to use as make-up water in the cooling towers of the South Plant. This is a free source of water that Rice would otherwise have to buy from the City of Houston during the summer of 2011, Rice completed a project to capture condensate water from many of the science buildings to bring back to the Central Plant's cooling towers. Combined, these systems are estimated to save at least 12 million gallons of water per year, which is equivalent to about 5 to 6 percent of Rice's annual water consumption in a typical year.

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

Several Rice buildings are individually metered for building-level water consumption, including (but not limited to) Alice Pratt Brown, Dell Butcher Hall, The Rice Stadium, the Greenbriar building, McNair Hall, the Rice Children's Campus, the Gibbs Recreation and Wellness Center, the Biosciences Research Collaborative, and the President's House. Otherwise, many buildings are served from master meters. Irrigation water is typically metered separately.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

(1) Dual-flush toilets are located in Duncan College, McMurtry College, the Biosciences Research Collaborative, Brockman Hall, and the Gibbs Recreation Center. There are more than 405 dual-flush toilets on campus. The toilets have two options, full flush and partial flush. Full flushes use 1.6 gallons of water and partial flushes, which vary between buildings due to toilet model, use either .8 or 1.1 gallons of water. It is estimated that 788,715 gallons of water per year will be saved because of the dual-flush toilets.

(2) During the spring of 2011, the Rice Housing and Dining department partnered with the student eco-rep for Hanszen College to test a new showerhead that reduces water consumption by 40 percent with an economic payback of just a few months. The student and his roommates reported that the low-flow showerhead provided a better shower than the showerhead it replaced. With student support, during the summer of 2011, both Hanszen and Lovett Colleges were retrofitted with these new showerheads.

3) Generally speaking, most old toilets across campus were replaced in the late 1990s with newer fixtures that meet current federal standards of 1.6 gallons per flush.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

The University tries to select plant material that is native or well adapted to the area. Additionally, Rice's irrigation system has evolved to utilize drip irrigation for the campus' landscape which is much more water-efficient than conventional watering systems.

A brief description of any weather-informed irrigation technologies employed by the institution:

Each irrigation controller has a simple rain sensor attached. The sensor delays irrigation until it has dried out.

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:

<http://sustainability.rice.edu/water/>

Responsible Party

Julianne Crawford

Sustainability Summer Intern
Admin. Center for Sustainability and Energy Management

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

Rice University has adopted a policy for stormwater management from the City of Houston and Harris County Flood Control District which essentially mandates Low Impact Development practices. These entities have significant regulations regarding detention and compensatory storage due to the frequency and severity of flooding in Houston.

For compensatory storage, regulations require that there be no net loss of volume in the 100-year flood plain. Thus, because a portion of Rice's campus lies in this flood plain, if the University fills a cubic foot of dirt from the land, then it must excavate a cubic foot of storage volume elsewhere in that flood plain (and this volume must be open to the sky).

For stormwater detention, regulations require that for every acre of impervious land cover, 0.55 acre-feet of storage must be provided. See page 6-21 of

http://www.hcfcd.org/downloads/manuals/HCFCD_PCPM_Dec2010.pdf

Currently, the Harris Gully Natural Area on Rice's campus meets both the compensatory and detention storage requirements for most of the campus. This feature is planted with native grasses and wildflowers, and functions much like a bioretention pond.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

Yes

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

The Harris Gully Natural Area is the key component of Rice's stormwater management system.

Rice University also has seven green roofs, which are important upstream LID features distributed across campus. Locations include the OEDK, South Plant, Baker Servedy, Duncan College, McMurtry College, West Servedy, and the Biosciences Research Collaborative.

A brief description of any rainwater harvesting employed by the institution:

At the Rice Children's Campus, a rainwater collection system captures rooftop and courtyard run-off and utilizes an 8,000-gallon underground storage tank. Yearly rainfall harvest is estimated at 233,642 gallons. This is of course non-potable water. The estimate was developed by our landscape architecture consultant as part of the submittal to the USGBC for the LEED-Silver certification for the Rice Children's Campus.

Rainwater harvested directly and stored/used by the institution, performance year:

233,642 Gallons

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

A brief description of any living or vegetated roofs on campus:

Rice University boasts seven green-roofed buildings, including the South Plant, the Oshman Engineering Design Kitchen (OEDK), the West Servedy, Duncan College, McMurtry College, the Biosciences Research Collaborative, and the Baker Servedy.

A brief description of any porous (i.e. permeable) paving employed by the institution:

Out of the 19 miles of sidewalks and paths on Rice's campus, there are 0.8 miles of pervious concrete sidewalks, and 4 miles of granite sidewalks and paths. Thus, about 1/4 of Rice's campus employs porous paving.

A brief description of any downspout disconnection employed by the institution:

A brief description of any rain gardens on campus:

The Harris Gully Natural Area acts as a rain garden on Rice's campus, reducing the rapid flow of stormwater and increasing its infiltration into the soil. The Gully is comprised of plantings of native grasses, wildflowers, trees, and shrubs, thereby creating a replica of the natural system once widespread in the Houston area.

A brief description of any stormwater retention and/or detention ponds employed by the institution:

Rice follows the City of Houston's and the Harris County Flood Control District's stormwater regulations which include providing no net loss of volume in the 100-year flood plain and providing 0.55 acre feet of detention for every acre of impervious space. Currently, the Harris Gully Natural Area on Rice's campus meets both the compensatory and detention storage requirements for most of the campus; however, as Rice continues to develop, the University has started to use other methods to meet the storage and detention requirements mandated by the City of Houston. For example, the lawn in front of Rice's recently constructed continuing studies building, the Anderson-Clarke Center, has a slight depression so as to provide its own compensatory storage on-site. Furthermore, Rice actively seeks out areas where sidewalks and other impervious materials can be removed.

A brief description of any bioswales on campus (vegetated, compost or stone):

Rice's North Annex Parking Lot has three planting beds in between the parking spaces which serve as bioswales.

Furthermore, the path leading to the Harris Gully Natural Area serves as a bioswale, channeling water and directing it to the Gully's detention storage.

A brief description of any other rainwater management technologies or strategies employed by the institution:

The website URL where information about the institution's rainwater management initiatives, plan or policy is available:

Wastewater Management

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

Richard Johnson

Director of Sustainability
Facilities Engineering and Planning

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:

The official title of Rice's sustainability officer is Director of the Administrative Center for Sustainability and Energy Management. Some of the accomplishments over the previous three years include:

- 1) Founding of the Administrative Center for Sustainability and Energy Management (ACSEM), a think-and-do tank providing direction to Rice for short-term management, long-term planning, and stewardship of natural resources.
- 2) Completion of the Rice Integrated Climate and Energy Master Plan (RICEMaP), which includes the university's climate action plan as well as energy audits of approximately 10 campus buildings.
- 3) Obtaining funding for implementation of building energy retrofits, plant optimization and improvement projects, and software to improve campus energy measurement and management.
- 4) For calendar year 2013, the ACSEM staff helped Rice receive earn approximately \$450,000 through strategic management of Rice's energy generating assets, while saving an estimated \$350,00 through campus energy management initiatives that also reduced greenhouse gas emissions.
- 5) Assisting with the creation of a successful farm-to-fork dining program

Does the institution have at least one sustainability committee?:

No

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

The university does not have a single over-arching sustainability committee. However, there are issue specific committees, such as those related to energy, bicycle policies, advising the farmers' market, etc.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

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 Administrative Center for Sustainability and Energy Management (ACSEM) serves as Rice's sustainability office.

The staff members who report directly to the sustainability director include an energy manager and a manager of energy procurement and strategy. These employees are included in the calculation of FTEs in the sustainability office.

In addition, two other members of the ACSEM do not report to the sustainability director. These include a mechanical engineer/project manager, and a energy/controls technician. These two are thus not included in the FTE calculation.

Other staff members are "affiliates" of the ACSEM, such as the plant director.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

3

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

<http://sustainability.rice.edu/about/>

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Richard Johnson, Director, Administrative Center for Sustainability and Energy Management

A brief description of each sustainability officer position:

Richard Johnson serves as the university's sustainability officer, and has done so since December 2004.

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

<http://sustainability.rice.edu/staff/>

Responsible Party

Alex Nunez-Thompson

Intern

ACSEM

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	No	No
Public Engagement	No	No
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	No	No
Energy	Yes	Yes
Grounds	Yes	Yes
Purchasing	No	No
Transportation	No	No
Waste	No	No
Water	No	No
Diversity and Affordability	Yes	Yes
Health, Wellbeing and Work	---	---
Investment	No	No

Other

No

No

A brief description of the plan(s) to advance sustainability in Curriculum:

This fall, sustainability director Richard Johnson will co-chair a committee to review environmental curricular offerings at Rice, with the intent of identifying opportunities and gaps, and potentially proposing new curricular and degree offerings.

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

The goal is for the committee to complete its work by the end of the 2014-2015 academic year.

Accountable parties, offices or departments for the Curriculum plan(s):

The effort will be coordinated by the director of the Center for Energy and Environmental Research in the Human Sciences.

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

<http://eei.rice.edu/>

The Energy and Environment Initiative is a driving source of sustainable carbon-based fuel research. This initiative brings together researchers from Rice University, industry leaders and government officials to find solutions to modern day problems. Together, the members of EEI develop innovations at all levels of the carbon-based fuels industry. Some of the research includes high performance computing, advanced materials, energy economics and policy, as well as in-situ catalysis.

The measurable objectives, strategies and timeframes included in the Research plan(s):

The measurable objectives would be "transformative contributions from the basic sciences, engineering, public policy, the social sciences and the humanities" - See more at:

<http://eei.rice.edu/about/#sthash.HZm0fA6s.dpuf>

Accountable parties, offices or departments for the Research plan(s):

The Energy and Environment Initiative answers to the Provost's Office.

A brief description of the plan(s) to advance Campus Engagement around sustainability:

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Accountable parties, offices or departments for the Campus Engagement plan(s):

A brief description of the plan(s) to advance Public Engagement around sustainability:

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

Accountable parties, offices or departments for the Public Engagement plan(s):

A brief description of the plan(s) to advance sustainability in Air and Climate:

Rice University has created RICEMaP, the Rice Integrated Climate and Energy Master Plan. RICEMaP contains Rice's Climate Action Plan. Rice has identified a goal of becoming carbon neutral in 25 years (2038) and in achieving a 20% reduction in emissions in 10 years.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

Rice has identified a goal of becoming carbon neutral in 25 years (2038) and in achieving a 20% reduction in emissions in 10 years.

Accountable parties, offices or departments for the Air and Climate plan(s):

RICEMaP is led by the Facilities Engineering and Planning department. In particular, the Director of the Administrative Center for Sustainability and Energy Management is responsible for stewarding the Climate Action Plan portion of RICEMaP.

A brief description of the plan(s) to advance sustainability in Buildings:

Rice requires all new buildings to achieve a LEED certification of at least silver. This includes new residential and academic buildings. This requirement is contained in the policy for future development of the campus. At every step in the process of developing a new building, the LEED certification is called up as a measurement for sustainable development.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

The measurable objective are those outlined by the LEED certification process, and in attaining the level of LEED-Silver.

Accountable parties, offices or departments for the Buildings plan(s):

This goal is managed by Facilities Engineering & Planning department.

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Accountable parties, offices or departments for the Dining Services/Food plan(s):

A brief description of the plan(s) to advance sustainability in Energy:

Also included in RICEMaP are a number of building energy audits. Based on the studies, Rice was able to identify the most energy intensive buildings and set goals to make them more energy efficient. Rice began implementing the recommendations of one of the building energy audits in 2014, with plans to expand this further in the 2014-2015 academic year.

The measurable objectives, strategies and timeframes included in the Energy plan(s):

The aim is to reduce the energy use of each building by making energy efficiency improvements. (typically those with paybacks of 5 years or less)

Accountable parties, offices or departments for the Energy plan(s):

Facilities Engineering & Planning is in charge of RICEMaP.

A brief description of the plan(s) to advance sustainability in Grounds:

The landscape master plan features sustainability as a key point.

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

the measurable objective would include the implementation of a greenway and the development of system for providing irrigation from sustainable water sources

Accountable parties, offices or departments for the Grounds plan(s):

Facilities Engineering & Planning manages the landscape master plan.

A brief description of the plan(s) to advance sustainability in Purchasing:

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

Accountable parties, offices or departments for the Purchasing plan(s):

A brief description of the plan(s) to advance sustainability in Transportation:

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

Accountable parties, offices or departments for the Transportation plan(s):

A brief description of the plan(s) to advance sustainability in Waste:

The measurable objectives, strategies and timeframes included in the Waste plan(s):

Accountable parties, offices or departments for the Waste plan(s):

A brief description of the plan(s) to advance sustainability in Water:

The measurable objectives, strategies and timeframes included in the Water plan(s):

Accountable parties, offices or departments for the Water plan(s):

A brief description of the plan(s) to advance Diversity and Affordability:

There is a diversity committee that meets annually to develop goals and objectives for each year. The scope of diversity includes diversifying religion, race, socio-economic status etc.

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

One of the goals for the upcoming year 2014-2015 is a required online training that is being rolled out in beta. It includes awareness and scenarios for how to respond in certain scenarios. It allows people to make choices then go back and review their responses.

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

The Office of Diversity and Inclusion.

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

A brief description of the plan(s) to advance sustainability in Investment:

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Accountable parties, offices or departments for the Investment plan(s):

A brief description of the plan(s) to advance sustainability in other areas:

The measurable objectives, strategies and timeframes included in the other plan(s):

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:

No

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

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

Responsible Party

Alex Nunez-Thompson

Intern
ACSEM

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:

Through the Rice Student Association, one member of the student body is elected president. All students at Rice university are eligible to run for SA president. The president directly interfaces with the university president's office as well as the provost, the vice-provost and the faculty senate. Many recommendations and legislative documents that are passed in the student association are passed on to the governing board.

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:

The Rice University Student Association has an executive cabinet comprised of a president, internal vice-president, external vice-president, treasurer, secretary and parliamentarian. There are eleven senators; one from each of the residential colleges. Each residential college also elects four new student representatives for a grand total of 44.

Rice UCourt is the judicial branch which has an executive body comprised of a chairman, a vice-chairman, a secretary and a treasurer. Each residential college also has a representative for a total of eleven. Candidates must apply to run before being placed on the ballot.

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	No
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:

One of the main roles of the student association is to present student-passed legislation to the administration. The administration will frequently take this legislation under advisement and enact the recommendations from the student association.

The students passed the Student Vision for the Second Century which has the goals and missions for the university heading into its second century as an institution. The plan includes academic, social and physical development goals for Rice. The student association is also responsible for creating and proposing new majors, minors, and certificates at Rice. One of these includes the engineering leadership certificate through the Rice Center for Engineering Leadership. The students' needs are highly regarded when prioritizing programs and projects on campus and the student association is the direct link between the students and administration.

Another piece of legislation adopted by the student association was the 100-year sustainability plan in 2012. This plan noticed Rice's unique situation within Houston made it a prime example for how to operate sustainably. This led to a series of resolutions or action items the students and administration could take to make Rice University more sustainable. Some of these items include incorporating sustainability into course curriculums, fostering diverse flora and fauna that reflects Houston's natural ecosystem and increasing the amount of sustainably grown foods on campus. Also included are energy, water and waste conservation efforts as well as adding more transportation options, creating more green space, and partner with the local community to engage "the next generation of youths in our endeavors."

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)?:

No

A brief description of the mechanisms through which all staff have an avenue to participate in one or more

governance bodies:

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	---
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:

Policies are developed in committees which are formed of a wide variety of staff members. Those staff members are frequently called upon to create institutional policies based on their areas of expertise.

Long-term master planning occurs through the university architect who is staff member within the facilities department. He frequently draws upon other staff members for input and advice in decision making.

Physical resources including grounds, buildings and other resources come out of the facilities department and housing and dining.

Staff members are frequently consulted in committees on budgeting, staffing and financial planning as well as communications processes and transparency practices. For example, housing and dining as well as facilities engineering and planning manage social media

campaigns.

Staff are frequently consulted in the development of programs and projects. They help the administration determine which projects have the highest budgeting priorities. This applies especially in large scale construction and building projects.

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 is responsible for many of the major decisions on campus. The head of the senate consults directly with the deans, the provost and vice-provost, as well as the president.

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:

The head of the faculty senate is elected by the other senate members. That person is then responsible for representing the faculty to the governing body of the university.

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	No
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:

For all areas relating to academics, the faculty senate has direct impact in all of the above areas barring communications processes and transparency projects. They are responsible the academic missions, visions and goals. The faculty senate ultimately creates policies and programs regarding academic topics. The long-term planning for each department is approved through the faculty senate and the deans of each department have a major say in the prospective physical resources. They also help approve tenure for associate professors and prioritize both programs and projects.

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

Julianne Crawford

Sustainability Summer Intern
Admin. Center for Sustainability and Energy Management

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
-

Submission Note:

Although the University does not currently make cultural competence training and activities available to all members of the Rice staff, faculty and administrators, there are plans in place for an online diversity training program that will be mandatory for all students, staff, faculty, and administrators in the upcoming year. This online training program will include scenarios that allow the user to respond to certain situations and test their awareness. The training will discuss topics such as race, gender, disabilities, and religion to name a few.

Furthermore, the Office of Diversity and Inclusion conducted sexual harassment training for approximately 2/3 of staff, a random but solid number of faculty members and a substantial number of undergraduate students. In the following years, the working group plans to get 100% participation of the undergraduate student population and a large number of staff and faculty members.

"---" 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:

The Office of Diversity and Inclusion serves in a coordinating role for a core team of offices from across the campus with diversity-related functions. Together, this core team comprises the Council on Diversity and Inclusion. The Diversity and Inclusion Core Team Members provide leadership and resources for the Council on Diversity and Inclusion and maintain their current reporting lines within their divisions. Rice University’s Mission Statement, which establishes the basic framework for diversity and inclusion in all of Rice’s endeavors states, “As a leading research university with distinctive commitment to undergraduate education, Rice University aspires to path breaking research, unsurpassed teaching, and contributions to the betterment of our world. It seeks to fulfill this mission by cultivating a diverse community of learning and discovery that produces leaders across the spectrum of human endeavor.” Thus, in order to be successful in fulfilling its mission of inclusive excellence, the Office of Diversity and Inclusion commits itself to acknowledging differences within Rice’s campus, seeking critical mass for underrepresented populations, and enriching Rice’s learning environment.

Within the Office of Diversity and Inclusion, Roland Smith is designated as the diversity and equity coordinator. He manages the Office of Diversity and Inclusion, facilitates communication between different groups focused on diversity, and handles the Mellon Mays Scholarship Program, among other responsibilities.

Overall, Rice’s Office of Diversity and Inclusion is dedicated to preparing the next generation of leaders for increasingly complex societal and professional environments. It is responsible for the coordination of the Council on Diversity & Inclusion, facilitating connections between similar groups on campus working toward achieving greater understanding and inclusiveness. Its primary focus is on students, but it encompasses faculty and staff as well.

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://diversity.rice.edu/index.htm>

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	No
Faculty	No

A brief description of the cultural competence trainings and activities:

For students:

(1) All students participate in a diversity-training program as freshmen during orientation. The training is split into two segments. First, students attend a lecture about diversity on Rice's campus. Students are then broken into smaller groups with diversity facilitators to participate in more in-depth discussions and role-plays regarding diversity. The program focuses on encouraging students to speak up against prejudice and some of the thoughtless things people tend to say, with an eye towards maintaining relationships and Rice's much-valued sense of community.

(2) Sexual Harassment Training and other Discrimination:

Rice's Office of Diversity and Inclusion has an Equal Employment Opportunity and Affirmative Action/Human Resources working group that has offered a number of cultural competence training events for students:

-They administered online sexual harassment training to an increasing number of the Rice community. Last summer they were able to send invitations to the entire freshman class resulting in a 100% participation rate.

-They trained 100% of all graduate students regarding sexual harassment. Graduate students were required to pass the training in order to register for classes and receive a stipend for the semester.

(3) ADVANCE (Advocating Diversity and the Need for Cultural Exchange) hosts weekly Friday discussion meetings. The topics cover a wide range of social issues from sexism to homophobia to international concerns and politics, to name a few. ADVANCE seeks to create an environment at Rice that emphasizes unity by embracing individual differences and is committed to providing a safe space to students interested in dialoguing on the often divisive issues of the day.

(4) Culture Fair: The OMA and ADVANCE sponsor Culture Fair each spring. The fair enjoys huge support each year and averages about 300 attendees each year. The theme for the fair changes annually, but the primary participants continue to be both undergraduate and graduate cultural clubs and representatives for the office of international students and scholars (OISS)

The website URL where information about the cultural competence trainings is available:

<http://diversity.rice.edu/index.htm>

Assessing Diversity and Equity

Responsible Party

Julianne Crawford

Sustainability Summer Intern
Admin. Center for Sustainability and Energy Management

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
 2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
 3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
 4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts
-

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

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate assessment(s) :

Within the Office of Diversity and Inclusion, there is a group dedicated to assessing campus climate. The Campus Climate working group has three primary goals which they are continuously striving to reach:

1. Determine undergraduate enrollment, first-year retention, and six-year graduation rates by ethnicity.

Current status: This project was completed and a presentation was made by the Committee of Diversity and Inclusion (CODI) on February 21, 2013. Patterns emerged in the data related to first-year retention. The office of the dean of undergraduates will work with the committee to fine-tune the information and to work with students who are at high-risk for leaving Rice after their freshman year.

2. Determine graduate enrollment and time to completion rates by ethnicity

Current status: This project is ongoing. Since graduate students don't generally graduate by cohort, and their paths to graduation are less linear than those of undergraduates, determining time-to-degree is a work-in-progress.

3. Gather and summarize what Rice currently captures about campus climate in student and parent surveys; and/or make a plan to introduce questions into 2012-13 surveys to measure attitudes and climate.

Current status: The CODI was anticipated to have this information at the start of the 2013-2014 school year.

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

Rice collects and analyzes data on diversity and equity by program and level. Rice also analyzes the graduation and retention rates for diverse groups.

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

The Office of Affirmative Action and Equal Employment Opportunity (EEO/AA) works closely with faculty, administrators and staff to increase tolerance, opportunity and diversity within the Rice Community. Specifically, "It is a policy of Rice University to attract qualified individuals of diverse backgrounds to its faculty, staff and student body. Accordingly, Rice University does not discriminate in employment against any individual on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, disability or veteran status."

Has the institution assessed diversity and equity in terms of governance and public engagement?:

Yes

A brief description of the governance and public engagement assessment(s):

Although there is no formal assessment in place, Rice, in essence, has procedures and a commitment to ensure public engagement is applied systematically and equally across the institution.

In terms of governance, the board of directors reaches out and identifies community stakeholders within the community who are representative of important business sectors as well as constituent groups within the city of Houston, and more broadly, the state of the nation.

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

Support for Underrepresented Groups

Responsible Party

Julianne Crawford

Sustainability Summer Intern
Admin. Center for Sustainability and Energy Management

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:

Rice Office of Multicultural Affairs:
<http://oma.rice.edu/multiorgs.html>

Although Rice does not produce a publicly accessible inventory of its gender neutral bathrooms on campus, Rice remains committed to gender equality by providing gender neutral restrooms on Rice's campus.

"---" 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:

Rice provides a number of programs to support underrepresented groups:

(1) HARAMBE:

HARAMBE is a cultural program that seeks to create a unifying event for entering African-American students, allowing them to build social and academic connections with peers, faculty, and staff. The hope is that the event will result in a more connected class of incoming students better equipped to seek out institutional resources, peers and professionals on campus for support and guidance.

(2) Rice-Houston Alliance for Graduate Education and the Professoriate (Rice-Houston AGEP):

Rice University is one of many Texas universities that comprise the Rice-Houston Alliances for Graduate Education and the Professoriate (Rice-Houston AGEP) Program. Situated in one of the nation's largest, most culturally diverse cities, the Rice-Houston AGEP unites many of the city's research and teaching universities and community colleges in the common mission of significantly increasing the number of underrepresented minority students earning the Ph.D. and positioning them to become leaders in science, technology, engineering and mathematics (STEM) fields.

(3) The Andrew W. Mellon Foundation was established as a nonprofit philanthropic organization in 1969. In 1988, the foundation made a commitment to help remedy the serious shortage of faculty of color in higher education through the Mellon Minority Undergraduate Fellowship Program (MMUFP). In 2003, the foundation broadened its mission and changed the program's name to the Mellon Mays Undergraduate Fellowship Program to symbolically connect the mission to the stellar educational achievements of Dr. Benjamin E. Mays. At Rice University, the fundamental objective of MMUFP is to increase the number of minority students, and others with a demonstrated commitment to eradicating racial disparities, who will pursue PhDs in core fields in the arts and sciences. The program aims to reduce the serious underrepresentation on university faculties of people of certain minority groups, as well as to address the attendant educational consequences of these disparities.

(4) Advocating Diversity and the Need for Cultural Exchange (ADVANCE):

ADVANCE hosts weekly Friday discussion meetings. The topics cover a wide range of social issues from sexism to homophobia to international concerns and politics, to name a few. ADVANCE seeks to create an environment at Rice that emphasizes unity by embracing individual differences and is committed to providing a safe space to students interested in dialoguing on the often divisive issues of the day.

(5) Barbara Jordan Scholars:

The Barbara Jordan scholarship program, named for the first black woman elected to the Texas Legislature and the United States Congress, provides support for a group of Rice freshmen who display the qualities of the late congresswoman. The four-year half-tuition scholarships recognize deserving Rice students who distinguish themselves with activities and qualities she exhibited-including building bridges within and across racial, cultural and ethnic divides-and to maintain and enhance a campus learning environment that embraces civility and respect for the many racial and ethnic traditions that make up our society.

(6) Rice Nominators Circle:

The Rice Nominators Circle, initiated in 1998, consists of K-12 teachers, counselors, administrators, and community leaders who assist Rice in identifying and reaching out to under-represented students of color. Each year a new group visits Rice for an orientation and workshop about the admissions and financial aid process.

(7) Cultural clubs:

Rice sponsors a number of cultural clubs that support underrepresented groups including: The Black Student Association (BSA), The Black Graduate Association, The Chinese Student Association (CSA), The Hispanic Association for Cultural Education at Rice (HACER), The South Asian Society (SAS), The National Society of Black Engineers (NSBE), The Japanese Association of Students and Scholars (JASS), The Korean Student Association (KSA), The Muslim Student Association, The Vietnamese Student Association (VSA), The Rice Taiwanese Association (RTA), The Queers and Allies (Q&A), The Rice African Student Association (RASA), The Native American Student Association (NASA), and The Society of Women Engineers to name a few.

The website URL where more information about the support programs for underrepresented groups is available:

<http://diversity.rice.edu/index.htm>

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

A brief description of the institution's discrimination response policy, program and/or team:

Rice University is committed to the principle of equal opportunity in education and employment, and it is the policy of the University to attract qualified individuals of diverse backgrounds to its faculty, staff and student body. Accordingly, Rice University does not discriminate or tolerate any form of discrimination against individuals on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, ancestry, age, disability, or veteran status in its admissions policies, educational programs, or employment of faculty or staff.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

<http://professor.rice.edu/IndependentPage.aspx?id=291&libID=161>

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

No

Support for Future Faculty Diversity

Responsible Party

Julianne Crawford

Sustainability Summer Intern
Admin. Center for Sustainability and Energy Management

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:

Rice participates in a number of programs that aim to increase diversity in higher education faculty by providing assistance to grad school applicants. The following is a summary of these programs:

(1) Faculty Recruitment and Development working group:

The Office of Diversity and Inclusion has a working group dedicated to faculty recruitment and development. The current goals of this group are to continue training sessions for search committee chairs and members, host an annual workshop (The Future Faculty Workshop) for under-represented postdoctoral scholars and late stage PhD students, partner with Northeastern University to update, upgrade and expand Rice's National Database of Under-Represented Postdoctoral Scholars and Late State PhD students, and to host lunch discussions for under-represented Rice faculty. During the 2012-2013 academic year, the Faculty Recruitment and Development working group met all four of these goals.

(2) Rice University's NSF ADVANCE:

"The Rice University NSF ADVANCE Institutional Transformation for Faculty Diversity project is committed to increasing the number of women in science and engineering at Rice University, with a particular focus on the Schools of Natural Science and Engineering. The program is designed to capitalize on the strong commitment to gender equity at Rice University, and to create new insights into the features of the academy that impede the inclusion and progress of women and minorities more generally in the professoriate. The hope of the program is that more women and underrepresented minorities will be inspired to join the ranks of academe and to use their own skills

to advance into important leadership roles based on the activities of this program.”

<http://www.advance.rice.edu/Content.aspx?id=81>

(3) The Mellon Mays Undergraduate Fellowship Program (MMUFP):

At Rice University, the fundamental objective of MMUFP is to increase the number of minority students, and others with a demonstrated commitment to eradicating racial disparities, who will pursue PhDs in core fields in the arts and sciences. The program aims to reduce the serious underrepresentation on university faculties of people of certain minority groups, as well as to address the attendant educational consequences of these disparities.

(4) The National Consortium for Graduate Degrees for Minorities in Engineering and Science (GEM):

GEM’s mission statement is to “enhance the value of the nation’s human capital by increasing the participation of underrepresented groups (African Americans, American Indians, and Hispanic Americans) at the master’s and doctoral levels in engineering and science.

(5) Project 1000: This initiative helps Latino students applying for graduate schools by taking care of application fees and connecting prospective grad students with a liaison at each of the graduate programs under consideration.

(6) Institute for the Recruitment of Teachers (IRT):

IRT seeks to bring more ethnic and racial diversity to the teaching profession by helping talented college students interested in a career in education through the graduate school application process.”

(7) Rice-Houston Alliance for Graduate Education and the Professoriate (Rice-Houston AGEP):

Rice University is one of many Texas universities that comprise the Rice-Houston Alliances for Graduate Education and the Professoriate (Rice-Houston AGEP) Program. Situated in one of the nation’s largest, most culturally diverse cities, the Rice-Houston AGEP unites many of the city’s research and teaching universities and community colleges in the common mission of significantly increasing the number of underrepresented minority students earning the Ph.D. and positioning them to become leaders in science, technology, engineering and mathematics (STEM) fields.

The website URL where more information about the faculty diversity program(s) is available :

<http://diversity.rice.edu/Site/docs/CODI%202013%20ANNUAL%20RPT%20%207%2017%2013.pdf>

Affordability and Access

Responsible Party

Julianne Crawford

Sustainability Summer Intern
Admin. Center for Sustainability and Energy Management

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
-

Submission Note:

The percentage of entering students that are low-income: 14% for 13-14

The graduation/success rate for low-income students: 91% for the 2007 FTFT graduating within 6 years

The percentage of student financial need met, on average: 68%, this reflects an average need based packaged (\$38,942) divided by the Cost of Attendance (\$57188) for 13-14

The percentage of students graduating with no interest-bearing student loan debt: 72% for the 2007 FTFT graduating within 6 years. 28% borrowed during their time at Rice.

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

Rice University is a need-blind institution and committed to meeting 100 percent of its prospective student's need. Thus, when students apply for financial aid, if they are eligible, Rice will provide 100 percent of the difference between the student's estimated family contribution (EFC), and the cost of attending the University.

Rice accomplishes this through a combination of grants, loans and Work-Study. The Work-Study program is an opportunity given to low-income students in order to minimize their cost of attendance. More specifically, federal Work-Study is a part-time employment program for students who have demonstrated financial need according to eligibility criteria set forth by the federal government. Students are limited to earning the dollar amount shown on their award letter.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

A brief description of any programs to prepare students from low-income backgrounds for higher education:

Rice offers a number of programs to prepare students from low-income backgrounds for higher education, most notably Project GRAD and QuestBridge:

(1) Project GRAD: Initiated in 2001, Rice University's campus is one of the Houston sites for the Project GRAD Summer Academy. Project GRAD is a school-community collaborative in the Houston Independent School District to improve the instructional quality and culture of at-risk feeder systems of schools. The program serves 64 schools and over 44,000 economically disadvantaged children. The mission of Project GRAD's scholarship program is to increase the graduation and college attendance rates of disadvantaged inner-city students in Houston through summer institutes, teacher and staff training, strong parental involvement, and enhanced curricula. The Rice University Project GRAD Advanced Summer Mathematics Academy is a summer program designed to ensure the success of students in advanced mathematics courses, while exposing them to a selective university atmosphere.

Rice faculty and staff offer a three-week Advanced Mathematics Institute, Nanochemistry Institute, and Summer Business Institute during the summer to expose underserved minority students to diverse academic/career paths.

To further help support the high school students' transition to college and put them on footing with more advantaged peers, Rice offers its resources—pioneering research faculty, state-of-the art laboratories and science institutes, and innovative educational and support programs—to the Project GRAD College Institutes.

(2) QuestBridge: Rice University is a partner college of QuestBridge, a powerful platform bridging the nation's brightest, under-served youth and leading institutions of higher education and further opportunities. QuestBridge provides a single, internet-based meeting point which links exceptional students with colleges, scholarship providers, enrichment programs employers, and organizations seeking students who have excelled despite obstacles. As a partner of QuestBridge, Rice University aims to increase the percentage of talented low-income students attending the University. Specifically, QuestBridge offers the "College Prep Scholarship" which prepares low-income students for the college admissions process and equips them with practical knowledge on how to gain admission to the nation's leading colleges and universities.

A brief description of the institution's scholarships for low-income students:

As previously mentioned, Rice is committed to meeting 100 percent of its prospective student's financial need. Thus, Rice awards need-based awards to all students who demonstrate this need. Rice accomplishes this through a combination of grants, loans and Work-Study. The following are just a few of the types of scholarship aid that the university provides for low-income students who demonstrate financial need:

Grants:

(1) Rice Tuition Grant: funding awarded to students with unmet institutional need-based financial aid eligibility after the awards below have been added. Rice ensures that a student's unmet financial need is entirely covered through various financial aid types.

(2) Federal or State Grants: grants that are provided by the federal or state governments based on a student's demonstrated financial need. For example:

(a) Pell Grants: For the 2014-2015 aid year, undergraduate students with a federal Expected Family Contribution (EFC) of \$5157 or less may be eligible to receive a Federal Pell Grant. The amount of each grant is determined by the student's EFC. These funds are provided by the federal government and are available to you as long as you qualify.

(b) Tuition Equalization Grants (TEGs): Students from Texas may qualify for a Tuition Equalization Grant (TEG). These funds are limited and are awarded to undergraduate students with the highest need on a first-come, first-served basis.

Loans:

(1) The Direct Subsidized Loan: A need-based loan with a fixed interest rate. The government pays the interest subsidy while the student is enrolled at least half-time. Repayment begins after the 6-month grace period when the student graduates, withdraws, or drops below half-time enrollment.

(2) Federal Perkins Loan: The Federal Perkins loan is a campus-based federally subsidized loan program awarded to students with exceptional need who are enrolled at least half-time.

A brief description of any programs to guide parents of low-income students through the higher education experience:

As part of the recruiting process, Rice communicates with parents. Specifically, Rice utilizes a resource offered by the College Board and ACT whereby Universities are able to purchase the names and addresses of students who participated in a test sponsored by one of these organizations. Rice is then able to select parameters, such as test scores, race, and income, so as to receive the names and addresses of a select group of students to recruit. By doing so, Rice is able to specifically target high-scoring, low-income students. These students then receive an email from Rice which informs them that they were found through the College Board search process. It instructs them to fill out a form on Rice's website in order to find more information and receive email updates from Rice's mailing list. The form specifically asks for parent's email address, which Rice then uses to contact parents directly. This is just one way that Rice is able to directly guide parents through the higher education application process and experience.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

Rice participates in a number of targeted outreach initiatives to recruit students from low-income backgrounds:

(1) VISION: VISION is a program in which students who are academically talented and ethnically diverse explore the opportunities available at Rice. Many of these students are often low-income, and are selectively chosen to experience Rice firsthand. These students attend classes, meet professors, tour campus facilities, and have dinner with Rice faculty and alumni.

(2) Seeking Opportunities at Rice (S.O.A.R): S.O.A.R is a fly-in program hosted by the Office of Admission. S.O.A.R. is an invitation-only program offered to a select number of prospective students. During the program, students will gain insight into Rice through a variety of activities, including staying on campus with current students, attending the Explore Rice prospective student event, attending classes, and interacting with faculty and staff across campus. Rice works with community based organizations such as “A Better Chance” and “QuestBridge” to compile a list of prospective students to invite to attend S.O.A.R. In doing so, Rice ensures that they are targeting students from low-income backgrounds.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

Because Rice University automatically meets 100 percent of its prospective student’s need, there is no need for other admissions policies or programs.

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

Because Rice University automatically meets 100 percent of its prospective student’s need, there is no need for other financial aid policies or programs.

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Does the institution have policies and programs in place to support non-traditional students?:

Yes

A brief description of any scholarships provided specifically for part-time students:

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

(1) Rice Children’s Campus: Operated by the Center for Early Childhood Education, the Rice Children’s Campus is one of Houston’s premier early learning facilities serving the children of Rice University faculty, staff and students, age birth through five. Located on the west end of Rice University Campus, the Children’s Campus is committed to providing the best possible educational experiences for the children in its care and offers a rich curriculum grounded in the work of Maria Montessori.

(2) YMCA-Texas Medical Center: Rice community members who are benefits-eligible faculty, benefits-eligible staff, graduate students, or undergraduate students will have no child care application fees, and Rice has five child care slots reserved at the center. Just let the YMCA staff know that you are a Rice community member, and the application fee should be waived.

A brief description of other policies and programs to support non-traditional students:

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Yes

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	14
The graduation/success rate for low-income students	91
The percentage of student financial need met, on average	68
The percentage of students graduating with no interest-bearing student loan debt	72

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

100

The website URL where information about the institution's affordability and access programs is available:

<http://financialaid.rice.edu/>

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

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.

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

Assessing Employee Satisfaction

Responsible Party

Richard Johnson

Director of Sustainability
Facilities Engineering and Planning

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:

We reach out to all faculty and staff and encourage them to participate in the Houston Business Journal's Best Places To Work survey administered by Quantum Workplace Inc. For 2014, 14.9 percent of faculty and staff participated in the survey.

The results for 2014 have not yet been publicly announced, but Rice has been informed that we will be named a Best Place to Work in Houston for the 9th year in a row.

"---" 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:

Rice participates in the Houston Business Journal's annual survey that asks questions evaluating a variety of workplace topics, including teamwork, retention risk, alignment with goals, trust with co-workers, individual contribution, manager effectiveness, trust in senior leaders, feeling valued, job satisfaction and benefits. The assessment is completely anonymous, but Rice's Human Resources Department receives a summary of the results, including comments.

Employees can also provide feedback about working at Rice during two town hall meetings hosted each year by the president of the university. They are welcome to submit questions prior to or during these meetings.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

Rice analyzes the data and responds as necessary. For example, the Human Resources department developed a management development plan called TEAMS (Training Enables a Manager's Success), which is designed to promote and encourage leadership and development. TEAMS consists of both operational and leadership-focused sessions with engaged coaching and mentoring to participants by their supervisors and other leaders at the university. The program's inception was in response to survey results.

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:

Wellness Program

Responsible Party

Alex Nunez-Thompson

Intern

ACSEM

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
-

Submission Note:

<http://wellbeing.rice.edu/default.aspx>

"---" 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):

Rice University Wellbeing Center offers counseling services as well as wellbeing services. They have resources available to rent or borrow about healthy eating, mental health, physical wellbeing, etc. They also offer many workshops throughout the year to learn how to manage time, stress, and a healthy lifestyle. The counseling center has trained professionals as well as a referral program to off-campus resources. They offer a 24-hr hotline for students who need immediate support.

Faculty and Staff also have access to a wellness program hosted by the university. The wellness program offers screenings, coaching and hosts lunches. They also have a multi-tiered program that offers Health Risk Assessments, Nutrition and Exercise Seminars, Wellness Screenings, and Wellness Coaching.

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

<http://people.rice.edu/Wellness.aspx>

Workplace Health and Safety

Responsible Party

Alex Nunez-Thompson

Intern

ACSEM

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	14	102
Full-time equivalent of employees	4,500	3,063.74

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

	Start Date	End Date
--	------------	----------

Performance Year	Feb. 1, 2013	April 30, 2014
Baseline Year	July 1, 2012	July 1, 2013

A brief description of when and why the workplace health and safety baseline was adopted:

A brief description of the institution's workplace health and safety initiatives:

Rice University's Environmental Health and Safety department works to create a safe workplace by providing all staff with safety equipment and hosts a variety of training sessions. All laboratory staff and users are required to go through specific laboratory safety trainings that aims to teach users about hazards in the laboratory. This training is required within the first 30 days of new work practices. In addition to the general safety training, all users are also responsible for training courses in biosafety and bloodborne pathogens, radiation safety and laser safety and must repeat these trainings annually.

The website URL where information about the institution's workplace health and safety initiatives is available:

http://safety.rice.edu/Training/Safety_Training_Matrix/

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

Responsible Party

Alex Nunez-Thompson

Intern

ACSEM

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

Alex Nunez-Thompson

Intern

ACSEM

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

Submission Note:

A general breakdown of our investment category allocation breakdown can be found at:

http://investments.rice.edu/treasurer.cfm?doc_id=9278

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

Total value of the investment pool:

4,800,000,000 US/Canadian \$

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	100,000,000 US/Canadian \$
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	---
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	---
Community development financial institutions (CDFIs) or the equivalent	---
Socially responsible mutual funds with positive screens (or the equivalent)	---
Green revolving loan funds that are funded from the endowment	---

A brief description of the companies, funds, and/or institutions referenced above:

As per our investments office, the value of investments in various types of sustainable industries, sustainable investment funds etc. is approximately \$100 million. Instead of splitting these into separate fields, they are all reported as an aggregate figure.

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

Alex Nunez-Thompson

Intern

ACSEM

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.

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

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

Alex Nunez-Thompson

Intern

ACSEM

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:

Rice Alliance: A University Business Incubator

A brief description of the innovative policy, practice, program, or outcome :

The Rice Alliance for Technology and Entrepreneurship is a nationally-recognized initiative that is devoted to providing funding and support to the “support of technology commercialization, entrepreneurship education, and the launch of technology companies.” The Rice Alliance has hosted more than 125 events since its inception in 2000. Through funding and support from Rice Alliance, more than 250 start-ups have been able to raise over \$500 million. Many of these companies include green tech startups or sustainable initiatives. EcoLight and Power2Switch were two green tech, sustainable startups that were funded by the Rice Alliance Business Plan Competition. Each company is still in operation today, both having been sold in 2013.

In addition to the business plan competition, Rice Alliance hosts forums and events from leaders in sustainable topics. Included among the events are the “Annual Energy and Clean Technology Venture Forum” and the “Annual Nanotechnology and Sustainability Venture Forum.” These events serve the entrepreneurial community by offering investor panels as well as leaders in industry. The events attract investors, business leaders and innovators in their respective fields to network, meet investors and potential customers, as well as secure funding for existing projects.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

In the Business Plan Competition alone, teams have raised more than \$244 million last year alone. More than 437 teams have competed since the first competition in 2001 and 11 of them have exited at an estimated market value of over \$220 million.

A letter of affirmation from an individual with relevant expertise:

[association for advancement of sustainability in higher education letter.pdf](#)

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	Yes
Research	Yes
Campus Engagement	---
Public Engagement	Yes
Air & Climate	---

Buildings	---
Dining Services	---
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:

entrepreneurship, technology innovations

The website URL where information about the innovation is available :

<http://www.alliance.rice.edu/>

Responsible Party

Julianne Crawford

Sustainability Summer Intern

Admin. Center for Sustainability and Energy Management

Criteria

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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.

Submission Note:

While the market has been on campus for more than three years, some of the most successful engagements - such as the farm-to-fork dinners and the frequent purchases of market goods by Rice University chefs - have occurred within the last three years.

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

Title or keywords related to the innovative policy, practice, program, or outcome:

Rice University Farmers Market

A brief description of the innovative policy, practice, program, or outcome:

The Houston Farmers Market was the first farmers' market to open in Houston. Dedicated to providing a meeting place where farmers could meet consumers, the market was a landmark and the inspiration for the growth of markets around the Houston area. In 2007, Rice University invited the Houston Farmers Market to move to the parking lot adjacent to the Rice Stadium on Rice's campus. In August of 2010, after seven years as an independent, nonprofit organization, the Houston Farmers Market became an official Rice University entity and was appropriately renamed the Rice University Farmers Market.

Throughout the years the goal of the market has remained the same: to make locally grown food available to as many consumers as possible, thereby providing a growing marketplace for local farmers and producers and a thriving meeting place for the community. Local farmers and small-business entrepreneurs, offering everything from environmentally safe bug repellent to soaps and lotions and organic meals for two, have become a regular fixture and a much-anticipated part of the Rice campus. Almost all of the food sold at the Rice University Farmers Market has been raised/grown sustainably, maintaining all the nutritional benefits without the health and environmental costs of artificial fertilizers and pesticides.

Typically between 200 and 500 people visit the market each week. Rice faculty, staff and students are regular patrons, but the market also draws people of all ages from the Texas Medical Center and surrounding neighborhoods.

Farmers from the market have become involved in Rice curriculum through participating in a food panel in the ENST 302 / SOCI 304 course each fall, as well as once-a-semester farm-to-fork dinners hosted by the student group Real Food Revolution. In addition, several of the market's farmers have hosted students and staff for site visits. A video of one of these visits can be found at

<https://www.youtube.com/watch?v=DpnhgeivAWk>

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:

[Rice University Farmers Market Innovation Credit.pdf](#)

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

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

<http://farmersmarket.rice.edu/>

Responsible Party

Richard Johnson

Director of Sustainability
Facilities Engineering and Planning

Criteria

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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:

Demand Response Programs Participation

A brief description of the innovative policy, practice, program, or outcome:

The Environmental Defense Fund defines demand response as “end-use customers reducing their use of electricity in response to power grid needs or economic signals from a competitive wholesale market.” Rice University participates in several demand response programs that are available to customers in the deregulated ERCOT (Electricity Reliability Council of Texas) electricity market. These programs include the ERCOT 30-minute Emergency Response Service (ERS-30) and the CenterPoint Energy Load Management Program. In addition, Rice engages in 4CP management, which refers to the management of electrical usage on the coincident peak usage day for each of the four summer months (June, July, August, and September).

The Environmental Defense Fund promotes demand response in saying that it “diverts money that would generally go to a fossil fuel power plant to homeowners and businesses instead. In this scenario, a utility or demand response provider sends a message for participants to reduce electricity use at key times in exchange for a credit or rebate on their utility bill, in addition to the cost savings they will earn through conservation.” Additional benefits identified by EDF include “enhanced reliability on the power grid, as well as curbing energy use during the hottest and coldest months, offsetting the need for expensive, inefficient, and dirty ‘peaker’ plants generally only used to generate power several dozen hours per year during these periods of extreme weather.” See

[http://blogs.edf.org/californiadream/2014/04/21/demand-response-people-not-new-power-plants-are](http://blogs.edf.org/californiadream/2014/04/21/demand-response-people-not-new-power-plants-are-driving-the-clean-energy-future/)

[-driving-the-clean-energy-future/](#)

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Beginning in calendar year 2013, Rice continually contracts 3 megawatts of electricity capacity at minimum into demand response programs 24/7 across the entire calendar year. This means that in a moment of distress on the electrical grid, Rice has pledged to shed 3 megawatts from its electrical import, thus helping to prevent rolling brown-outs in the community while also helping to keep the dirty peaker plants offline (or from even being built). Rice employs a variety of strategies on campus in order to achieve this, including calls to conservation sent out via email to the entire campus community, changing building air conditioning schedules and temperature set-points, and fuel-switching to natural gas-fired cogeneration, which is considerably cleaner than coal-fired power plants.

A letter of affirmation from an individual with relevant expertise:

[Rice University Demand Response programs letter.pdf](#)

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	No

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

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

Julianne Crawford

Sustainability Summer Intern

Admin. Center for Sustainability and Energy Management

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:

The Center for Energy and Environmental Research in the Human Sciences (CENHS)

A brief description of the innovative policy, practice, program, or outcome:

The Center for Energy and Environmental Research in the Human Sciences (CENHS), opened in 2013, is the first effort to involve all the intellectual resources of a major research university in addressing today’s most pressing energy and environmental challenges. CENHS is likewise a first-of-its-kind: the only research center in the world specifically designed to sponsor research on the energy/environment nexus across the arts, humanities and social sciences.

Currently, the majority of energy and sustainability research centers across the world focus on the sciences, engineering and policy analysis; however, Rice’s basis for starting the CENHS was its belief that the riddles of the world’s energy transition and anthropogenic climate change are also profoundly social and cultural. The CENHS believes that we need to better understand habits, beliefs, knowledge, ethics, values, practices and institutions if we are to hope for change. From past experience, we know that there can be no technological solutions to climate change without successful programs of implementation, and implementation is always a social, cultural and political process. Thus, the CENHS was developed to find ways to bring the expertise of the humanities and social sciences more directly to bear on scientific research, technological planning and policy discussions.

CENHS currently has four active research clusters — Arts & Media, Catastrophe & Aesthetics, Ethics & Philosophy, and Social Analytics – each of which is tasked with developing a different area of energy and environmental research in the human sciences. Furthermore, the CENHS organizes activities to bring together faculty and students interested in energy and environmental research, offering opportunities for junior and senior research fellowships, and sponsoring events to connect with the public. At the same time working together with universities in Canada, Germany, Norway and the United Kingdom, CENHS is helping to build the first international research network in energy and environmental human sciences.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

CENHS hosts an annual “Cultures of Energy” Symposium where leading local, national and international scholars working at the intersection of energy, the environment and the humanities gather to collaborate with one another, share their research and discuss emerging energy topics. In May of 2014, CENHS hosted its Third (and largest) Annual Spring Symposium.

CENHS also created the first introduction to energy humanities course in the United States.

A letter of affirmation from an individual with relevant expertise:

[CENHS Affirmation Letter.pdf](#)

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	---
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
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:

<http://culturesofenergy.com/>