



Texas A&M 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:

Public

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

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

Reason for excluding agricultural school:

Reason for excluding medical school:

Texas A&M Health Science Center has recently merged with Texas A&M University and is in the process of completing their own STARS report.

Reason for excluding pharmacy school:

The Pharmacy School is a part of the Texas A&M Health Science Center and is excluded for the same reason as above.

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

Submission Note:

Texas A&M generates its own electricity from a co-generation natural gas power plant. Additional energy is purchased from ERCOT as needed.

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

Endowment size:

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

Total campus area:

5,500 *Acres*

IECC climate region:

Hot-Humid

Locale:

Mid-size city

Gross floor area of building space:

23,704,587 *Gross Square Feet*

Conditioned floor area:

Floor area of laboratory space:

2,430,952 *Square Feet*

Floor area of healthcare space:

0 *Square Feet*

Floor area of other energy intensive space:

1,816,653 *Square Feet*

Floor area of residential space:

2,672,731 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)
Biomass	---
Coal	---
Geothermal	---
Hydro	---
Natural gas	53.80
Nuclear	---
Solar photovoltaic	---
Wind	---
Other (please specify and explain below)	46.20

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

46.2% is the electric purchased from ERCOT:

Natural Gas: 40.5%

Coal: 37.2%

Nuclear: 11.6%

Wind 9.9%

Hydro, Biomass, Solar, others: 0.8%

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:

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

10

Number of academic departments (or the equivalent):

88

Full-time equivalent enrollment:

48,081

Full-time equivalent of employees:

6,984

Full-time equivalent of distance education students:

507

Total number of undergraduate students:

42,209

Total number of graduate students:

10,739

Number of degree-seeking students:

52,437

Number of non-credit students:

102

Number of employees:

7,549

Number of residential students:

10,000

Number of residential employees:

212

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

Ben Kalscheur

Sustainability Graduate Student
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

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

Submission Note:

The number of official departments at TAMU-College Station is 67, as reflected in IC-3. The total number of departments included in this credit is higher because the additional "departments" have been coded as equivalents. These "departments" include, Interdisciplinary/Interdepartmental Degree Programs, Colleges, and Institutes that offer courses not tied to one of the 67 official departments.

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	11,574	1,150
Number of sustainability courses offered	738	114
Number of courses offered that include sustainability	1,000	73

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

73

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

88

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):

[Grand Master.pdf](#)

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

<http://sustainability.tamu.edu/2015-stars-1.aspx>

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

<http://sustainability.tamu.edu/2015-stars-1.aspx>

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

Our sustainability course/includes inventory examines the courses offered at Texas A&M University – College Station for a one year period from Summer 2013 through Spring 2014. The data we were able to compile consists mainly of undergraduate classes offered during the timeframe. All undergraduate classes are required to submit an electronic copy of their syllabi for University records each semester; graduate classes are exempt from this protocol. However, some graduate classes submitted syllabi and we have analyzed the courses that were submitted. At this time, we do not have the ability to capture data for the Graduate classes that do not submit syllabi so they are not included in our assessment. Syllabi are submitted in PDF format. Office of Sustainability staff analyzed all syllabi using the standards outlined by STARS to categorize the courses.

The course THAR 135 does not provide information in the syllabi that would lead to one scoring it as includes, but based on personal knowledge, the Professor teaches sustainable stage construction practices, so it has been identified as including sustainability.

A comprehensive explanation of our database creation, review, and methodologies can be found at

<http://sustainability.tamu.edu/academics.aspx>

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

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

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

Dually listed courses in different departments were only counted once.

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

	Yes or No
Internships	Yes
Practicums	Yes
Independent study	Yes
Special topics	Yes
Thesis/dissertation	Yes

Clinical	No
Physical education	Yes
Performance arts	Yes

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Criteria

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

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

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

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

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

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

Undergraduate Program

Responsible Party

Ben Kalscheur

Sustainability Graduate Student
Office of Sustainability

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Environmental Studies

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

The Environmental Studies degree program has an extensive suite of policy courses to choose from which will enable you to understand the public policy debates surrounding environmental issues. It integrates courses from the College's four departments – Atmospheric Sciences, Geography, Geology & Geophysics, and Oceanography – to give you the foundation in Earth sciences needed to effectively participate in and impact those debates.

The program is administered by a committee drawn from the four departments in the College. Classes are taught primarily by world-class College faculty who are renowned educators and researchers and are geared toward contemporary environmental issues.

This program:

Gives you a foundation in and advanced understanding of management and policy aspects of environmental issues with upper-level courses drawn from the College of Geosciences and other departments in the University;

Builds on the commonalities between the various disciplines in the College to provide an interdisciplinary education in the Geosciences;

Provides training in modern techniques used by environmental professionals including geographic information science (GIS), remote sensing and various types of environmental sampling and surveying, and
Is relevant to the needs of employers by creating a highly skilled labor force able to work on environmental concerns at local, regional, state and national levels.

The Environmental Studies degree program is designed for students who want to acquire a fundamental knowledge of the interactions between society and the natural environment from a Geosciences perspective.

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

http://envp.tamu.edu/academics/environmental_studies/index.html

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

Renewable Natural Resources

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

The Renewable and Natural Resources degree is for students with a broad interest in natural resources and ecology, including forestry and associated values such as range and wildland, wildlife, recreation, water, and other environmental sciences. Students may design degree plans emphasizing natural resource management, social and public policy, or biophysical sciences.

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

<http://essm.tamu.edu/academics/undergraduate/degree-programs/renr>

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

Environmental Geosciences

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

The Environmental Geosciences degree program provides a solid foundation in the study of Earth and the natural sciences while incorporating background in public policy issues and the social sciences. You will learn how Planet Earth works by studying the interactions between the solid Earth, surface sediments, the world's Oceans and Atmosphere, and the contemporary dynamic processes at the Earth's surface. The curriculum also focuses on the study of contemporary environmental issues.

The B.S. Environmental Geosciences degree program includes courses from all four of the College's departments – Atmospheric Sciences, Geography, Geology & Geophysics, and Oceanography. It allows you to follow an interdisciplinary theme in your junior and senior years focusing on one of the following:

Coastal Processes

Water in the Environment

Climate Change

Human Interactions with the Environment

This program:

Builds on the commonalities between the various disciplines in the College;

Offers an in-depth interdisciplinary education in the sciences;

Provides training relevant to the needs of employers creating a highly skilled labor force able to work on environmental concerns at local,

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

regional, state and national levels, and

Gives you training in modern techniques used by environmental professionals including geographic information science (GIS), remote sensing, environmental sampling and surveying.

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

http://envp.tamu.edu/academics/environmental_geosciences/index.html

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

Bachelor of Environmental Design:

<http://dept.arch.tamu.edu/academics/undergraduate/>

Bachelor of Science in Ecological Restoration:

<http://essm.tamu.edu/academics/undergraduate/degree-programs/ecor>

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):

Sustainable Architecture and Planning Minor

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

The Minor in Sustainable Architecture and Planning provides undergraduate students with a multidisciplinary approach to understanding sustainability of the built environment. The curriculum emphasizes an awareness of responsible practices at a variety of scales impacting the built environment: buildings, communities, architectural systems, global resource management, and social equity. Students will become aware of responsible architectural design and develop critical thinking skills to address the multifaceted issues facing the profession today.

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

<http://dept.arch.tamu.edu/undergraduate/minors/>

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

Minor in Earth Sciences

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

Information provided on the website.
[STARS Reporting Tool](#) | [AASHE](#)

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

<http://geosciences.tamu.edu/academics/minors-certificate-programs>

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

Minor in Environmental Geosciences

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

Information provided on the website.

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

<http://geosciences.tamu.edu/academics/minors-certificate-programs>

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

Graduate Program

Responsible Party

Ben Kalscheur

Sustainability Graduate Student
Office of Sustainability

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Master of Natural Resource Development

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

The MNRD degree (non-thesis) is designed for students who want professional graduate training with a management orientation in natural resources. It aims to develop an understanding of the interrelationships among ecology, economics, policy and culture as factors that influence natural resource conservation and management. It is intended to emphasize the problem solving skills involved in the use of science and technology to benefit humanity, not as a research degree.

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

<http://essm.tamu.edu/academics/graduate/degrees-and-certificates/mnrd/>

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

Water Management & Hydrologic Science

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

Our Mission:

To prepare the next generation of water scientists, hydrologists, and managers through teaching and research that improves the reliability and quality of water resources for human well-being and development.

Our Goals:

To provide students with strong technical skills in disciplines relevant to water resources, including a broad understanding of hydrology and the interconnectedness of the biophysical and social sciences in water management.

To provide a teaching and research base for collaborations, lectures, seminars, and workshops to improve the communication and exchange of knowledge among students, faculty, professionals and citizens.

To encourage all water users to adopt wise water-management practices.

To improve the availability, security and reliability of human water supplies.

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

<http://waterprogram.tamu.edu/program-information>

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?:

Yes

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

Sustainable Urbanism

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

Sustainable urbanism is a framework for interdisciplinary planning and design of contemporary settlements. It explores sustainability and urban design in a rapidly urbanizing world by focusing on the processes that shape the form and function of the built environment in its full complexity--infrastructure, land development, built landscapes, and facilities--that collectively make up metropolitan regions.

Sustainable urbanists at Texas A&M are members of innovative learning and practitioner communities that investigate and apply collaborative practices to design and plan sustainable urban settlements that are livable, equitable, energy efficient, ecologically sound, and prosperous.

The certificate in sustainable urbanism address the integration and interdependence of these aspects of the built environment:

- Land use and urban design
- Energy, materials, and wastes
- Land, air, water, and fire
- Ecosystems, habitats, and biodiversity
- Infrastructure and transportation networks
- Healthy communities and public health
- Pedestrian environments and livable places
- Natural hazards and extreme events
- Social and economic justice and accessibility
- Housing, community, and economic development

The sustainable urbanism certificate consists of a series of courses that are open to students from any graduate program at Texas A&M University. The Sustainable Urbanism Certificate is awarded in recognition of those who have acquired a requisite degree of knowledge and skill in the field. It is awarded after the completion of the program of study and is signed by the head of the student's academic department and the dean of the college. It is awarded at the college ceremony that preceded the official university commencement ceremony.

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

<http://chud.arch.tamu.edu/education/sustainable-urbanism-certificate/>

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

Ben Kalscheur

Sustainability Graduate Student
Office of Sustainability

Criteria

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

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

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

And/or

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

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

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

Submission Note:

"---" 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:

Geography 380, Environmental Workshop, is designed to allow students to immerse themselves in real issues of sustainability and the environment using an experiential learning approach. Class size is limited to 15 undergraduates. Each semester students focus on a single project or question and answer it using active multi-disciplinary research.

Recent topics have included:

- Water Use at Texas A&M University. (Fall 2009)
- Supporting the boundary expansion and management plan development process for the Flower Gardens Bank, National Marine

Sanctuary. (Spring 2010)

- Can the Brazos Valley feed itself for a year? (Spring 2011)
- Assessing the possibilities for increased organic agriculture production in the Brazos Valley (Summer 2011)

For the summer 2011 class, students have designed and are now conducting case studies of local, organic, small-scale farms to evaluate their productivity, costs, and constraints. These will be compiled into a single final paper that will be broadly available for other farmers, students, researchers and, most importantly, for local city and regional planners. The multi-disciplinary approach allows us to evaluate the gap between the large unsaturated market for locally-produced organic vegetables and the constraints to meeting that market demand imposed by natural, economic and social forces. This course allows students to interact with a broad range of local stakeholders from within academia and within civic society, on issues of sustainability that affect us all. Geography 380 at Texas A&M University promotes professionalism and a deep understanding of sustainability issues from multiple perspectives, through immersion experience in research.

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

<http://geography.tamu.edu/courses/undergraduate-courses>

Sustainability Literacy Assessment

Responsible Party

Ben Kalscheur

Sustainability Graduate Student
Office of Sustainability

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

Ben Kalscheur

Sustainability Graduate Student

Office of Sustainability

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?:

No

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

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

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

Campus as a Living Laboratory

Responsible Party

Ben Kalscheur

Sustainability Graduate Student

Office of Sustainability

Criteria

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

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

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

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

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

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

	Yes or No

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

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

Utilities & Energy Services (UES) holds tours of the operating plants to give students first- hand experience on how the facilities operate. We have a number of students working side by side with UES staff evaluating building, distribution system, and plant operating performance. These students are usually with UES for 2 or more years and have the opportunity to gain real world experience while pursuing their academic degrees.

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:

Students participated in a Smart Dorm Pilot project where a phone app controlled room temperatures and allowed temperatures to vary when a room was unoccupied. Final results showed dorm rooms in unoccupied mode 22% in April.

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

Students collected and analyzed building usage data to create schedules to turn heating and cooling systems off when not in use. Schedules typically reduce building energy consumption by more than 15% annually.

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:

SSC Grounds Management participates annually in two capstone Agricultural Engineering classes that focus on Water consumption. SSC Grounds utilizes the data collected by the students for making adjustments to the irrigation system.

SSC Grounds Management cooperates with student working on related projects. This past spring a student applied for and received a sustainability grant to complete a irrigation water audit at the George H.W. Bush Presidential Library. SSC Grounds Management is making the identified adjustments from that audit.

SSC Grounds Management actively recruits interns to work within our operation.

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

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

The alternative transportation unit often partners with various academic departments to better transportation on campus. We did several studies with the urban planning department about bike share before we implemented the program based on their recommendations.

We also partner with other departments and student groups to educate and enable the student population to know more and utilize alternative transportation modes. We have a bike maintenance shop that teaches bike maintenance to students and allows them to use the station and tools to repair their bikes.

We also use League Cycling Instructors to teach bike safety classes to build confidence in cycling so the mode is used more often and appropriately.

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 Howdy Farm promotes recycling and reduces green waste through composting practices. The farm composts all green waste generated from the gardens and creates compost that is used to fertilize and build healthy soils.

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 Howdy Farm, works to teach students about water conservation in sustainable agriculture by using drip irrigation, organic mulches, and by planting seasonal crops that conserve water. The Howdy Farm also utilizes rainwater harvesting in an effort to use less municipal water.

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

The Office of Sustainability utilizes our Internship Team to assist with reporting requirements for our Sustainability Master Plan (SMP) and this STARS report. Interns prepare information and meet with stakeholders to coordinate data collection. Thanks to their help, we completed our 2nd Biennial SMP Report in 2014.

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:

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

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

The Office of Sustainability Internship Program focuses on educating the public in regards to the University's sustainability initiatives and encourages participants to make more sustainable decisions in their daily lives. Public outreach occurs at the community-wide Brazos Valley Earth Day, and at various school/after school programs in the community.

Positive outcomes associated with the work include interacting with ~200 people at Earth Day and sharing our sustainability message, presenting about living more sustainably to a group of over 100 5-12 grade students at a local private school, and developing interactive educational activities for K-5 children in the local community.

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:

The Winnie Carter Wildlife Center is a 12-acre facility located on the TAMU College Station campus. Native Texas wildlife species, including white-tailed deer and Texas tortoises, are some of the animals housed at the facility.

Undergraduate, graduate and veterinary students come to the Winnie Carter Wildlife Center to learn about the husbandry, management, research and medicine of these animals. Experiential learning is the method by which courses are taught at the center. Students participate in the care of the animals and the facilities. The center is a unique campus living laboratory.

In addition, students participate in composting and recycling and reuse efforts, energy conservation, and are taught about sustainability.

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

<http://vetmed.tamu.edu/wildlife>

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

Academic Research

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.

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

Support for Research

Responsible Party

Michael Maciel

Senior Data Analyst

Texas A&M University Libraries

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.
-

Submission Note:

<http://dof.tamu.edu/content/tier-1-program-top-grant-proposals>

"---" 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:

The increasing consumption of petroleum deposits and the escalating air pollution problems caused by burning fossil fuels have driven the global research community to look for clean and renewable energy sources. Hydrogen, biofuel, and solar energy are among the most environmentally benign alternative energy sources. To build upon our strengths and to take the existing renewable energy programs on campus to the next level of international competitiveness, the Advanced Research Initiative for Sustainable Energy (ARISE) was chosen as one of the eight Initial University Multidisciplinary Research Initiatives (IUMRIs).

Texas is traditionally an energy state and Texas A&M University has been known as an energy institute as evidenced by our world class Petroleum Engineering and Nuclear Engineering programs. The energy emphasis is also reflected in the existing renewable energy programs in the University. The Advanced Research Initiative for Sustainable Energy (ARISE) will build upon our strengths and take these existing renewable energy programs to the next level of international competitiveness. ARISE plans to connect the fields of technology development, academic research, commercialization, and the policy landscape in the renewable energy field. It will not only facilitate the collaboration among multidisciplinary researchers within the University, but will also help to attract funds from federal, state, and private funding agencies.

Students are encouraged to participate in ARISE. The program builds on the proposed projects that will lead to not only scientific discovery and new technology but also pedagogical innovation for training students to become the new interdisciplinary researchers in renewable energy. This will be accomplished through developments of new interdisciplinary curricula that not only train students broadly in the science and engineering required by interdisciplinary developments, but also teach them how these challenges will impact industry, global markets, and the ever developing energy needs of other countries.

TOP grants are funded by the university to promote multidisciplinary learning experiences for Texas A&M students on a large scale. Each grant must reach at least 100 undergraduate or 50 graduate students per year. With total funding of approximately \$1M per year these are 3 year grants awarded to intercollegiate multidisciplinary groups to engage students in research based learning.

In 2013, three grants were approved to advance sustainability:

- Bridging Hydrology, Governance, Culture and Scarcity for Effective Rio Grande Water Management: An Interdisciplinary Experiential Learning and Research Program
- Enhancing Teaching and Research in Health Impacts of Air Pollution
- Ecology & Evolutionary Biology

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

<http://arise.tamu.edu/research.html>

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:

Our society will face increasingly large and complex problems in the coming decades. Some of these challenges can be addressed through research, teaching and outreach in the academic fields we work on in the College of Agriculture and Life Sciences.

During the 2012-2013 academic year, the College of Agriculture and Life Sciences embarked on an exciting interdisciplinary, faculty-driven initiative to chart our top priorities for the future. This year-long process, which included a series of lectures, white paper development, and a town hall meeting, culminated with the identification of five grand challenges – feeding our world, protecting our environment, improving our health, enriching our youth, and growing our economy.

Each of the grand challenges are multi-disciplinary and interconnected. With this in mind, the College has created a searchable database that allow users to search by faculty research expertise as well as a listing of ongoing, funded research projects. This database and list of projects aim to facilitate discussion and increase involvement in our mission to address the grand challenges.

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

<http://grandchallenges.tamu.edu/home/>

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

Yes

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

1. Faculty members should be recognized and rewarded for research, teaching, and service/engagement that contribute at the university or college levels in strategic multidisciplinary areas (which include activities in recognized interdisciplinary programs). Such contributions are as valued as disciplinary contributions, which we are accustomed to recognizing and rewarding. The procedures should not require that all faculty engage in multidisciplinary activities, but should recognize that such engagements may be in all three primary categories (teaching, creating new knowledge, or service/engagement).

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

<http://facultysenate.tamu.edu/Quick%20Links/Faculty%20Evaluation/facultyevaluationchanges2009Mar2%201.pdf>

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 Texas A&M University Libraries (Libraries) provides a wide range of resources and services to support the University's sustainability research and learning. This includes:

- Online subject guides in various aspects of sustainability and conservation (~79 Subject Guides),
- Online class guides to provide information and resources to support courses in sustainability (~41 Class Guides),
- Databases that specifically address information on sustainability (~16 Databases. Note this does not include the general and aggregated databases that also provide access to sustainability information),
- Print and online serials and journals on sustainability and conservation (~130),
- 35,000+ monograph titles on conservation and sustainability, and
- Subject Specialists that research and support studies in sustainability.
- An institutional repository that provides open access to research publications and electronic theses and dissertations on sustainability.

Examples: (Note this is not a complete list of resources that the University Libraries provides – only some noteworthy items:

SUBJECT GUIDES

- 1) Accounting A-Z - Environmental Accounting
- 2) Agriculture & Life Sciences
- 3) Bioenvironmental Sciences
- 4) Biological & Agricultural Engineering

- 5) Biology
- 6) Environmental Studies
- 7) Industries A-Z - Energy Utilities
- 8) Marketing A-Z - Green Marketing
- 9) Open Access Publishing
- 10) Water Resources
- 11) Wildlife and Fisheries Sciences

CLASS GUIDES

- 1) AGSM 439 - Agricultural Systems Management
- 2) ECON 433 - Energy Markets and Policy
- 3) ECON 435 - Economics of Resource Scarcity
- 4) ECON 436 - Environmental Economics
- 5) ECON 633 - Energy Markets
- 6) LDEV 671 - Sustainable Development
- 7) PLAN 673 - Design for Sustainable Transportation
- 8) PSAA 606 - Environmental Policy and Management
- 9) PSAA 644 - Mgmt and Leadership of Nonprofit Organizations
- 10) URPN 201 - Urban Form and City Planning
- 11) URSC 301 - Urban and Regional Planning

DATABASES

- 1) Energy and Power Source
- 2) Environmental Sciences & Pollution Management
- 3) Forestry Compendium
- 4) Green FILE
- 5) Sustainability Science Abstracts
- 6) Water Resources Abstracts
- 7) Wildlife & Ecology Studies Worldwide

SERIALS/JOURNALS

- 1) Advances in Sustainability and Environmental Justice [2051-5030]
- 2) AK Oil and Gas Conservation Commission Decisions
- 3) Alberta Energy and Utilities Board Decisions
- 4) Amphibian & reptile conservation [1083-446X]
- 5) Animal biodiversity and conservation [1578-665X]
- 6) Animal conservation [1367-9430]
- 7) Annual report - Manitoba. Manitoba Conservation [1497-9012]
- 8) Annual report / Australian Conservation Foundation
- 9) Aquaculture, Aquarium, Conservation & Legislation [1844-8143]
- 10) Aquarium sciences and conservation [1357-5325]
- 11) Aquatic conservation [1052-7613]
- 12) Archiv für Naturschutz und Landschaftsforschung [0003-9306]
- 13) Asian Journal Of Conservation Biology [2278-7666]
- 14) Avian Conservation And Ecology [1712-6568]
- 15) BEES 3.0: Building For Environmental & Economic Sustainability Technical Manual & User Guide
- 16) Biodiversity And Conservation [0960-3115]
- 17) Biodiversity Research And Conservation [1897-2810]
- 18) Biological Conservation [0006-3207]

- 19) Biological Diversity And Conservation [1308-5301]
- 20) Bird Conservation International [0959-2709]
- 21) Challenges In Sustainability
- 22) Chelonian Conservation And Biology [1071-8443]
- 23) Conservation & Recycling [0361-3658]
- 24) Conservation & Society [0972-4923]
- 25) Conservation Biology [0888-8892]
- 26) Conservation Directory [0069-911X]
- 27) Conservation Ecology [1195-5449]
- 28) Conservation Evidence [1758-2067]
- 29) Conservation Genetics [1566-0621]
- 30) Conservation In Practice [1539-6827]
- 31) Conservation Letters [1755-263X]
- 32) Conservation Matters [2328-3173]
- 33) Conservation Physiology [2051-1434]
- 34) Conservation Science Western Australia [1447-3682]
- 35) Conservation [1071-0892]
- 36) Conservation [1936-2145]
- 37) Conservationist [0010-650X]
- 38) Critical Studies On Corporate Responsibility, Governance & Sustainability [2043-9059]
- 39) Current Opinion In Environmental Sustainability [1877-3435]
- 40) Ecology, Environment & Conservation Business [1945-6867]
- 41) Ecology, Environment & Conservation [1945-6492]
- 42) Ecology, Environment And Conservation [0971-765X]
- 43) E-Conservation Journal [2183-1335]
- 44) E-Conservation Magazine [1646-9283]
- 45) Energy Conservation News [0161-6595]
- 46) Energy, Sustainability And Society [2192-0567]
- 47) Environment, Development And Sustainability [1387-585X]
- 48) Environmental Conservation [0376-8929]
- 49) Environmental Law Newsletter [0163-545X]
- 50) Ethnobiology And Conservation [2238-4782]
- 51) Fairly Sustainable Forestry: Seven Key Concepts For Defining Local Sustainability In A Global Ecosystem
- 52) Forest & Conservation History [1046-7009]
- 53) Herpetological Conservation And Biology [2151-0733]
- 54) IAMURE International Journal Of Ecology And Conservation [2244-1573]
- 55) Insect Conservation And Diversity [1752-458X]
- 56) Interfacehs : Journal Of Health, Environment And Sustainability [1980-0894]
- 57) International Conference On Control, Automation, Communication And Energy Conservation, INCACEC
- 58) International Conference On Information And Automation For Sustainability (Iciafs)
- 59) International Journal Of Agricultural Sustainability [1473-5903]
- 60) International Journal Of Conservation Science [2067-533X]
- 61) International Journal Of Development And Sustainability [2186-8662]
- 62) International Journal Of Management And Sustainability
- 63) International Journal Of Molecular Ecology And Conservation
- 64) International Journal Of Sustainability In Higher Education [1467-6370]
- 65) Journal For Nature Conservation [1617-1381]
- 66) Journal Of Asia Entrepreneurship And Sustainability [1176-8592]

- 67) Journal Of Coastal Conservation [1400-0350]
- 68) Journal Of Insect Conservation [1366-638X]
- 69) Journal Of Management & Sustainability [1925-4725]
- 70) Journal Of Materials Chemistry A: Materials For Energy And Sustainability [2050-7488]
- 71) Journal Of Soil And Water Conservation [0022-4561]
- 72) Journal Of Sustainability And Green Business [2156-5325]
- 73) Journal Of Sustainability Education [2151-7452]
- 74) Journal Of Teacher Education For Sustainability [1691-4147]
- 75) Journal Of The American Institute For Conservation [0197-1360]
- 76) Journal Of The Institute Of Conservation [1945-5224]
- 77) Journal Of Urbanism: International Research On Placemaking And Urban Sustainability [1754-9175]
- 78) Latin American Journal Of Conservation [2027-3851]
- 79) Life-Cycle Costing Workshop For Energy Conservation In Buildings: Student Manual
- 80) Madagascar Conservation & Development [1662-2510]
- 81) Marks & Spencer: Sustainability As An Effective Business Strategy
- 82) Nature And Conservation [2318-2881]
- 83) Nature Conservation [1314-6947]
- 84) New York State Conservationist [2157-1082]
- 85) NY Department Of Environmental Conservation Decisions
- 86) Pacific Conservation Biology [1038-2097]
- 87) Proceedings Of The ICE - Engineering Sustainability [1478-4629]
- 88) Project-Oriented Life-Cycle Costing Workshop For Energy Conservation In Buildings
- 89) Raptors Conservation [1814-0076]
- 90) Resource Notes - University Of Nebraska--Lincoln. Conservation And Survey Division [1049-524X]
- 91) Resource Recovery And Conservation [0304-3967]
- 92) Resources And Conservation [0166-3097]
- 93) Resources, Conservation, And Recycling [0921-3449]
- 94) Soil & Water Conservation News [0199-9060]
- 95) South Dakota Conservation Digest [0038-3279]
- 96) Strategy Plan Framework Toward Quality & Sustainability Of Thailand Economic Dev.
- 97) Studies In Conservation [0039-3630]
- 98) Sustainability Accounting, Management And Policy Journal [2040-8021]
- 99) Sustainability Of Water Quality And Ecology [2212-6139]
- 100) Sustainability Science [1862-4065]
- 101) Sustainability [1548-7733]
- 102) Sustainability [1937-0695]
- 103) Sustainability [2071-1050]
- 104) Sustainability, Agri, Food And Environmental Research [0719-3726]
- 105) Transition To Sustainability: Towards A Humane & Diverse World
- 106) Transport And Sustainability [2044-9941]
- 107) Tropical Conservation Science [1940-0829]
- 108) Unilever: Proving That Sustainability & Profitability Can Coexist
- 109) Where Has All The Water Gone?: A Citizen's Guide To Water Conservation In Florida
- 110) World Conservation [1027-0965]

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

Responsible Party

Michael Maciel

Senior Data Analyst

Texas A&M University Libraries

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:

89

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

0

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

The Texas A&M University Libraries currently is developing an Open Access program, policy and marketing campaign. At present the University does not have an Open Access Policy that has been formally adopted by the University's Faculty.

The Libraries' working Open Access Policy, in brief, is:

“Texas A&M library is an active advocate of open access, believing that open access can help address both the price barriers and the permission barriers that undermine global access to the products of Texas A&M's scholarly and creative work, as well as helping alleviate the serious issue of providing TAMU scholars access to the world's scholarly literature due to rising subscription costs.”

The University's institutional repository, called OAK Trust (established in 2013), is charged with collecting, preserving and distributing “the scholarly output of the University, including scholarly articles and books, electronic theses and dissertations, conference proceedings, technical reports, and digitized library collections.”

OAK Trust, in addition to providing an online archive also provides “a set of services that a university offers to members of its community for the management and dissemination of digital materials created by the institution and its community members.”

OAK Trust is in fact made up of two databases – the archival database/repository and another that provides a platform that supports both the collection of ongoing research data and the facilitation of online collaboration between research entities and/or individuals.

A copy of the open access policy:

The open access policy:

As indicated above the University Libraries' is currently working on crafting and advocating for an Open Access Policy. Currently the working document contains the following components:

1. "Digital and networking technologies are prompting significant change and opportunity in the practices of scholars, particularly as they collaborate, the publication of their scholarship, and the scholarly communications process."
2. "The Texas A&M University Libraries is an active advocate of open access, believing that open access can help address both the price barriers and the permission barriers that undermine global access to the products of Texas A&M's scholarly and creative work, as well as helping alleviate the serious issue of providing TAMU scholars access to the world's scholarly literature due to rising subscription costs. The programs below seek to provide the tools and services that remove barriers to scholars publishing their scholarship as open access."
3. "New, web-based tools and services are being developed that can enhance the visibility of faculty research, support their scholarly identity, and support the discovery of potential collaborators. These projects rely on creating unique identifiers for scholars, harvesting the metadata associated with their scholarly work, and developing semantic web applications and databases."

(Source: Texas A&M University Libraries' Office of Scholarly Communications Initiative: Summary by Dr. Bruce Herbert, Director)

The website URL where the open access repository is available:

<http://oaktrust.tamu.edu/>

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

The University Libraries not only hosts the two platforms that make up the OAK Trust Repository but also provides:

- 1) OAK Fund - funds to support the fees assessed for publication of articles in Open Access journals
- 2) OAK Search – project to enable access to large collections of open access materials (e.g. books, journals and other scholarly documents) without having to pass through authentication protocols – thus enabling anyone to view and use the open access information resources.
- 3) Discovery and identification tools that enable scholars to develop professional profiles as well as link these scholars to their professional activities as well as their scholarly works.
- 4) Campaigns to promote use of open access repositories both as a collection destination as well as an easily discoverable and searchable site.
- 5) Development of metrics that can assess the use and impact of open repositories and their scholarly resources.

(Source: Texas A&M University Libraries' Office of Scholarly Communications Initiative: Summary by Dr. Bruce Herbert, Director)

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

<http://oaktrust.library.tamu.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

Ben Kalscheur

Sustainability Graduate Student
Office of Sustainability

Criteria

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

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

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

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

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

Submission Note:

<http://aggiereps.tamu.edu/>

"---" 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:

52,437

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

Office of Sustainability Student Internship Program

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

52,437

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

The goal of the Office of Sustainability's Internship Program is to bring people from a variety of backgrounds and perspectives together to create a dynamic team that works to create a culture of sustainability at Texas A&M University. The team focuses on increasing the sustainability of practices such as energy and water use, transportation, food services, construction and built environment, purchasing, recycling, and social justice through the development of programs, outreach initiatives, and event coordination.

For example, the interns catch people doing something sustainable on our Sustainability Cam. The Sustainability Cam is a tool interns use to take pictures of our campus communities sustainable actions and then posting them on our social media accounts. They encourage students to sign up for our Sustainability Pledge. They table at various events and create engaging, interactive activities for these events. The interns also give campus-wide presentations and create videos. Finally, the interns engage students through our social media platforms.

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

Interns submit an online application that assesses their relevant coursework, computer skills, experience, campus and community activities, extracurricular activities, and skills (photoshop, public speaking, etc). The application gauges why they are interested in working with the Office of Sustainability and the goals they have for the internship. After applications are reviewed, the Office of Sustainability invites the top scorers to an in-person interview. At the interview we ask directed questions specifically about sustainability, their knowledge of, and interest in the program. In addition, we greatly value social sustainability and ask questions in both the online application and in-person interview to gauge their understanding and openness to issues of diversity and inclusion. We look for applicants who are good at working on teams, possess time management skills, and evaluate whether they are self-starters or need direction. After getting a sense of what their interests are and how they work we ask them specific questions to gauge their interest in topics where they are best suited. After these interviews, the office staff selects the best applicants that fit the projects we have slated for that semester.

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

We schedule an "Orientation Week" for all interns. During which, everyone gets to know each other and learn about the goals, mission, and history of the Office of Sustainability.

The general agenda is below:

1. Learn a little bit about everyone – names, degree, year, favorite movie/color/something fun and anything else they want to share, why they signed up, what they hope to accomplish, etc.
2. Provide introduction about the office, office history, internship history, and goals for the future to motivate the interns (and share previous achievements like past outreach campaigns created by previous intern teams.)
4. Go over a few basic terms to familiarize the team with basic definitions and jargon.
5. Review responsibilities of the interns, introduce office programs, disseminate team schedules and first outreach assignment.
6. Have all interns fill out any other paperwork that is needed.

7. Take the Sustainability Pledge.
8. Read all relevant office literature and familiarize with our online/social media presence.
9. Read TAMU STARS Report
10. Sign up for Brown's Green School listserv and an AASHE account.
11. Answer any questions they have about their assigned duties.
12. Teambuilding activities

After the orientation day, the interns are given a schedule and formal team meetings are held once a week where they receive additional training.

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

The program is coordinated and run by the Office of Sustainability. It is funded through our office budget as well as a grant from the Aggie Green Fund. The program is managed directly by the Sustainability Assistant Manager, with support from the Sustainability Officer.

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

Aggie Eco Rep Residence Hall Program: Sustaining Traditions

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

10,000

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

The Aggie Eco Rep Program is an organization in which students educate their peers about how to live a sustainable lifestyle. Eco Reps educate their fellow students by hosting informational lectures in the residence halls, participating in campus wide events such as Texas Recycles Day and Earth Day, and promoting a sustainable lifestyle by living as an example for fellow students. The Eco Reps promote sustainable practices by encouraging students to make small changes in the way they live, from turning electronics off when not in use, using a reusable water bottle, reducing food waste, taking advantage of alternative transportation, to recycling bottles and cans on campus. The Aggie Eco Rep mission statement is "Providing students with the education and opportunity to promote and continue sustainability, " and, as a grassroots movement here at Texas A&M University, the Eco Reps are making progress every day.

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

In conjunction with the Residence Hall Association (student self-governance), students are invited to apply to the Aggie Eco-Reps program. Ideal outcome would be at least one representative from each of the halls or apartment areas would be selected to work along with residence hall staff and hall council leaders. The applications will be screened and interviews will be conducted. Once selected, students are placed on payroll to receive a small stipend.

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

Residence Life partnered with Johnson Controls, Utilities & Energy Services (UES) and the Office of Sustainability for training and development of curriculum regarding utilities conservation. There will be an orientation at the semester's start and weekly meetings at

which training will occur.

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

This program is supported by the Aggie Green Fund, and the department of Residence Life through hall improvement funds and sustainability outreach funds. The Residence Hall Association has also committed its support as audits are completed and needs arise. Johnson Controls and Siemens have also pledged support for outreach initiatives.

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.tamu.edu/>

Student Orientation

Responsible Party

Kelly Wellman
Sustainability Officer
Office of Sustainability

Criteria

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

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

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

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

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

100

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

The Office of Sustainability hosts resource tables at both New Student and Transfer Conferences. These programs are designed to help students transition to life on campus. We share information about the mission and vision of the Office of Sustainability, as well as explain past and current projects and identify opportunities where they can become involved in campus sustainability. We encourage all students to take the Sustainability Pledge, join the Sustainability Coalition, and stay in touch with the Office of Sustainability through social media. Additionally, at Fish Camp, an immersive experience for students at A&M, we distribute our sustainability flyer to all students in attendance.

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

<http://sustainability.tamu.edu/Data/Sites/1/downloads/sustainabilityflyer.pdf>

Responsible Party

Ben Kalscheur

Sustainability Graduate Student
Office of Sustainability

Criteria

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

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

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

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

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

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

Active student groups focused on sustainability	Yes
Gardens, farms, community supported agriculture (CSA) or fishery programs, or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems	Yes
Student-run enterprises that include sustainability as part of their mission statements or stated purposes	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	Yes
Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience	Yes
Cultural arts events, installations or performances related to sustainability that have students as the intended audience	Yes
Wilderness or outdoors programs that follow Leave No Trace principles	Yes
Sustainability-related themes chosen for themed semesters, years, or first-year experiences	No
Programs through which students can learn sustainable life skills	No
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:

As a representative of Texas A&M, the Environmental Issues Committee (EIC) actively strives to provide and support: programs which enhance environmental education and awareness, programs which reduce the community's impact on the environment, and promote sound environmental legislation on and off campus, in order to improve quality of life.

One Love (

onelove.tamu.edu

) is a student group dedicated to environmental and social sustainability.

One Love's Mission Statement:

"We are a group of like-minded individuals dedicated to finding and showing others the beauty in life every day through loving others, yourself, and the world around you. We put on events and programs that enhance the overall wellness and satisfaction of life as well as help people learn to care for and respect the world we live in. We want to help people weave a common thread of love throughout all aspects of their life."

A few of One Love's sustainability successes include: One Love's Environmental Committee helped to pass the Green Fund Initiative on Texas A&M's campus as a contributing member of Texas A&M's Sustainability Council. This initiative provides funding to all students, faculty, and staff who wish to start a program on campus that will help the environment; One Love's Community Outreach Committee has helped to raise awareness of social injustice and has helped to mitigate these issues by volunteering in the community.

The Sustainable Agriculture Student Association's (SASA) (

studentfarm.tamu.edu

) mission is to create a means for Texas A&M students to experience, explore, share, and learn about issues relating to sustainable agriculture. The purpose of the organization is to help develop a student farm program to supply cafeterias on campus. SASA will serve as a vibrant network of individuals interested in sustainable agriculture. We want to attract talented and bright individuals to pursue careers in sustainable agriculture. Students involved with SASA will have the opportunity to volunteer at the A&M Student Farm.

The website URL where information about student groups is available:

<http://eic.tamu.edu/>

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

The student-run farm project, the Howdy! Farm, began in 2009 by students motivated to create a student run facility for organic agriculture, and ultimately a more sustainable campus. The farm offers volunteer hours, internship credits, and student organization officer positions to the students. The produce grown at the farm is sold to the community at farmers markets, to local restaurants, and to the dining services on campus.

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

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

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

Students initiated the Texas A&M Student Organic Farm (SOF) in the fall of 2009 as an experiential education facility open to the campus and local communities. The SOF is a student and volunteer driven initiative that has created a venue where many students and community members have actively participated in their first agricultural experience. Student volunteers come from diverse backgrounds and educational concentrations, which very few agriculturally focused.

The educational opportunities of the SOF go far and above exposure. For students wanting to develop a deeper understanding of organic food production, and small farm management, the SOF has the ability to give them the opportunity to experience real situations in small farm operations. The SOF has the ability to offer experiences forging skills in marketing, organization, distribution, accounting, critical thinking and public speaking.

Students working on the farm will be introduced to three distinct markets: wholesale, CSA or Community Supported Agriculture, and direct sales. Since 2009 the SOF has been marketing an increasing amount of fresh, nutrient dense, sustainably grown, student produced food to University Dining. These efforts will provide greater diversity to dining hall's menus and reduce the food miles of a percentage of their produce. It is also an ambition that in the 2011 fall season a small, on farm, composting operation will recycle a percentage of waste generated by university dining halls. The SOF will also be conducting a CSA for faculty and students as well as an on-campus, student run farmers' market.

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

<http://tamuhowdyfarm.weebly.com/>

A brief description of the sustainable investment or finance initiatives:

The Aggie Green Fund is a fund that empowers our campus to take action and bring about novel and creative sustainability initiatives to the Texas A&M University campus.

The Aggie Green Fund will fund projects that increase sustainability at Texas A&M. Projects are based on the following guidelines:
Create visible and measurable sustainability impacts
Improve campus infrastructure by funding recycling, energy efficiency, renewable energy, transportation and other sustainability programs

The Aggie Green Fund is administered by an advisory committee. It will review project proposals and oversee the allocation of funds. The Aggie Green Fund Advisory Committee is made up of student and faculty/staff representatives that are selected by a committee consisting of students and staff.

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

<http://greenfund.tamu.edu/>

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

This is the 16th year of Texas A&M University's nationally-recognized Ecological Integration Symposium. It features cutting-edge scientists who are at the forefront of ecological research, attracting faculty, students, NGOs, government agencies and the public. The

goal of this year's theme was to investigate natural and human caused ecological disturbances over different scales of time and space. Various perspectives, from scientists to policy makers were incorporated in the discussion of what influences ecological recovery after a disturbance event.

Texas A&M University hosted its sixth annual Campus Sustainability Day in October 2013. Sustainability Day features more than 20 organizations that represent student groups, community partners and a variety of Texas A&M departments that have implemented sustainable initiatives. Activities occurring throughout the day include "truth" displays, recycled art, signing up students for the Office of Sustainability's Sustainability Pledge, and an information exchange.

The Environmental Issues Committee and The Office of Sustainability partner each year to host Texas A&M Earth Day in April. In 2014, campus and community environmental organizations hosted more than 20 tables, including free food, freebies and giveaways, as well as student, campus, and departmental organizations who shared their sustainable practices and ways in which environmental awareness could be incorporated in everyday life.

In April 2013, The Office of Sustainability hosted a Sustainability Scavenger Hunt in the Memorial Student Center. The Hunt incorporated the three pillars of sustainability and took students all over campus to learn more about sustainability and how it is being actualized at Texas A&M.

In February 2014, Texas A&M hosted the Texas Regional Alliance for Campus Sustainability (TRACS) annual summit. The summit brought together over 25 colleges and universities in Texas to network and learn from each other. The summit featured educational sessions, a professional networking event, and sustainable sourcing of food and other material.

(

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

)

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

<http://theeis.tamu.edu/>

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

Every year the International Student Association (ISA) unites students at Texas A&M University through International Week (I-Week) by giving them an opportunity to share and showcase the unique cultures of their countries with the A&M and Bryan/College Station community. I-Week is an excellent model of social sustainability in action. The goal of I-Week is to bring the world together.

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

<http://isa-aggies.tamu.edu/>

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

Trip staff promote Leave No Trace principles during Outdoor Adventures trips, workshops and clinics. As part of trip staff training, students complete a Leave No Trace Trainer Certification. One of the program goals of Texas A&M Outdoor Adventures is to assist participants in developing an appreciation and connection to our natural environment.

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

http://recsports.tamu.edu/programs/outdoor_adventures

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

The website URL where information about the theme is available:

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

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

A brief description of sustainability-focused student employment opportunities:

The Office of Sustainability offers employment opportunities through the Internship Program described in EN 1. Students initially earn course credit and high-performing returning interns have the opportunity to receive pay. Students are paid to serve as team leaders or for specific tasks, such as marketing.

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

<http://sustainability.tamu.edu/Employment.aspx>

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

We do not administer a graduation pledge, but we do administer a sustainability pledge that is available to all through our website.

The pledge can be taken here:

<http://sustainability.tamu.edu/sustainability-pledge.aspx>

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

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

Ben Kalscheur

Sustainability Graduate Student

Office of Sustainability

Criteria

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

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

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

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

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

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

A sustainability newsletter	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	No
Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed	No
A sustainability walking map or tour	No
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:

The Office of Sustainability website is designed to educate about sustainability, to promote sustainable practices both on and off campus, and to provide resources and support for people who wish to incorporate sustainable practices into their work and life.

The website URL for the central sustainability website:

<http://sustainability.tamu.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:

In 2009 we launched a TAMU Sustainability Facebook page to provide instant updates on sustainability-related information, and to interact with our social media subscribers. In 2013 we launched a Twitter account (@SustainableTAMU) to serve the same purpose. In 2014, we launched a similar Instagram account (@sustainabletamU)

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

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

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

Explorations is a student-run journal guided by faculty and administrators that selects and publishes student-authored articles of general interest in any area. Articles are submitted in a two-stage process: first, proposals for articles are reviewed by faculty-student teams; secondly, the resulting full-length articles undergo a second round of peer review. Acceptance to the journal is competitive—less than 20% of submitted proposals are accepted. Recently published articles have been from a wide range of academic fields: music, creative poetry, forensics, cancer biology, astrophysics, nanomedicine, computer algorithms, business, geosciences, sociology, aerospace engineering, and cultural anthropology.

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

<http://honors.tamu.edu/Research/Explorations.html>

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:

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 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:

Transportation Services highlights a variety of options through an Alternative Transportation link on their website.

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

<http://transport.tamu.edu/alternative.aspx>

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

Transportation Services provides information and resources about: bike registration, bike regulations, theft & safety, the Borrow a Bike program, summer bike storage, bike auctions, bike program updates, bike racks, bike maintenance stations, campus bike lanes, and city bike lanes on their website.

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

<http://transport.tamu.edu/alternative.aspx>

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

The Residence Hall Association (RHA) recognized that to be good stewards, students need to lead the push to retool the built environment, in addition to our lifestyle and habits. Several students in RHA created this Sustainability Guide document to motivate change that encourages fiscal, environmental, and social responsibility.

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

<http://sustainability.tamu.edu/downloads.aspx>

A brief description of regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:

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

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

The Office of Sustainability has developed a Sustainability Pledge that students, faculty, and staff can take online. This pledge offers a plethora of information regarding sustainable actions individuals can take in their lives, why it is so important, and links for further reading. The pledge is specifically tailored to A&M's culture and infrastructure.

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

<http://sustainability.tamu.edu/take-the-pledge.aspx>

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

Yes

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

The Office of Sustainability has available both online and in print, a sustainability flyer that gives students insight into the function of the office, as well as tips for being more personally sustainable. The flyer is a mainstay at all outreach events attended by the office.

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

<http://sustainability.tamu.edu/Data/Sites/1/downloads/sustainabilityflyer.pdf>

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

Yes

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

At outreach events the Office of Sustainability uses displays and banners that highlight the function of the office, success stories, outreach campaigns, and contact information to visually engage participants.

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

<http://sustainability.tamu.edu/home.aspx>

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

Yes

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

At outreach events the Office of Sustainability uses free-give-a-ways branded with our office logo as outreach materials. Free give-a-ways include t-shirts, reusable water bottles, reusable grocery bags, and notepads. These work as a form of free advertising every time the recipient uses the item. We leverage the give-a-ways to engage participants more deeply in sustainability issues. We value quality over quantity and expect participants to engage for at least five minutes before being given their item.

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

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

Yes

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

The Office of Sustainability invested in two solar dock picnic tables that run completely off solar power. The tables have both 110 electrical outlets and USB ports that allow users to charge their laptops and portable electronics such as cell phones. The table has our brand logo in the awnings, as well as a Quick Response (QR) code that directs the user to our website.

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

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

Yes

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

Through an Aggie Green Fund grant, the Office of Sustainability invested in over 20 water bottle filling stations on campus. At the grand opening events in 2012 for each water bottle station, the Office of Sustainability distributed free water bottles that were branded with the Office of Sustainability logo. In 2013, we expanded the grand opening events to include a 30 minute presentation on local and global water issues. In 2014, we created a semester long campaign called, "Make the Switch, Keep the Tradition," where we encouraged campus constituents to ditch disposable bottles in favor of reusable bottles. Reusable CamelBak bottles were given to participants who pledged to ditch disposable.

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

<http://greenfund.tamu.edu/Projects2013.aspx>

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):

<http://greenfund.tamu.edu/Projects.aspx>

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

Carol Binzer

Director Of Student Life Programs
Dormitories Administration

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

Yes

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

Yes

The name of the campaign (1st campaign):

ResLife Energy Challenge

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

Fall 2014 marked the 6th ResLife Energy Challenge in which residence halls across campus compete to see who can use the least amount of energy over a designated time frame. Utilities and Energy Services (UES) and Residence Life work hand in hand to develop and implement this successful outreach and education campaign.

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

To measure the impact of this program UES tracked utilities use in comparison to last year's usage in each hall. Additionally, students received points for their hall by participating in a range of learning activities and service opportunities.

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

<http://reslife.tamu.edu/livingOnCampus/sustainability>

The name of the campaign (2nd campaign):

Sustainable Office Certification Program

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

The Sustainable Office Certification (SOC) Program's goal is to help make Texas A&M's faculty and staff more aware of sustainable practices that can be easily incorporated into everyday life, while collectively reducing TAMU's footprint. Each office that participates in the SOC has the opportunity to fulfill qualifications ranging from easy tasks to more in depth responsibilities and be rewarded with a Sustainability Certificate at the appropriate level. Office audits take place once every two years, by Office of Sustainability interns. Offices that wish to increase their score can resubmit their application at any time and an audit will be completed before any changes are made to their level of certification. Offices are required to resubmit their applications every four years to keep their certification valid. Any office that is willing to participate can submit an application form, found online.

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

To date, nine offices have been officially certified and one other office is in the process of completing the certification process.

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

<http://sustainability.tamu.edu/sustainable-office-certification.aspx>

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

Office of Sustainability interns created an outreach campaign directed at the campus population that educated participants about local and global water issues. The campaign was dubbed, "Make the Switch - Ditch Disposable," and encouraged people to stop using disposable water bottles and use reusable instead, while providing environmental, economic, and social reasons why they should make this change. The campaign was multifaceted and incorporated interactive activities, tabling events, presentations, guerilla outreach, a video, and a social media campaign. During outreach participants were incentivized with a Office of Sustainability reusable bottle for completing certain activities or for attending a larger presentation. Interns distributed ~400 bottles to the campus community.

Employee Educators Program

Responsible Party

Charlie Shear

Supervisor For Energy Stewards
Utilities & Energy Services

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:

7,549

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

Energy Stewardship Program

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

7,549

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

Seven Energy Stewards are directly responsible for staff outreach and education as a major part of their job responsibilities. They were selected through the TAMU hiring process with education and experience as a key responsibility for their position.

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

Energy Stewards are trained in building automation systems, heating ventilation & air conditioning systems, pumps & motors, lighting systems, building envelope systems, energy auditing, retro commissioning, energy management and public speaking.

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

This program is part of the Energy Action Plan 2015-Initiative 1

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

<https://utilities.tamu.edu/energy-action-plan-2015/>

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

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

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

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

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

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

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

Number of employees served by all other programs:

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

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

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

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

Employee Orientation

Responsible Party

Anne Mayer

Director

Employee & Organizational Development

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).

Submission Note:

An online version of the flyer can be found here:

<http://sustainability.tamu.edu/Data/Sites/1/downloads/sustainabilityflyer.pdf>

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

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

100

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

Monthly new employee orientation sessions and a new employee website provides training and information to help employees learn about and find resources to working at Texas A&M. Flyers from the Sustainability Office are included in the orientation packets. All new employees are also required to take an online training - Creating a Discrimination-Free Workplace.

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

<http://new.tamu.edu/>

Staff Professional Development

Responsible Party

Anne Mayer

Director

Employee & Organizational 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
-

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

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

Yes

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

HR Employee & Organizational Development offers training classes, workshops, programs and resources to all employees. Categories of trainings include Employee Orientations, Employment Law, Leadership/Management/Supervisory, Professional and Personal Development, Technology, and Seminars. Specific workshops on sustainability topics include creating a paperless environment, multigenerational workplace, intercultural communications, creating a discrimination-free workplace, fostering respect, and diversity and inclusion.

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

50

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

Public Engagement

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

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

Community Partnerships

Responsible Party

Ben Kalscheur

Sustainability Graduate Student
Office of Sustainability

Criteria

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

Each partnership conforms to one of the following types:

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

C.Transformative

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

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

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

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

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

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

Yes

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

Texas A&M and its many planning partners began working on the US Department of Education International Education Week back in 2005. Over the next 2 years, the events of International Education Week have expanded to the first Brazos Valley Worldfest on November 17, 2007.

Brazos Valley Worldfest celebrates international awareness by offering cultural displays, demonstrations, international cuisine, performances, children's crafts, educational competitions and many other activities, such as promoting sustainability through tables by Utilities and Management. This event is free and open to the public.

TAMU Utilities and Energy Services has partnered with the Brazos Valley Earth Day Committee to host Brazos Valley Earth Day each year through 2014, which is a free event open to the public that features: live music, environmental/sustainability education displays, and demonstrations.

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):

- a) Every year Texas A&M holds the Big Event. The Big Event is the largest, one-day, student-run service project in the nation where students of Texas A&M University come together to say "Thank You" to the residents of Bryan and College Station. For the past 31 years Aggie students have participated in this annual event to show their appreciation to the surrounding community by completing service projects such as yard work, window washing, and painting for community members.
- b) Social and economic sustainability are both addressed through The Big Event. Students provide service to the community in the form of their time and labor which helps build positive local relationships. Community members are able to complete projects they may not have the financial ability to complete.
- c) The Big Event is a sponsored Texas A&M student organization. The institution supports The Big Event financially and by providing staff support.
- d) Community members are encouraged to request jobs to be performed at their homes every January.

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

Yes

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

The Texas Target Communities program's (TTC) mission is to provide training, tools, and assistance necessary to facilitate the transformation of communities from high risk/low opportunity to equitable, resilient, and adaptive, by mitigating the threats to the economy, environment, and culture. TTC partners works with faculty and staff at Texas A&M to incorporate community needs as real projects into academic course curriculum. TTC strives to work with communities across Texas, and are mindful to engage the communities in our own backyard. From Fall 2012-Spring of 2014, TTC partnered with the city of Navasota, a small community 20 miles south of College Station. Through community engagement approaches, faculty and students were able to develop a full comprehensive plan. This plan focused on sustainability principles and providing policy recommendations for future growth. An alternative transportation plan was also developed, focusing on pedestrian and bicycle facilities and the connections across the community. Another course worked with the historic African-American school to provide a tactical urbanism event, to bring awareness to this cultural gem and provide an opportunity for dialogue to bridge a once racially-divided community.

In the spring of 2014, TTC partnered with the city of Bryan to provide a parking study for an area experiencing infill and redevelopment. Students and faculty mapped areas of demand and proposed solutions that included, more alternative transportation options, such as, bike lanes, pedestrian facilities, public transit, and other smart growth tactics.

In the spring of 2014, TTC also partnered with the city of College Station to develop a full low-income housing needs assessment. The faculty and students worked with community members and city staff to gather and analyze data and provide recommendations for affordable housing over the next 20 years.

These experiences have formed trusting and positive relationships with surrounding communities and the university. We strive to continue these relationships to serve our community as they teach and inform us of local concerns. This synergistic feedback loop is the transformative partnership we seek in all our collaborations with communities.

TTC partner communities target six core areas key to building community capacity.

1. Social - Strengthen the community fabric
2. Economic - Foster strategic and equitable growth
3. Natural - Preserve and restore the integrity of environmental systems
4. Civic - Encourage participatory and collaborative governance
5. Human - Nurture the capacity of people
6. Physical/Built - Promote informed development decisions

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

Sixty-five College of Architecture academic courses have been involved since 1980, with approximately 2,500 person-hours of work per course. On average, this involves 1.3 faculty and 16.3 students per course. TTC partners with communities throughout Texas. The following is a list of past non-local partners and projects:

1980- Crockett, Parts 1 and 2 of the Crockett Planning Information Document

1980- Round Rock, Downtown Study of Round Rock

1984- San Antonio, Leon Creek Study

1988- Temple Comprehensive Plan

1989- Madisonville Comprehensive Plan

1995- Hidalgo Comprehensive Plan

1996- Giddings, Horizon 2010: A Plan for Giddings

1997- Silsbee, Comprehensive Plan 2020

1998- Nacogdoches, Heritage Development Plan

1998- La Grange, Comprehensive Plan 2020

1999- Lakeway, Comprehensive Plan

2000- Somerville, Vision 2020 Plan, State of the City Report, Conceptual Designs

2001- Lorena Comprehensive Plan

2002- Portland, Sherwin Alumina Land Plan Studio

2003- Palacios Urban Design Plan

2005- Brazoria Master Plan Development

2006- Castle Hills, State of the Community and Recommendations

2007-2009- Beaumont, Northend Community Revitalization

2008- San Saba, Urban Development Plan

“We continually reference the Aggies plan. Such great work!” -Tony Guidroz, San Saba Economic Development and Tourism Director

2009- Cuero, Development Plan

2010- Sealy, Downtown Revitalization Plan

“I was very impressed with the A&M graduate class. I am proud to say that we are implementing their plan and in a very short time we have accomplished several of their recommendations.” -Mayor Nick Tirey, City of Sealy

Downtown Revitalization Plan:

http://www.ci.sealy.tx.us/forms_docs/comm_dev/dtrevitalization.pdf

Announcement of TX APA Award and officials explain the implementation of the plan:

http://www.ci.sealy.tx.us/whats_new/TAMUsealydowntownaward.pdf

2010- Castroville

2011- Richwood, Comprehensive Plan

2011- Troy, Comprehensive Plan

2012- Brownwood, Comprehensive Plan

2013- Gonzales Comprehensive Plan

“The money spent on the plan was the best money we have spent since I started as city manager” -Allen Barnes, City Manager of Gonzales, 830-672-2815

https://dl.dropboxusercontent.com/u/31996309/B_Gonzales%20Comp%20Plan%20Poster.pdf

https://dl.dropboxusercontent.com/u/31996309/B_Gonzales%20Comprehensive%20Plan.pdf

The website URL where information about sustainability partnerships is available:

<http://ttc.arch.tamu.edu/>

Inter-Campus Collaboration

Responsible Party

Ben Kalscheur

Sustainability Graduate Student
Office of Sustainability

Criteria

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

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

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

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

Yes

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

We have developed a variety of tools that can be shared with other institutions. These include:

Sustainability Master Plan

<http://sustainability.tamu.edu/Data/Sites/1/downloads/masterplandocument.pdf>

Sustainability Master Plan Presentation

<http://sustainability.tamu.edu/Data/Sites/1/downloads/campusmasterplanpresentation.pdf>

The Sustainability Pledge

<http://sustainability.tamu.edu/sustainability-pledge.aspx>

Office of Sustainability White Paper

<http://sustainability.tamu.edu/Data/Sites/1/downloads/sustainabilitywhitepaper201108.pdf>

Sustainability Flyer

<http://sustainability.tamu.edu/Data/Sites/1/downloads/sustainabilityflyer.pdf>

AASHE 2011 Presentation - Generating Success in Conservative Environments

<http://www.aashe.org/resources/conference/generating-success-conservative-environments-0>

AASHE 2012 Presentation - Be Socially Sustainable: Bringing the Social into Sustainability Planning & Outreach -

<http://www.aashe.org/resources/conference/be-socially-sustainable-bringing-social-sustainability-planning-outreach>

AASHE 2013 Presentations: The Social Life of Smartphones -

http://www.aashe.org/files/webform/2013conference-presentations/the_social_life_of_smartphones_-_aashe_upload.pdf

Crafting a Comprehensive Student Internship Program -

http://www.aashe.org/files/webform/2013conference-presentations/aashe_internship_program.pdf

AASHE 2014 Presentations:

http://www.aashe.org/files/2014conference/presentations/Wellman-Kelly_Regional-Alliances-for-Sustainability-Strength-in-Numbers-and-Networking.pdf

http://www.aashe.org/files/2014conference/presentations/Kalscheur-Ben_Pathways-to-Success-Opening-Lines-of-Communication-that-Lead-to-Bigger-Conversations.pdf

Sustainability Biennial Report:

<http://sustainability.tamu.edu/documents.aspx>
STARS Reporting Tool | AASHE

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:

Association for the Advancement of Sustainability in Higher Education (AASHE)

Texas Regional Alliance for Campus Sustainability (TRACS)

Texas Association of State Senior College & University Business Officers (TASSCUBO)

Society of University Planning (SCUP)

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

Texas A&M attends national and regional sustainability conferences. TAMU has been a participant at AASHE since 2008. We have also collaborated with other campuses through US Greenbuild and Smart & Sustainable Campuses Conferences in Maryland (2008-09; 2013). Additionally, TAMU participates in the Texas Regional Alliance for Campus Sustainability (TRACS) which serves as a forum for regional campuses to share ideas and strategies for enhancing sustainability efforts. TAMU hosted the 2013 TRACS annual summit. TAMU participated in two TRACS presentations at AASHE 2014. As a further tool, we make trips to other intuitions to observe and learn about their successful programs, as well as host institutions who want to learn about our programs.

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

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

Continuing Education

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

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

Responsible Party

Tom Reber

Associate Vice President For Student Affairs

Vice President For Student Services

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.

Submission Note:

The data supplied here comes from the President's Higher Education Community Service Honor Roll. The reporting period was from June 2012 to July 2013, as a result the total number of students does not match that of IC-3.

Texas A&M is firmly committed to community service, so much so that one of our six core values is Selfless Service. Our score for this category does not accurately reflect the investment our students make every year in community service because at this time we are unable to capture the total number of volunteers and the hours they dedicate to selfless service.

The numbers for this credit come from two sources we were able to capture. First, a unique one day service event our students organize called The Big Event. Through service-oriented activities, The Big Event promotes campus and community unity as students come together for one day to express their gratitude for the support from the surrounding community. The Big Event is the largest one-day, student-run service project in the nation. Recently, The Big Event has expanded to over 75 other schools across the nation. The second avenue we were able to capture community service numbers was from self-evaluation reports from Greek organizations.

For more information on some of our bigger community service projects/organizations see the following websites:

<http://bigevent.tamu.edu/>

<http://aggierelay.tamu.edu/>

<http://fish.tamu.edu/>

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

Number of students engaged in community service:

23,000

Total number of students :

50,227

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:

2,187,059

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:

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

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

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

Community Stakeholder Engagement

Responsible Party

Jaimie Masterson

Program Coordinator

Landscape Architecture & Urban Planning

Criteria

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

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

And

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

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

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

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

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

No

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

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

The Texas Planning Atlas, which is currently in the process of expanding from the Texas Coast to the entire state is an internet-based spatial decision support system that allows users to identify and visualize critical issues related to numerous dimensions within a community including socially vulnerable populations. This tool displays demographic information at the block group level from Census [STARS Reporting Tool](#) | [AASHE](#)

data to determine the areas within the community that may need support and resources. The Texas Target Communities (TTC) program at Texas A&M uses the Atlas to identify areas to focus and engage. TTC then seeks out community leaders within these neighborhoods to address issues that are pertinent to them.

<http://coastalatlus.arch.tamu.edu/>

List of identified community stakeholders:

Sandy Farris, Downtown Bryan Association
Joey Dunn, Deputy City Manager, City of Bryan
Martin Zimmermann, Planning development, City of Bryan
Maggie Dalton, Planning development, City of Bryan
Mary Broussard, Director of the Brazos Valley African American Museum
Jose Quintana, President of AdventGX
Ruthie Strout, Distributed Urban Farming Initiative
Brian Light, Owner and Creator, Ronin Cooking
Jessica Bullock, Planning and Development Services, City of College Station
Jennifer Prochazka, Planning and Development Services, City of College Station
Brian Hilton, Emergency Manager, City of College Station
Chuck Frazier, Emergency Manager, Brazos County

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

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

<http://ttc.arch.tamu.edu/>

Participation in Public Policy

Responsible Party

Michael O'Quinn

Vice President for Government Relations
President's Office

Criteria

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

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

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

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

Yes

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

As a state entity, there are statutory limitations regarding state and federal advocacy activities at Texas A&M. Nonetheless, Texas A&M is a long-standing leader in the discussion and engagement regarding sustainability at the state and federal level. This epitomizes the Land-grant university obligation to take scientific discovery to citizens through practical use. Thus, the engagement is providing science-based solutions to public problems as defined by policy makers.

Texas A&M faculty help comprise the campus-based Energy Systems Laboratory (ESL). ESL is a division of the Texas A&M Engineering Experiment Station and a member of the Texas A&M University System. The ESL is affiliated with the Energy Systems Group in the Department of Mechanical Engineering (five faculty), as well as faculty from the Department of Architecture in the College of Architecture.

The ESL was assigned an important role by state officials in the implementation of state energy standards and assistance with calculation of emissions reduction benefits from energy efficiency and renewable energy initiatives as part of the Texas Emissions Reduction Program (TERP). During the most recent Texas legislative session, A&M faculty, through the ESL, participated in weekly meetings during the Texas Legislative session regarding energy efficiency and sustainability legislation and served as the scientific resource for this group of sustainability-related interests. Specifically, Texas A&M faculty served as resource witnesses for legislation that eventually became law.

Specifically, the ESL and faculty engaged with policy makers on a comprehensive emissions reduction plan. The legislation modified the New Technology Implementation Grant program, Texas Clean Fleet program, and Texas Natural Gas Vehicle program, among others. The ESL and A&M faculty are charged with working with the Texas Commission on Environmental Quality “for computation of creditable statewide emissions reductions” in the programs noted above as well placing a priority on programs to address the reduction of certain emissions related to operation of drilling, production, completions, etc. related to oil and gas production.

On the federal level, Texas A&M seeks opportunities for increased funding for energy research in the Department of Energy (DOE) including the Advanced Research Projects Agency-Energy, Office of Science, Energy Efficiency and Renewable Energy, and the Biomass Program, as well as through DOE programs such as the Innovation Hubs, and Energy Frontier Research Centers. Texas A&M is also engaged in energy efficiency and related research efforts ongoing in DOE and other agencies (e.g. Environmental Protection Agency, Department of Interior, and National Science Foundation). As an example, Texas A&M has an NSF funded project to significantly alleviate the skyrocketing energy consumption associated with data centers by leveraging available technology.

In addition, Texas A&M actively engages with the congressional committees that authorize and appropriate funding for research related to energy and sustainability. Active engagement has occurred with House Appropriations; House Energy and Commerce; House Science, Space, and Technology Committees. Texas A&M researchers served as a resource to the committees as they craft policy by reviewing draft legislation and serving as witnesses for Congressional hearings on topics ranging from droughts to fracking.

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

As noted above, Texas A&M is prohibited by the legislature and governing board policy from taking “political positions” on legislation or political candidates. Engagement regarding sustainability in the public arena occurs as an object science based resource for public policy makers.

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

Not applicable since Texas A&M University is a public university.

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

Responsible Party

Rex Janne

Executive Director

Division of Finance - Strategic Sourcing

Criteria

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

Submission Note:

We are not members of either organization due to the financial commitment to join, but we do have Labor Code Regulations that are similar to WRC and FLA. We do not participate in DSP because it has been argued to be harmful in maintaining jobs at the involved factories.

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

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

No

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

No

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

No

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

Hospital Network

Criteria

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

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

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

The affiliated hospital or health system has been excluded from the institutional boundary.

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

Les Williams

Associate Dir For Utilities & Energy Management
Utilities & 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 (MtCO₂e) per gross square foot (0.002 MtCO₂e per gross square metre) of floor area.

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

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

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

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

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

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

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

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

Yes

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

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

All work (data collection and verification) is performed by Sightlines Inc.

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:

All data collection and verification is performed by Sightlines Inc.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
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Scope 1 GHG emissions from stationary combustion	157,569.50 <i>Metric Tons of CO2 Equivalent</i>	233,757 <i>Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	12,411 <i>Metric Tons of CO2 Equivalent</i>	13,225 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	159,646 <i>Metric Tons of CO2 Equivalent</i>	128,872 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon sequestration due to land that the institution manages specifically for sequestration	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	749 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Third-party verified carbon offsets purchased	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>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:

A brief description of the composting and carbon storage program:

SSC Grounds Department generates approximately 14,000 cubic yards of miscellaneous green waste annually. As of October 2012, SSC Grounds Department ceased disposing of 99% of green waste at off-campus area landfill and began self-composting for use on campus.

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	10,000	10,000
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	49,861	44,813
Full-time equivalent of employees	8,361	7,627
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	Sept. 1, 2011	Aug. 31, 2012
Baseline Year	Sept. 1, 2003	Aug. 31, 2004

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

The baseline was selected because that was the first year that data was available for comparative purposes.

Gross floor area of building space, performance year:

22,902,505 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area

Laboratory space	<i>2,464,587 Square Feet</i>
Healthcare space	<i>0 Square Feet</i>
Other energy intensive space	<i>2,420,438 Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	<i>32,670 Metric Tons of CO2 Equivalent</i>
Commuting	<i>25,536 Metric Tons of CO2 Equivalent</i>
Purchased goods and services	<i>1,162 Metric Tons of CO2 Equivalent</i>
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	<i>12,745 Metric Tons of CO2 Equivalent</i>
Waste generated in operations	<i>24,912 Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	---

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

A copy of the most recent GHG emissions inventory:

[FY13 GHG Footprint Data.xlsx](#)

The website URL where the GHG emissions inventory is posted:

<http://utilities.tamu.edu/index.php/tamu-carbon-footprint>

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

Texas A&M University has reduced its carbon footprint by 29% from FY02 to FY12. In the past three years, the carbon footprint has been reduced by 17%. All of this while the campus continued to grow.

Outdoor Air Quality

Responsible Party

Les Williams

Associate Dir For Utilities & Energy Management
Utilities & 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 institution uses a 3rd party firm (Sightlines) to gather and reconcile the data using the methodology as outlined in Clean Air Cool Planet.

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

	Weight of Emissions
Nitrogen oxides (NOx)	402,705 <i>Tons</i>
Sulfur oxides (SOx)	862 <i>Tons</i>
Carbon monoxide (CO)	120,811 <i>Tons</i>
Particulate matter (PM)	10,930 <i>Tons</i>
Ozone (O3)	---
Lead (Pb)	---
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:

In 2011, the institution completed the installation of a Combined Heat and Power plant that greatly reduced its reliance on grid power from ERCOT. This transition allows the facility to move away from a coal / natural gas produced electricity to a source that is over 80% efficient and uses natural gas which substantially reduced the emissions from the campus.

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

<https://utilities.tamu.edu/energy-action-plan-2015/initiative-11-sustainability-environmental-benefit-and-ghg-reduction/>

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

David Wagner

Operations Manager, Buildings Maintenance
SSC Service Solutions

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.

Submission Note:

The Campus Master Plan can be found at:

<http://campusplan.tamu.edu/pdf/MasterPlanFull.pdf>

The majority of the information for this section was supplied by SSC Service Solutions, a third-party contractor for Texas A&M Buildings Maintenance.

"---" 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:

LEED: Interdisciplinary Life Sciences Building (ILSB) – LEED Gold Certified, The Mitchell Physics Building – LEED Silver Certified, Emerging Technologies And Economic Development Interdisciplinary Building (ETED) – LEED Silver Certified, Agricultural Headquarters Building - LEED Silver Certified, Memorial Student Center – Designed to LEED Silver, YMCA - Designed to LEED Silver, Texas A&M Transportation Institute – LEED Gold Certified, Cox-McFerrin Center For Aggie Basketball – Designed to LEED Gold

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

20,930,965 *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)	1,104,921 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	355,000 <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 Square Feet
Mid-Level	0 Square Feet
Highest Achievable Level	0 Square Feet

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	0 Square Feet
4th Highest Level	0 Square Feet
Mid-Level	0 Square Feet
2nd Highest Level	0 Square Feet
Highest Achievable Level	0 Square Feet

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:

0 Square Feet

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

[Facility Design Guidelines.pdf](#)

The date the guidelines or policies were formally adopted:

Nov. 30, 2011

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

Systems and materials incorporated into all buildings should be selected on the basis of long term operations and maintenance costs. The design should incorporate ease and efficiency of operation and allow for easy and cost effective maintenance and repair. Standardization of equipment, parts, and lamps is also the key to reducing maintenance costs and allows for stocking of common replacement parts. Sample buildings covered: Interdisciplinary Life Sciences Building, Agricultural Headquarters Building, and the Memorial Student Center. Each building is cleaned and maintained according to commonly accepted sustainability practices, and following these principles improves the buildings performance while enhancing the occupant's health, satisfaction and personal performance. It is an integrated approach in which all phases of the building life cycle are considered.

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

The university building operation and maintenance support services are continually refining a comprehensive PM Program. By identifying the critical function requirements of building systems, and prioritizing equipment components for inclusion in PM cycles, we will be able to effectively work on reducing equipment life-cycle uncertainty and complexity and systematize the procedures we use, and the overall approach we take to maintaining healthier and more resource efficient structures on campus.

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

<http://universityarchitect.tamu.edu/home.aspx>

Building Design and Construction

Responsible Party

Jeff Heye

Associate Director

Building Services

Criteria

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

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

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

And/or

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

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

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

Submission Note:

Information for this section was supplied by SSC Service Solutions, a third-party contractor for Texas A&M Buildings Maintenance.

"---" 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:

LEED: Interdisciplinary Life Sciences Building (ILSB) – LEED Gold Certified, Mitchell Physics Building – LEED Silver Certified, Emerging Technologies Building (ETB) – LEED Silver Certified, Agricultural Headquarters Building - LEED Silver Certified, Memorial Student Center – Designed to LEED Silver, YMCA - Designed to LEED Silver, Texas A&M Transportation Institute – LEED Gold Certified, Cox-McFerrin Center For Aggie Basketball – Designed to LEED Gold

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

3,080,386 *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)	113,000 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	88,853 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	512,154 <i>Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	0 <i>Square Feet</i>

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

	Certified Floor Area
--	-----------------------------

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

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

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

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

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

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

1,912,418 *Square Feet*

A copy of the guidelines or policies :

[Facility Design Guidelines.pdf](#)

The date the guidelines or policies were adopted:

Nov. 30, 2011

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

The Facility Design Guidelines (FDG) pdf at the bottom of the page of the provided website (

<http://www.tamus.edu/offices/fpc/forms/>

) indicates that "All buildings shall be designed to achieve LEED 2009 Silver requirements." You can find this on Section A- Page 6 of 24 under Environmental Practices, Sustainable Design.

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

The University Council for the Built Environment (CBE) provides recommendations to the President on all aspects of the campus built environment. To support the Council, there are four sub-councils, one of which is the Design Review Sub-Council (DRSC). During the review process, the DRSC reviews all building projects against a design checklist which one aspect ensures compliance that all new buildings must be designed to LEED Silver standards. Specifically, the Texas A&M University requirements are found under: PLANNING REQUIREMENTS: Sustainability, Accessibility & Net-To-Gross Ratio, section B2. The checklist can be found at:

<http://cbe.tamu.edu/Data/Sites/1/allouruploads/DRSCMaterial/designchecklistfornewbuildingsoct20>

10.pdf

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

<http://www.tamus.edu/offices/fpc/forms/>

Indoor Air Quality

Responsible Party

David Wagner

Operations Manager, Buildings Maintenance
SSC Service Solutions

Criteria

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

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

Submission Note:

<http://agriflifeextension.tamu.edu/>

http://fcs.tamu.edu/housing/healthy_homes/indoor_air_quality/air_cleaners/air_cleaning.php

<http://tti.tamu.edu/group/airquality/>

<http://www.tamhsc.edu/ehsm/manual/general/housekeeping.html>

http://fcs.tamu.edu/housing/healthy_homes/indoor_air_quality/quick_indoor_air_quality_facts.php

Information for this section was supplied by SSC Service Solutions, a third-party contractor for Texas A&M Buildings Maintenance.

"---" 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:

20,930,965 *Square Feet*

Gross floor area of building space:

20,930,965 *Square Feet*

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

Mechanical systems will be designed in accordance with the latest editions of the International Mechanical Code, the International Energy Conservation Code, and the latest ASHRAE Standard 62 - Ventilation for Acceptable Indoor Air Quality.

All occupied space on campus is covered under an agreement with a vendor to conduct filter changes at least quarterly. Many spaces have their filters changed more frequently as needed.

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

<https://www.tamus.edu/assets/files/fpc/pdf/Facility%20Design%20Guidelines.pdf>

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

Leland Rapport
Resident Regional Manager
Chartwells

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).

Submission Note:

"---" 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:

16.71

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

[Copy of SCORECARD HED - Orr Region P12 FY14.pdf](#)

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

See above

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:

We believe that the health of our eco-system is directly connected to the health of our communities and people who live in them. Acting responsibly is part of our company DNA and we are committed to offering foods that are earth, body and community friendly. In support of that position, we are committed to the following initiatives

1. Buy Local: Supporting the preservation of the American family farm, reducing the carbon foot print of our supply chain and giving back to the local communities are central to our core values. In collaboration with our partners at the Institute for Agricultural Trade policy, we are seeking to reduce our dependence on factory farming and to partner with qualified local and regional growers to encourage our units to develop relationships with local farms whenever possible. Our goal is to develop partnerships with 2013 American family farms by 2013.
2. Sustainable Oceans: Compass Group is committed to protecting the threatened global fish supply. In collaboration with the Monterey

Bay Aquarium Seafood Watch program we established a landmark purchasing policy in 2006 that removes unsustainable wild and farmed seafood from our menus. We are working diligently to engage the salmon, shrimp and tilapia aquaculture industry to implement sustainable methods of production using open and frequent dialog paired with specific goals and timelines. Our goal is to remove 500,000 lbs of unsustainable farmed seafood over a 3 year period ending 2013.

3. Certified Humane/Cage Free Eggs: Because of our commitment to the humane care of farm animals, we offer only HFAC certified Cage Free shell eggs* nationwide.

4. Poultry produced without the routine use of human antibiotics: The non-therapeutic use of antibiotics in animal production is a growing public health concern because it decreases the effectiveness of antibiotics to treat diseases in humans. Therefore, we only serve chicken* and turkey* that has been produced with restricted use of these drugs, especially as a growth additive in feed. Our contracted suppliers are required to provide products which adhere to specific criteria developed in partnership with The Environmental Defense Fund.

5. rBGH Free Yogurt and Milk: Science and experience has clearly demonstrated that the use of artificial bovine growth hormones in dairy cows is detrimental to the well-being of the animal. The medical community has expressed apprehension that the use of these hormones may also be harmful to human health. Due to these concerns, we serve only fresh fluid milk* and fresh yogurt from cows that have been certified to be free of the artificial growth hormones rBGH/rBST.

8. Social and ecological certified coffee: Coffee production can have a tremendous impact on the social or environmental well being of the countries where it is produced. Responsible production methods are certified in a variety of ways including Fair Trade, Rainforest Alliance, Shade Grown and Organic. We encourage our units to offer a responsible choice based on client and guest preference and availability from the coffee partner.

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

The method of tracking local, sustainable and 3rd party verified food and beverage purchases is done through the organization's purchasing department's database. All manufacturers and distributors used for food and beverage purchases for the Chartwells account at the Texas A&M University (non-branded) are contracted and specified to unit operators and distributors to ensure purchasing compliance. All purchases are then tracked and filtered through the purchasing database that allows for accurate accounting of said purchases.

Total annual food and beverage expenditures:

10,509,732.37 US/Canadian \$

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

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

Vending services	Yes	Yes
Concessions	Yes	Yes

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	Yes
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:

N/A

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

<http://www.dineoncampus.com/tamu/show.cfm?cmd=sustainability>

Low Impact Dining

Responsible Party

Leland Rapport
Resident Regional Manager
Chartwells

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.

Submission Note:

Information for this section was supplied by Chartwells, a third-party contractor for Texas A&M University Dining.

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

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

29.78

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

No methodology currently in place.

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”):

- Our website lists all available vegan options broken up by each dining facility on campus.
- Vegan Awareness Month in October is celebrated and promoted in all dining halls on campus.
- To be labeled as Vegan, foods do not contain any animal products at all. This includes: honey; eggs; dairy products of any kind; chicken, seafood, beef, ham or any other animal stock or base. There are no calorie or other nutrition limits on these foods. You may use recipes from any source for these foods.
- In several of our locations we have provided “Webtrition Kiosks”. These are an Online Compass tool our guests use for nutritional and dietary information on the menu being served. A guest has the ability to walk up to these tablet kiosks and view all nutritional information for each item on the menu. They can also see the items containing allergens, vegan and vegetarian items, as well as “better for U” recommended items. From there, they have the ability to build their menu by choosing the portion of each item they will be placing on their plate. The kiosk will then summarize total nutrition facts for the meal that they have built and any allergens they may have chosen.

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

- The non-therapeutic use of antibiotics in animal production is a growing public health concern because it decreases the effectiveness of antibiotics to treat diseases in humans. Therefore, we only serve chicken and turkey that has been produced with restricted use of these drugs, especially as a growth additive in feed. Our contracted supplies are required to provide products which adhere to specific criteria developed in partnership with the Environmental Defense Fund.

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

http://www.dineoncampus.com/tamu/show.cfm?cmd=_vAndV

Annual dining services expenditures on food:

9,408,698.56 US/Canadian \$

Annual dining services expenditures on conventionally produced animal products:

2,801,922.93 *US/Canadian \$*

Annual dining services expenditures on sustainably produced animal products:

1,720,229.87 *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

Les Williams

Associate Dir For Utilities & Energy Management
Utilities & 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	3,865,519 <i>MMBtu</i>	5,681,111 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	729,947.80 <i>MMBtu</i>	771,237 <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	23,704,587 <i>Gross Square Feet</i>	18,501,138 <i>Gross Square Feet</i>
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Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	2,430,952 <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	1,354
Cooling degree days	3,323

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	Sept. 1, 2012	Aug. 31, 2013
Baseline Year	Sept. 1, 2001	Aug. 31, 2002

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

The baseline year of FY02 represents the start of a long journey to reduce the energy consumption of the campus. It represents the last year before many of the changes were implemented.

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

Texas A&M University has adopted a cooling standard of 70 degrees F and a heating standard of 65 degrees F across the campus. More importantly, when buildings or space is not occupied, the standard automatically resets to the unoccupied standard of 85 for cooling and 50 for heating.

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

Texas A&M University is currently evaluating LED lighting in some locations on campus but is currently evaluating converting over 70% of the exterior lighting to LED.

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

Texas A&M has installed or is installing motion sensors in 28 buildings as part of an energy efficiency project. The motion/sound sensors have the ability to control the lights and also control the space temperature, as well as air changes for the space. We are considering an additional seven buildings in a recently proposed project.

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

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

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

Texas A&M University has installed a \$73.25 million combined heat and power upgrade that will supply over 45 MW of highly efficient power and steam generation to serve the campus. This system replaces an existing CHP system and achieves efficiencies in excess of 80%.

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

The campus created the first Energy Stewardship program in FY11 and currently has a fully staffed team of 6 Energy Stewards and a Supervisor. This team is responsible for closely monitoring and managing the campus energy consumption on a daily basis. This team relies on the data from the campus' comprehensive metering system to measure the energy consumption of the buildings and to make changes when necessary.

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

Texas A&M University has one of the largest and most comprehensive energy management systems in the nation. It encompasses over 13 million GSF that includes 200 buildings and over 180,000 control points.

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

The recommended university building energy design standard is a requirement that the project design engineer demonstrate that the new or renovated building will meet or exceed the ASHRAE 90.1-2010 efficiency standard by 14% for new construction and 11% for existing building renovations.

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

TAMU is utilizing native adapted & water resourceful plant material, employing drip irrigation technology in planting beds in lieu of conventional spray irrigation, phasing in water efficient “Smart” irrigation controllers, and utilizing organic fertilizers when possible.

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

Unknown but all beverage/snack vending units are new as of August 2010 (due to transition to new vendor) and are in compliance with Energy Star Rating

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

The campus takes full advantage of a State of Texas revolving loan program designed to fund energy conservation projects. Since FY11, the campus has completed \$15 million in projects, has \$4.1 million underway and is looking forward to submitting for an additional \$12 million in conservation projects.

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

<http://utilities.tamu.edu/energy-action-plan-2015/>

Responsible Party

Les Williams

Associate Dir For Utilities & Energy Management
Utilities & Energy Management

Criteria

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

Option 1:

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

Option 2:

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

Option 3:

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

Option 4:

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

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

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

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

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

Clean and renewable energy from the following sources::

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

Total energy consumption, performance year:

3,865,519 MMBtu

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

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

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

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

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

Grounds

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

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Don Crawford

Resident Regional Director, Grounds
SSC Service Solutions

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:

Information for this section was supplied by SSC Service Solutions, a third-party contractor for Texas A&M Grounds Maintenance.

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

	Area
Total campus area	<i>2,800 Acres</i>
Footprint of the institution's buildings	<i>480.51 Acres</i>
Area of undeveloped land, excluding any protected areas	<i>1,600 Acres</i>

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	<i>0 Acres</i>
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	<i>719.49 Acres</i>
Managed organically, third party certified and/or protected	<i>0 Acres</i>

A copy of the IPM plan:

The IPM plan :

SSC Grounds Management maintains a fluid approach to IPM. While it is expected that our tasks will employ the least toxic, adversely impactful materials and techniques; we strive to also maintain a high degree of technical proficiency that will allow us to recognize and utilize newer proven methods, technologies, and methods as they are made known and available.

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

SSC Grounds Management's approach to grounds sustainability is holistic. We believe that continual coordination and collaboration both within our department as well as with the industry and academia, generally help us to achieve a consistently high degree of quality and aesthetically pleasing results. Our approach ensures environmental balance and qualitative durability.

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

Our approach to new and replacement plantings is multi-faceted.

Before any planting decisions are made we consider the other elements that contribute to both a sustainable and durable solution. Areas of consideration include: sun exposure (duration & time of day), proximity to heat and light reflective surfaces, soil conditions including: taxonomy, physiological, chemical; grade, precipitation and/ or supplemental irrigation issues, desired use, financial considerations, etc.

Those decisions affect the form and function of plant selection. Where prudent and warranted, the use of native / native adapted plants are promoted.

Invasive Species-

The SSC Grounds Management staff is comprised of formally educated and highly credentialed personnel who are able to identify invasive species of all forms- insects, weeds, misc. fungal, bacterial, and virus vectors. We continually stay abreast of current of new threats, causal agents, and possible mitigation activities.

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

SSC Grounds Department generates approximately 14,000 cubic yards of miscellaneous green waste annually. As of October 2012, SSC Grounds Department ceased disposing of 99% of green waste at off-campus area landfills and began self-composting for use on campus. These composted material include: composts, composted wood mulches, wood chips, compost sand blends for turf top dressing, etc.

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

The soil on campus is a very dense and tight clay. Generally speaking it is hydrophobic. That condition is intensified during periods of infrequent or insufficient precipitation or supplemental irrigation. Furthermore, the average P.H. on campus is a range of 8.6 - 9.4. This condition drastically reduces the availability of naturally occurring nutrients. Lastly, the prominent source of water for landscape irrigation is moderately - highly brackish. Excessive soluble salts applied to the soil exasperate both of the prior conditions.

Our primary mode of operation includes:

Consistent, periodic applications of soil gypsum in combination with soil aeration. to neutralize the salt, loosen the soil, and reduce compaction.

continual topdressing of turf areas with compost & sand blend in conjunction with hollow core aeration.

Occasionally, upon the recommendation of the annual soil analysis an application of elemental soil sulphur is made.

In highly problematic areas we inoculate the soil with humates and micrhizae.

Our fertility plan is comprised of organic and partially organic slow release fertilizers. The added fertilization is confined to high profile, high use areas.

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

As was stated previously, SSC Grounds Management actively recycles green waste for use on campus and attempts to utilize native/native adapted/water resourceful plant materials. Furthermore, wherever possible all materials are sourced from reputable, local

and regional vendors.

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

The Texas A&M University Campus has a rich history of cutting edge landscape irrigation technology and management. In 1972, Texas A&M installed a campus-wide state of the art irrigation system. It was arguably the most technologically advanced system of any comparably sized campus in the country.

After 40 plus years of utilizing controllers that are now outdated mechanical technology-; SSC Grounds Management is cooperating with industry, academia, and the A&M Foundation to restore the irrigation system to its former "State of the Art" status. Our goal is to reduce irrigation water consumption by 100 - 200 million gallons annually.

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

Our climate is not conducive to significant ice and snow events. In the case of a minor event, SSC Grounds utilizes Magnesium Chloride Ice melt as a spot treatment on affected pedestrian areas. This blend is significantly less corrosive and does not adversely affect the turf and or landscape plantings.

For key campus intersections and other vehicular thoroughfares, Sand is utilized for traction. At the conclusion of the event, SSC Grounds Utilizes a sweeper truck to remove the sand.

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

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:

Responsible Party

Jeff Truss
Environmental Safety Supervisor
EHSD

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.

"---" 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?:

No

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:

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:

Before using undeveloped lands the University has a Phase I and Threatened and Endangered Species Assessment conducted.

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

Currently no habitats identified.

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

.

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

<http://vetmed.tamu.edu/wcwc>

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

Electronics Purchasing

Responsible Party

Rex Janne

Executive Director

Division of Finance - Strategic Sourcing

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 :

Guidelines are distributed through appropriate business channels

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

Guidelines are distributed through appropriate business channels

Does the institution wish to pursue to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:

Yes

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment::

	Expenditure Per Level
EPEAT Bronze	0 <i>US/Canadian \$</i>
EPEAT Silver	1,400,021 <i>US/Canadian \$</i>
EPEAT Gold	5,005,188 <i>US/Canadian \$</i>

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

6,405,209 *US/Canadian \$*

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:

Cleaning Products Purchasing

Responsible Party

Jennifer Mitchell
Assistant Manager
SSC Service Solutions

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
- General-purpose, bathroom, glass, and carpet cleaners
- Biologically-active cleaning products (enzymatic and microbial products)
- Floor-care products, e.g. floor finish and floor finish strippers
- Hand cleaners
- Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
- Plastic film products (e.g. garbage bags/liners)
- Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
- Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses

Submission Note:

Information for this section was supplied by SSC Service Solutions, a third-party contractor for Texas A&M Custodial Services.

"---" 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:

[Green Cleaning Policy.docx](#)

The green cleaning product purchasing policy, directive, or guidelines:

Distributed through appropriate business channels.

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

[HTTP://sustainability.tamu.edu/Data/sits/1/download/masterplandocument.pdf](http://sustainability.tamu.edu/Data/sits/1/download/masterplandocument.pdf)

Has all the information on purchasing policy and guidelines

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:

1,080,000 *US/Canadian \$*

Total expenditures on cleaning and janitorial products:

1,440,000 *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?:

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

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

[green cleaning products standards.xlsx](#)

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

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

Office Paper Purchasing

Responsible Party

Rex Janne

Executive Director

Division of Finance - Strategic Sourcing

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:

[GREEN PURCHASING INITIATIVE.DOCX](#)

The paper purchasing policy, directive or guidelines:

See attached policy.

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

Distributed through appropriate business channels.

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

Yes

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	0 US/Canadian \$
30-49 percent	0 US/Canadian \$
50-69 percent	219,850 US/Canadian \$
70-89 percent (or FSC Mix label)	0 US/Canadian \$
90-100 percent (or FSC Recycled label)	0 US/Canadian \$

Total expenditures on office paper :

779,410 US/Canadian \$

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

Inclusive and Local Purchasing

Responsible Party

Rex Janne

Executive Director

Division of Finance - Strategic Sourcing

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:

Since 1994, Texas A&M University has had an established Historically Underutilized Business (HUB) Program Office staffed with professional procurement and business diversity personnel committed to making a good faith effort in identifying, recruiting, educating and enhancing the business opportunities for HUB suppliers in a fair and open business environment.

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:

Yes

The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:

22.67

The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:

<http://finance.tamu.edu/HUB/>

Life Cycle Cost Analysis

Responsible Party

Rex Janne

Executive Director

Division of Finance - Strategic Sourcing

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.

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

Does the the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:

No

Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:

No

A brief description of the LCCA policy(ies) and practice(s):

The website URL where information about the institution's LCCA policies and practices is available:

Guidelines for Business Partners

Responsible Party

Rex Janne

Executive Director

Division of Finance - Strategic Sourcing

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

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

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:

None

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:

None

A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:

The website URL where information about the institution's guidelines for its business partners is available:

Transportation

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Responsible Party

Kenneth Kimball

Assistant Director for Fiscal Operations & Compliance
Transportation Services

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 :

603

Number of vehicles in the institution's fleet that are::

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	9
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	1
100 percent electric	0
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	1

A brief description of the institution’s efforts to support alternative fuel and power technology in its motorized fleet:

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

Student Commute Modal Split

Responsible Party

Kenneth Kimball

Assistant Director for Fiscal Operations & Compliance
Transportation Services

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

Total percentage of students that use more sustainable commuting options:

79.99

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)	33.23
Walk, bicycle, or use other non-motorized means	24.65
Vanpool or carpool	3.43
Take a campus shuttle or public transportation	36.09
Use a motorcycle, scooter or moped	2.60

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

Survey Monkey, findings are drastically impacted by number of respondents.

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

[STARS Reporting Tool | AASHE](#)

Employee Commute Modal Split

Responsible Party

Kenneth Kimball

Assistant Director for Fiscal Operations & Compliance
Transportation Services

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.

Submission Note:

Will add question on tele commuting in next survey. This number is not known at this time.

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

Total percentage of the institution's employees that use more sustainable commuting options:

16.22

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)	87.17
Walk, bicycle, or use other non-motorized means	5.34
Vanpool or carpool	6.93
Take a campus shuttle or public transportation	3.12
Use a motorcycle, scooter or moped	0.83

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:

Survey monkey, survey sent out via campus email to all.

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

<http://transport.tamu.edu/alternative.aspx>

Support for Sustainable Transportation

Responsible Party

Ron Steedly

Alternative Transportation Manager
Transportation Services

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

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

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

Yes

A brief description of the facilities for bicycle commuters:

Several building have secure bicycle storage located near the loading dock areas. We are also looking at bike lockers to broaden the user base of secure bicycle parking. Some buildings have shower facilities. The recreation center is also available for a larger number of commuters.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

No

A brief description of the bicycle parking and storage facilities:

We only have regular bike racks at the residence halls. We do, however, have over 13,000 short term bike parking spaces on campus.

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:

With the bike paths, lanes, and routes on campus and around the community, in addition to the transit system, connectivity is very thorough.

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:

Borrow A Bike is a free program for those that need the use of a bike for a short period of time. If you borrow a bike today, it is due back by 10:00 a.m. the next morning. If you borrow a bike on Friday, it's not due until the following Monday. Customers may borrow a bike 30 times per year.

The program uses the MaroonBikes since they are designed with durability in mind so the fleet is 100% MaroonBikes.

The program is free to anyone employed by or currently enrolled at Texas A&M University.

We also have a bike share system. It is a round trip system targeting on campus residence and commuters.

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):

We currently have an expansive no fare shuttle service that takes passengers to and around campus and into the surrounding community. It is funded by a per semester student transportation fee, but it is free for all to ride.

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

No

A brief description of the GRT program:

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

Yes

A brief description of the carpool/vanpool program:

We provide a ride share program online to help faculty staff and students find carpools.

Texas A&M has partnered with Zimride to create a rideshare network on campus. Zimride provides a new form of efficient transportation that integrates social networking into a customized, private A&M network to help users establish trust, maintain their social profiles and allow individuals to split costs by sharing seats in their car with friends, classmates and co-workers. Zimride's program promotes alternative transportation options that can be integrated into the rideshare program to allow users various options of transportation (for commutes or one-time trips).

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:

We have implemented a contract with Hertz 24/7. They are now on campus.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

Yes

A brief description of the electric vehicle recharging stations:

We have 32 Level 2 charging stations on campus.

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

Yes

A brief description of the telecommuting program:

The University has an Alternate Work Location program that allows for approval of requests for individual employees to work at an alternate location. This program makes it feasible for an employee to work from another location, if approved in accordance with the established procedure, and therefore minimize use of a personal vehicle or other means of transportation to travel to campus.

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:

The University has a Flexible Work Schedule option that allows for approval of requests for individual employees to have a work schedule other than 8-5 or another standard shift. This program makes it feasible for an individual employee to obtain approval to work a condensed work week, if approved in accordance with the established procedure.

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

No

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

This would be extremely inefficient and unproductive as housing near campus for staff is quite expensive. If the economics of the situation develop accordingly, individuals will make that decision for themselves.

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://transport.tamu.edu/alternative.aspx>

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

Nathan Jones

Manager, Water & Environmental Services
Utilities & Energy Management

Criteria

Part 1

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

Part 2

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

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

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

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	15,817 Tons	716 Tons
Materials composted	823 Tons	362 Tons
Materials reused, donated or re-sold	0 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	9,975 Tons	13,442 Tons

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	10,000	10,000
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	53,219	44,435
Full-time equivalent of employees	7,652	7,688
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	Sept. 1, 2013	Aug. 31, 2014
Baseline Year	Sept. 1, 2004	Aug. 31, 2005

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

FY2005 experienced the maximum tonnage of waste materials that were landfilled while recycling tonnages were flat.

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

None

A brief description of any institutional procurement policies designed to prevent waste:

None

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

The Surplus Property Office maintains a list of current surplus or salvage property and informs Texas A&M University and/or system members, other state agencies, political subdivisions, and assistance organizations of the Surplus Property and make available for viewing Monday thru Friday during normal business hours. Customers browsing the warehouse claim items and file the appropriate property transfer forms with the Surplus Office.

During the ten (10) business days after property is viewable and transferred to the Surplus Property Office, a transfer to another state agency/Texas A&M University Department has priority over any other type of transfer.

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

Texas A&M no longer prints the course catalog or the course schedule. The last time the course catalog was printed was the '09 - '10 version. This was the 132nd course catalog printed in Texas A&M's history. Catalog 133 and 134 were available only online in a PDF version. Catalog 135 is currently being constructed and there are no plans to print it.

Course schedules are also available only online. The last course schedule printed was in the Fall of 2003.

The campus directory is printed; however, measures have been taken to reduce the amount of paper needed in the creation and distribution of the directory. The information collected to compile the ever-changing directory is done electronically, through pdfs. In the past this information was collected through paper. Additionally, only a limited number of directory copies are printed each semester. These are distributed only on request, since the directory is available online.

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

Students receive an allocation of printing as part of their Computer Access Fee. Any printing in excess of their allocation is billed to the student.

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

Texas A&M University partners with one or several of the local entities that handles re-usable materials (e.g., Goodwill, Salvation Army, Twin Cities Missions). These entities will establish both personed and unpersoned locations in both the primary residence hall areas.

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

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

■ Although food waste quantification is at various levels of implementation across campus, several areas of food production employ ways to track, monitor, and coach to thus reduce waste.

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:

■ Trim Trax: offers a sustainable solution to reduce food waste by tracking, measuring and reducing food waste in our kitchens, in three key categories listed below. Pre and post production kitchen waste is taken out of the waste stream, tracked and collected.

■ Production Waste

■ Over Production

■ Unused/Out-of-Date Inventory

■ Trim Trax provides a great visual training tool for the cooks and prep-assistants in the kitchens to see the food waste they are creating each day by using clear trim trax work station bins. The executive chefs will use these bins to retrain proper trimming techniques, to minimize waste and maximize food use. On some occasions we are able to utilize the trimmings to create stocks and bases in our cooking in order to reduce purchasing these ingredients and further reducing waste.

■ At the end of each day the station will weigh the amount of waste that they have produced and log it in the trim trax system. This builds awareness and bench-marks to train and coach for reduction of waste and improves production levels.

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

■ No current programs

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):

■ Chartwells has recyclable and compostable disposables to minimize the impact our disposable products have on the environment. When choosing disposable products, Chartwells considers two issues: source and biodegradability. We offer biodegradable consumer food packaging, plates and utensils made from compostable materials such as bamboo and corn. We help support client efforts to establish capture systems by partnering with sustainable waste management and/or recycling service companies. Units must properly identify receptacle so that the compostable disposables are properly disposed of for collection for composting.

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):

■ We offer biodegradable consumer food packaging, plates and utensils made from compostable materials such as bamboo and corn.

■ In select retail locations we are exploring the opportunity to provide reusable baskets for eat in customers.

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:

■ Not applicable

A brief description of other dining services waste minimization programs and initiatives:

■ Trayless Dining: This initiative helps reduce food waste and food costs through the elimination of trays in the cafeteria. In addition to the reduction in water, detergents and energy consumption needed for washing, going trayless encourages students to take only what they can eat and helps them control their food portions.

The website URL where information about the institution's waste minimization initiatives is available:

<http://utilities.tamu.edu/>

Waste Diversion

Responsible Party

Nathan Jones

Manager, Water & Environmental Services
Utilities & Energy Management

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:

15,817 Tons

Materials disposed in a solid waste landfill or incinerator :

9,975 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:

Partnership with local commercial recycler and composter,
Grants for recycling containers,
LEED construction,
Development of Sustainability Office,
Education and community outreach

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

- Food Recovery Network – Dining Services has partnered with a student organization called Food Recovery Network to donate excess food to local church programs to then be distributed. We are currently at 8,352 pounds recovered since Fall 2013.
- At the end of each week, local food banks collect all of our sandwiches that were made that morning for dinner service in the local communities.

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

■ Clean Plate is a campaign that helps students to set food waste reduction goals in the dining hall on campus and provides proven cause-and-effect solutions. Communications materials in the dining hall speak to students about portion control, and their part in addressing the problem of food waste. Food waste from students is collected in the dining hall, weighed on a scale, and is assigned a value.

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

■ We help support efforts to establish capture systems by partnering with sustainable waste management and/or recycling service companies. Units must properly identify receptacle so that the compostable disposables are properly disposed of for collection for composting.

■ Clean Plate is a campaign that helps students to set food waste reduction goals in the dining hall on campus and provides proven cause-and-effect solutions. Communications materials in the dining hall speak to students about portion control, and their part in addressing the problem of food waste. Food waste from students is collected in the dining hall, weighed on a scale, and is assigned a value.

■ One program in practice is coined ‘operation clean plate’. We educate our consumers in our all-you-care-to-eat facilities on the impact of putting more on their plate than they can consume. If each person puts less food on their plate they do not eat, less food is wasted. Also, less food is then produced as the kitchen is not replenishing the taken food. Dining facilities also implemented a tool where they weighed post-consumer waste in the dish room and posted the weight of food thrown away each night to create a ‘challenge’ for the community diners to reduce the number. This process produced amazing results of 27% reduction in dish room waste over the measured period.

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	Yes
Batteries	Yes

Light bulbs	Yes
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:

Sewer sludge from the wastewater treatment plant operations is land applied to adjacent properties where coastal rye grass is grown and cut for hay.

Construction and Demolition Waste Diversion

Responsible Party

Nathan Jones

Manager, Water & Environmental Services
Utilities & Energy Management

Criteria

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

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

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

Construction and demolition materials recycled, donated, or otherwise recovered:

13,367 Tons

Construction and demolition materials landfilled or incinerated :

1,379 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:

In July 2010, a facility became available and Texas A&M University now diverts over 90% of the construction and demolition waste previously landfilled to this facility.

Hazardous Waste Management

Responsible Party

Jeffrey Truss

Environmental Manager
Environmental Health & Safety

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 the Texas A&M Pollution Prevention Program, a campaign using posters and articles in the Environmental Health & Safety (EHS) Newsletter is aimed at encouraging labs and shops to use inventory control to reduce amount and hazard of aging chemicals and to make better informed chemical purchases.

In an effort to further reduce the amount of potential hazardous material on campus, a project was undertaken to rid Chemistry Labs of old samples. The result of this three day event was >600,000 vials of potentially hazardous materials removed from chemistry labs.

Through several relamping and control modification projects, Texas A&M has improved lighting efficiency. This is done in a few ways. In some areas fluorescent lamps have been replaced with LED. New fluorescent lamps and fixtures are low mercury. And in the current project, motion sensors are being used in certain areas to make sure lighting is not being used when it is not necessary.

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

All chemical waste is brought to a Central Accumulation Area. From this point it is processed according to hazards and regulatory requirements. Lighting waste is sent to a facility where the lamps are broken and the individual components are then sent to recycling and resort facilities. Batteries are sent to recycling facilities. Hazardous waste is managed with the assistance of a contractor with a TSDF. All TSDF facilities are audited by both Texas A&M and their waste contractor for proper handling and regulatory compliance. Non-regulated chemical waste can be handled in a number of ways depending on the waste. It can go to a WWTP, TSDF, or other facilities designed to appropriately treat the material.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

There have been no significant release of hazardous materials during the last three years.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

Inventory systems are employed by departments. The Chemistry Department has an inventory system and encourages the removal of usable chemicals from closed labs by other laboratories.

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):

E-Waste is disposed following Texas A&M University written procedures. All E-Waste generated by the institution is disposed of through the University Surplus Property Program. The Surplus Program first establishes possible recycling of these materials through re-use at the university or system and then through local ISD's or assistance organizations that are approved by the state of Texas. For this to be possible the materials must be in good working condition and still have useful life. If determined due to age or usefulness of the materials that the materials are to be disposed then Surplus Property will send remaining units to the Texas Department of Criminal Justice for refurbishment or recycling. In all cases documentation is filed with Texas A&M Property Management in order to provide accurate disposition of all recycled/disposed materials. Currently under state law there are no other means for a University to dispose of e-waste.

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

All e-waste is sent to the Texas Department of Criminal Justice, who in turn breaks down the materials for disposal. Any item that is identified as computer-related is disposed in this manner unless it is determined the item, due to age and usefulness, can be re-used within the Texas A&M System, Independent School District, or assistance organization. All e-waste materials are palletized and stretch wrapped to avoid any potential breakage during transportation.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

<http://ehsd.tamu.edu/HazardousWasteManagement.aspx>

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

Nathan Jones

Manager, Water & Environmental Services
Utilities & 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.

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

Level of water risk for the institution's main campus:

Low

Total water use::

	Performance Year	Baseline Year
Total water use	1,558,054 Gallons	3,462,000,000 Gallons

Potable water use::

	Performance Year	Baseline Year
Potable water use	779,770,000 Gallons	1,731,000,000 Gallons

Figures needed to determine "Weighted Campus Users"::

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

Number of residential students	10,500	10,500
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	48,081	41,171
Full-time equivalent of employees	7,549	7,000
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	23,704,587 <i>Square Feet</i>	12,526,000 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	2,800 <i>Acres</i>	3,500 <i>Acres</i>

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

	Start Date	End Date
Performance Year	Sept. 1, 2013	Aug. 31, 2014
Baseline Year	Sept. 1, 1990	Aug. 31, 1991

A brief description of when and why the water use baseline was adopted:

The 1991 baseline has been the university benchmark due to the extremely high water usage during that period. It also represents the end of a relative flat usage trend when water conservation measures were being considered and instituted. The water use trend has been downward since even with the increase in enrollment and occupied square footage on the campus.

Water recycled/reused on campus, performance year:

Recycled/reused water withdrawn from off-campus sources, performance year:

A brief description of any water recovery and reuse systems employed by the institution:

We use between 9 and 12 million gallons of treated wastewater effluent each year for local irrigation and equipment washdown at our Main Campus Wastewater Treatment Plant.

Six buildings currently use harvested rainwater.

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

Texas A&M University has a comprehensive building metering system that measures energy and water consumption for all buildings larger than 5,000 gsf.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

Since 1993 the university's policy is to install the latest water conserving fixtures in any newly constructed or renovated facility.

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):

SSC Grounds Staff employs several formally educated, highly credentialed professionals that are well versed in the latest xeriscape methods and techniques. Specific Descriptions of our activities are found in OP-10.

A brief description of any weather-informed irrigation technologies employed by the institution:

The Texas A&M University Campus has a rich history of cutting edge landscape irrigation technology and management. In 1972, Texas A&M installed a campus-wide state of the art irrigation system. It was arguably the most technologically advanced system of any comparably sized campus in the country.

After 40 plus years of utilizing controllers that utilize mechanical technology that is now outdated; SSC Grounds Management is cooperating with industry, academia, and the A&M Foundation to restore the irrigation system to its former "State of the Art" status. Our goal is to reduce irrigation water consumption by 100 - 200 million gallons annually within the next calendar year.

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://utilities.tamu.edu/>

Responsible Party

Jeff Truss

Environmental Safety Supervisor

EHSD

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:

Engineering - The Texas A&M campus is approximately 5000 acres. On the east side of campus, stormwater issues were handled in the mid-90s through the use of retention ponds and vaults. At that time the University planned for projected increases in construction. Along with this, buildings built within the past eight years have included a stormwater collection system to allow the water to be used later for irrigation. Most current work for stormwater over the past several years has been on the west side of campus. This includes repair of

creek banks and the addition of energy dissipaters. There is also a current requirement for structures built on this side of campus to design so as not to add to the velocity of water. This has been accomplished with the use of stormwater collection and detention ponds.

Education - Texas A&M has partnered with the local city governments, county, and Texas Department of Transportation to bring a unified message about stormwater protection to the public. This has been accomplished through multiple media outlets (television, radio, newspapers, fliers, etc). The group also takes its message to local schools assisting with educating children about pollution and stormwater. Texas A&M also placed stormwater markers at each inlet to remind individuals that only stormwater is allowed down storm drains. Each marker provides the effected stream.

The University also has a volunteer program in which staff and students spend a Saturday once per year cleaning a creek bank. This past year 127 volunteers removed 115 bags of trash from creek banks.

Texas A&M also has an inspection program for all new construction. At least every 14 days the University inspects the sites for new construction. This takes place from ground breaking until the soil is stabilized.

Service - Texas A&M has an annual Stream Clean event. We take this opportunity to continue education and to remove pollution and debris from streams affected by our stormwater. The service event is a cooperative effort between students, staff, industry partners, and professional organizations.

Inspection - All outfalls are inspected twice per year. All construction sites are inspected by the University at least every 14 days. These inspections involve a complete site walk through. Construction companies are required to take corrective actions in a timely manner or risk having the site closed.

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 management plan divides the campus with a goal of reducing the impact of stormwater on the local MS4s and reducing the impact on the water bodies that the water leaves through. Most new construction on major facilities take advantage of cisterns to reduce the effect of stormwater from the new development. On the east side of campus, a large detention area was created in the late 90's to accommodate growth and slow the rate at which stormwater enters the College Station MS4. Most of the stormwater on the west side of campus flows to White Creek. On that portion of campus, each new construction has to individually accommodate the increase flow of stormwater. This is generally done with some combination of cisterns, detention, and swales. There is also a planned green space in this area. The space is to serve a few functions. It will provide a park on the riparian area of the creek, provide a route to traverse the creek, repair the creek from stormwater damage, and slow the flow of water through the creek with a system of energy dissipater to reduce stormwater effects downstream.

A brief description of any rainwater harvesting employed by the institution:

New building construction that is managed by the University has a rainwater and condensation collection system. This water is used to supply irrigation around the building.

Rainwater harvested directly and stored/used by the institution, performance year:

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:

The University currently has one roof-top garden. Irrigation for the garden is in part accomplished through the use of a cistern that collects water from rain and condensate. The green roof is an experimental testing site to determine which plants are most suited for the tough conditions in College Station, TX. See more:

<http://one.arch.tamu.edu/news/2012/12/10/green-roof-project/>

A brief description of any porous (i.e. permeable) paving employed by the institution:

A brief description of any downspout disconnection employed by the institution:

The Agriculture and Life Sciences Complex architect, Kirksey Architecture of Houston, is ranked number one in the category “Largest Houston Area Green Architects” by the Houston Business Journal. The new Agriculture and Life Sciences buildings are built to the U.S. Green Building Council’s Leadership in Energy and Environmental Design (LEED) silver standard. A two-story canopy runs parallel to the Agriculture and Life Sciences Building, creating shade, and forming an impressive structure and the largest of the building’s green features. The pillars of the canopy are actually four 9,000–gallon water cisterns. Roof runoff and rainwater will drain into a 40,000–gallon underground tank, and will be used for irrigating landscaping around the complex.

A brief description of any rain gardens on campus:

The Texas A&M AgriLife Extension Service is part of the Texas A&M University System. Our mission is to improve the lives of people, businesses, and communities across Texas and beyond through high quality, relevant education. Perhaps the most critical part of every Texan’s life is available and affordable access to a clean and ample supply of water. Water is life.

Holistic Garden, Texas A&M

Last Updated by AgriLife on Jan 25, 2012

Location

Holistic Garden

Horticulture Street

Texas A&M University

College Station, TX 77843

Capacity: 1,200 gallons

Catchment Area: 256 square feet

Demand: Garden Irrigation

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

This rainwater system collects rainfall off a shed in the Horticulture Department's Holistic Garden, which is adjacent to the Horticulture Building. The metal roof structure, with 256 square feet of catchment area, directs water from both sides to first flush diverters before going into the tank. The green, poly tank is 1,200 gallons and set on a wooden platform that is supported by bricks. The water is then pumped to irrigate vegetables and other plants via drip lines in the garden.

Horticulture Garden, Texas A&M

Last Updated by AgriLife on Jan 25, 2012

Horticulture Garden

Texas A&M University

College Station, TX 77843

Capacity: 3000 gallons

Catchment area: 900 square feet

Demand: Research

This system collects rainfall off half of an office building next to the horticulture gardens. The water is fed directly into the storage, which is a 3000 gallon black, poly tank. The water is pumped and mixed with municipal water to test the effectiveness of mixing on irrigation. The water is being used on current research.

See more:

<http://rainwaterharvesting.tamu.edu/raingardens/>

A brief description of any stormwater retention and/or detention ponds employed by the institution:

The institution has numerous detention ponds. There is one large pond on the front (east side) of campus. The area gives the appearance of a large grass field. There is a wet detention pond in the center of campus. These two ponds service much of the water leaving the University and entering into the College Station MS4. On the west side of campus, there are several small retention ponds associated with construction in the past ten years. Each of these ponds are dry with a grass bed.

A brief description of any bioswales on campus (vegetated, compost or stone):

The Agriculture and Life Sciences Complex architect, Kirksey Architecture of Houston, is ranked number one in the category “Largest Houston Area Green Architects” by the Houston Business Journal. The new Agriculture and Life Sciences buildings are built to the U.S. Green Building Council’s Leadership in Energy and Environmental Design (LEED) silver standard. Located at the back of the complex, a gently sloping landscape element called a bioswale will help clean silt and pollutants from surface runoff water before it flows to a storm sewer.

We have an earthen swale that runs north on the west side of Finfeather Road. It ends with a concrete runner pad.

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:

[STARS Reporting Tool | AASHE](#)

Wastewater Management

Responsible Party

Nathan Jones

Manager, Water & Environmental Services
Utilities & Energy 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*.

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

Total wastewater discharged:

46,388,000 Gallons

Wastewater naturally handled:

594,420 Gallons

A brief description of the natural wastewater systems used to handle the institution's wastewater:

Texas A&M University's Riverside Campus uses an oxidation pond method to treat the wastewater generated this campus. The ponds rely exclusively on detention time to break the materials down before they are discharged to an unnamed tributary on the south end of the plant.

The website URL where information about the institution's wastewater management practices is available:

<http://utilities.tamu.edu/>

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

Kelly Wellman
Sustainability Officer
Office of Sustainability

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

Submission Note:

The website with information about the Sustainability Committee (SEMC) is currently under construction, but will be housed on the web address provided above once complete.

"---" 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 previous three years for the Office of Sustainability at Texas A&M University has been productive on multiple fronts. The Office provides oversight for the Aggie Green Fund (AGF) which awards grants for on campus environmental improvements. From 2012-2014, the AGF has awarded \$836,300 for a variety of projects such as solar-powered trash compactors, water bottle filling stations (now over 100 on campus), and funding for the student-led Howdy! Farm which provides local, organic produce for sale within the community.

The Office of Sustainability provides 6-10 internship positions for Outreach Specialists during Fall and Spring semesters. Outreach Specialists are responsible for participating in New Student Conferences, tabling events, canvassing campus and initiating dialogue about sustainability, and hosting formal educational presentations.

The Office of Sustainability has also become engaged in the academic institutional assessment via Weave Online. Specifically, we measure our education and outreach targets, survey analysis of events our office hosts, and increasing participation in the Sustainable Office Certification (SOC) Program. To learn more about the SOC visit,

<http://sustainability.tamu.edu/sustainable-office-certification.aspx>

In October 2014, the Office released its second Biennial Report which provides an update to the Campus Sustainability Master Plan. The 2014 Biennial Report may be reviewed at

<http://sustainability.tamu.edu/Data/Sites/1/downloads/2014SMPBiennialReport.pdf>

During the past three years, the Sustainability Environmental Management Committee (SEMC) has set goals for both campus recycling and energy. In Fall 2013, a Recycling Working Group was formed to evaluate campus recycling. The recommendation from the Working Group was to develop campus-wide signage that would provide continuity to recycling options regardless of the type of recycling container. In November 2014, the SEMC directed the Working Group to proceed with developing signs to be used across campus. With respect to energy goals, the SEMC has endorsed the Energy Action Plan (EAP) 2015 which includes 12 initiatives that can be found at

<https://utilities.tamu.edu/energy-action-plan-2015/>

. The SEMC anticipates that the goals of the EAP 2015 will be achieved.

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

The Sustainability Environmental Management Committee (SEMC) serves as an advisory committee to the Executive Vice President and Provost (the President's designee) and Environmental Health & Safety. The SEMC reviews environmental policy and programs and recommends methods of improving compliance, pollution prevention, and education.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

David Breeding - Texas Engineering Experiment Station
Howard Meek - Texas Engineering Experiment Station
Brad Urbanczyk - Agri-Life Research & Extension
Pam Burn - Texas Veterinary Medical Diagnostic Laboratory
Stuart Denner - Texas Transportation Institute
Clay Hanks - Health Science Center
Gordon Evans - Texas A&M System
Ron Steedly - Transportation Services
Nathan Jones - Utilities & Energy Management
David Wagner - SSC Service Solutions

Sarel Lavy - Faculty

Andreas Holzenberg - Faculty

Julie Singleton - Faculty
Len Bierman - Faculty
Steve Miller - Athletics
Carol Binzer - Residence Life
Paul Barzak - Procurement Services
Monica Hartman - Environmental Health & Safety
Kelly Wellman - Office of Sustainability
Ben Kalscheur - Office of Sustainability Staff
Homer Bruner - Utilities & Energy Management
Vacant - Graduate Student Council Rep
Tassie Hermann - Environmental Health & Safety Staff
Jeff Truss - Environmental Health & Safety Staff

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

<http://ehsd.tamu.edu/>

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:

From its inception as a land-grant institution in 1876 to the additional sea-grant and space-grant designations, Texas A&M University has been a leader in research and education for how we interact with - and impact - our environment. In March 2008, The Office of Sustainability was founded to enhance these efforts by creating a culture of sustainability in Aggieland.

We work to respect, protect, and preserve the financial, environmental, and people resources that make Texas A&M and our community so great, not only for today, but also for future generations of Aggies. When Aggies commit to a sustainable lifestyle, we bring Texas A&M's core values to life.

Our mission is to educate the campus and local community about the importance of sustainability. We will accomplish this by promoting sustainable practices both on and off campus in academic and non-academic settings, providing resources and support for people who wish to incorporate sustainable practices into their work and life, and advocating for sustainable programs and initiatives.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

4

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

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

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Kelly Wellman

A brief description of each sustainability officer position:

Develop, plan, coordinate and administer programs and advise policies within the area of sustainability at Texas A&M University. Serve as the Advisor to the Aggie Green Fund Advisory Board. The sustainability officer does not have authority over any existing university department, but serves as a resource for all departments on sustainability initiatives. Acts as a liaison among stakeholder groups such as faculty, students, staff and local community members and facilitates discussion/programs to address environmental issues. Helps to coordinate and promote outreach/education with respect to the three aspects of sustainability: economic vitality, environmental quality, and social equity.

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

<http://sustainability.tamu.edu/kelly-wellman.aspx>

Responsible Party

Kelly Wellman
Sustainability Officer
Office of Sustainability

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Submission Note:

The 2012 and 2014 Biennial Reports that update progress on our Sustainability Master Plan can be seen here:
<http://sustainability.tamu.edu/documents.aspx>

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

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	Yes	Yes
Research (or other scholarship)	Yes	Yes
Campus Engagement	Yes	Yes
Public Engagement	Yes	Yes
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	Yes	Yes
Energy	Yes	Yes
Grounds	Yes	Yes
Purchasing	Yes	Yes
Transportation	Yes	Yes
Waste	Yes	Yes
Water	Yes	Yes
Diversity and Affordability	Yes	Yes

Health, Wellbeing and Work	---	---
Investment	Yes	Yes
Other	---	---

A brief description of the plan(s) to advance sustainability in Curriculum:

Curriculum is addressed in our Sustainability Master Plan. Curriculum objectives are included in the Education & Research section of the Master Plan.

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

The Plan can be viewed here:

<http://sustainability.tamu.edu/Data/Sites/1/downloads/masterplandocument.pdf>

Accountable parties, offices or departments for the Curriculum plan(s):

The Office of Sustainability, Academic Units

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

Research is addressed in our Sustainability Master Plan. Research objectives are included in the Education & Research section of the Master Plan.

The measurable objectives, strategies and timeframes included in the Research plan(s):

The Plan can be viewed here:

<http://sustainability.tamu.edu/Data/Sites/1/downloads/masterplandocument.pdf>

Accountable parties, offices or departments for the Research plan(s):

SECI, The Office of Sustainability

A brief description of the plan(s) to advance Campus Engagement around sustainability:

Campus Engagement is addressed in our Sustainability Master Plan. Campus Engagement objectives are included in the Education & Research section of the Master Plan.

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

The Plan can be viewed here:

<http://sustainability.tamu.edu/Data/Sites/1/downloads/masterplandocument.pdf>

Accountable parties, offices or departments for the Campus Engagement plan(s):

The Office of Sustainability

A brief description of the plan(s) to advance Public Engagement around sustainability:

Public Engagement is addressed in our Sustainability Master Plan. Public Engagement objectives are included in the Improving Social & Economic Factors section of the Master Plan.

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

The Plan can be viewed here:

<http://sustainability.tamu.edu/Data/Sites/1/downloads/masterplandocument.pdf>

Accountable parties, offices or departments for the Public Engagement plan(s):

The Office of Sustainability

A brief description of the plan(s) to advance sustainability in Air and Climate:

Air and Climate is addressed in our Sustainability Master Plan. Air & Climate objectives are included in the Management of Climate Change section of the Master Plan.

In addition, Utilities & Energy Services has created Energy Action Plan (EAP) 2015 to address Air & Climate.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

The Plan can be viewed here:

<http://sustainability.tamu.edu/Data/Sites/1/downloads/masterplandocument.pdf>

The EAP 2015 plan can be viewed here:

<http://utilities.tamu.edu/energy-action-plan-2015/>

Accountable parties, offices or departments for the Air and Climate plan(s):

Texas A&M Utilities & Energy Services

A brief description of the plan(s) to advance sustainability in Buildings:

Buildings are addressed in the Sustainability Master Plan. Buildings objectives are included in the Use of Green Building Practices section of the Master Plan.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

The Plan can be viewed here:

<http://sustainability.tamu.edu/Data/Sites/1/downloads/masterplandocument.pdf>

Accountable parties, offices or departments for the Buildings plan(s):

SSC Services, Office of the University Architect

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

Dining Services/Food is addressed in the Sustainability Master Plan. Dining Services/Food objectives are included in the Sustainable Food & Dining section of the Master Plan.

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

The Plan can be viewed here:

<http://sustainability.tamu.edu/Data/Sites/1/downloads/masterplandocument.pdf>

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Chartwells Dining Services

A brief description of the plan(s) to advance sustainability in Energy:

Energy is addressed in our Sustainability Master Plan. Energy objectives are included in the Optimization of Energy Use section of the Master Plan.

In addition, Utilities & Energy Services has created Energy Action Plan (EAP) 2015 to address Air & Climate.

The measurable objectives, strategies and timeframes included in the Energy plan(s):

The Plan can be viewed here:

<http://sustainability.tamu.edu/Data/Sites/1/downloads/masterplandocument.pdf>

The EAP 2015 plan can be viewed here:

<http://utilities.tamu.edu/energy-action-plan-2015/>

Accountable parties, offices or departments for the Energy plan(s):

Texas A&M Utilities & Energy Services

A brief description of the plan(s) to advance sustainability in Grounds:

Grounds are addressed in our Sustainability Master Plan. Grounds objectives are included in the Sustainable Land Use section of the Master Plan.

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

The Plan can be viewed here:

<http://sustainability.tamu.edu/Data/Sites/1/downloads/masterplandocument.pdf>

Accountable parties, offices or departments for the Grounds plan(s):

SSC Services

A brief description of the plan(s) to advance sustainability in Purchasing:

Purchasing is addressed in our Sustainability Master Plan. Purchasing objectives are included in the Purchasing of Sustainable Goods & Services section of the Master Plan.

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

The Plan can be viewed here:

<http://sustainability.tamu.edu/Data/Sites/1/downloads/masterplandocument.pdf>

Accountable parties, offices or departments for the Purchasing plan(s):

Procurement Services, SSC Services

A brief description of the plan(s) to advance sustainability in Transportation:

Transportation is addressed in our Sustainability Master Plan. Transportation objectives are included in the Utilization of Alternative Transportation & Fuels section of the Master Plan.

In addition, Transportation Services continues to promote fuel efficient and alternative vehicles to leasing departments through our website and state contract offerings. This will be measured by number of vehicles purchased. We have established a slow moving vehicle policy to help facilitate the use of smaller electric golf carts and the like on campus rather than full size vehicles. We are currently conducting a study by Alta of the bike and pedestrian atmosphere on campus. The study should produce a viable plan for campus. We will be implementing the plan in the coming 2 fiscal years. This will be measured by our mode of transportation study performed annually. Parking services will also continue to use technology and signage to get vehicles to their destination in a timelier manner decreasing traffic from circling campus. Applications such as the Park Me App will allow visitors to pay in advance and send them directly to where space is available.

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

The Plan can be viewed here:

<http://sustainability.tamu.edu/Data/Sites/1/downloads/masterplandocument.pdf>

Accountable parties, offices or departments for the Transportation plan(s):

Transportation Services

A brief description of the plan(s) to advance sustainability in Waste:

Waste is addressed in our Sustainability Master Plan. Waste objectives are included in the Waste Management section of the Master Plan.

The measurable objectives, strategies and timeframes included in the Waste plan(s):

The Plan can be viewed here:

<http://sustainability.tamu.edu/Data/Sites/1/downloads/masterplandocument.pdf>

Accountable parties, offices or departments for the Waste plan(s):

Texas A&M Utilities & Energy Services, Logistics Services, Residence Life, Environmental Issues Committee

A brief description of the plan(s) to advance sustainability in Water:

Water is addressed in our Sustainability Master Plan. Water objectives are included in the Management of Water Resources section of the Master Plan.

The measurable objectives, strategies and timeframes included in the Water plan(s):

The Plan can be viewed here:

<http://sustainability.tamu.edu/Data/Sites/1/downloads/masterplandocument.pdf>

Accountable parties, offices or departments for the Water plan(s):

Texas A&M Utilities & Energy Services

A brief description of the plan(s) to advance Diversity and Affordability:

Approved in 2010, the Texas A&M Diversity Plan addresses three goals: Accountability, Climate, and Equity.

1. **Accountability:** Establish structures, processes, and policies that hold all units accountable, and reward units and individuals for demonstrating their current standing, plans, and progress in creating an environment where the diversity of individual identities and ideas are treated equitably in a climate that fosters success and achievement by all.
2. **Climate:** Promote a positive and supportive climate by identifying aspects in the climate of individual units and the University which foster and/or impede a working and learning environment that fully recognizes, values, and integrates diversity in the pursuit of academic excellence.
3. **Equity:** Integrate into the mission and goals for the University and units assurance that students, staff, and faculty (tenure and non-tenure track), regardless of identity, are all treated equitably.

In addition, Diversity & Affordability is addressed in our Sustainability Master Plan. Diversity & Affordability objectives are included in the Improving Social & Economic Factors section of the Master Plan.

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

September 2014

Accountability - Units report required data and analysis of progress at campus-wide

Accountability Meeting. Peer comparisons, status of the unit's climate, outcomes, performance indicators, and measures of success should be included.

Climate - All hiring supervisors and chairs of search, award, promotion, tenure, and selection committees will attend a program for education on schemas that affect hiring, inclusion, climate, and advancement. Dates for faculty, staff, and student sessions, respectively, will be made available.

Climate - Conflict Management and Difficult Dialogues training dates will be made available.

October 2014

Accountability - The VPAPD disseminate internal institutional data to units.

Accountability - CCD meets to focus on unit evaluations and recommendations on accountability based on data submitted September 2014.

November 2014

Accountability - The VPAPD will recommend allocations for units based on ratings from CCD.

December 2014

Equity - The VPAPD will report university-wide equity efforts to the President and Provost.

February 2015

Accountability - CCD meets to review university-level progress and to make recommendations for continued advancement.

March 2015

Accountability - The VPAPD will provide institutional-level assessment of progress toward shared diversity goals.

The SMP Plan can be viewed here:

<http://sustainability.tamu.edu/Data/Sites/1/downloads/masterplandocument.pdf>

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

The VPAPD office is responsible for the implementation and coordination of this University Diversity Plan. Outcomes will be reviewed annually, results shared broadly, and improvements continuously introduced. The VPAPD will serve as a resource and facilitator of our collective efforts.

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:

Investment is addressed in our Sustainability Master Plan. Investment objectives are included in the Management & Funding Support section of the Master Plan.

The measurable objectives, strategies and timeframes included in the Investment plan(s):

The Plan can be viewed here:

<http://sustainability.tamu.edu/Data/Sites/1/downloads/masterplandocument.pdf>

Accountable parties, offices or departments for the Investment plan(s):

The Office of Sustainability

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:

Texas A&M University defines "sustainability" as the efficient, deliberate and responsible preservation of environmental, social and economic resources to protect our earth for future generations of Texas Aggies, the Texas A&M University community and beyond.

Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

Action 2015 Education First, Strategy 5D: Enhance efforts to make Texas A&M University a recognized "green" campus, the institution continually seeks to improve resource utilization.

Our Campus Master Plan includes sustainability at a high level. Goal 7 of the Campus Master Plan states:

Promote sustainability: The campus has finite land and resources. The goal is to promote sustainability by teaching, planning, and acting in an environmentally sustainable manner.

Sustainability is also addressed in the Architectural Principles we are committed to follow.

Architectural Principle 9: Sustainability

Buildings are to be designed with environmentally sustainable features to minimize the environmental damage caused by their construction, and to minimize operational energy use. Qualification for a LEED silver rating should be a goal.

The Campus Master Plan can be viewed here:

<http://campusplan.tamu.edu/goals.html>

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

http://provost.tamu.edu/initiatives/strategic-planning-2010/strategic-planning-documents/action-2015-education-first/Action2015-LOWRES_read_out_loud.pdf

Responsible Party

Ben Kalscheur

Sustainability Graduate Student
Office of Sustainability

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

Submission Note:

<http://sga.tamu.edu/>

<http://staff.tamu.edu/>

"---" 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:

Mission:

To serve Texas A&M University by representing student opinion, addressing campus needs through targeted programming and the maintenance of tradition, and providing opportunities for leadership development in order to enrich the quality of student life.

Structure:

The Student Government Association (SGA) operates under one constitution and each branch operates under its respective by-laws. The SGA Operations Manual provides guidelines with which all members of SGA operate.

TAMU Student Government Association is 3 branches, 4 commissions, and 15 committees, all working together to implement changes, provide students with a voice, and develop future leaders.

The three branches of SGA work together to capture student opinion and propose legislation to create change across the campus community, state, and nation! The Student Body President's Executive Council, in conjunction with the Student Senate, tackle issues

related to academics, tuition and fees, shared governance, dining services, transportation and parking, along with student matters associated with the Bryan/College Station communities.

Other leadership opportunities are provided through participation in SGA's multiple committees, who work hard to provide service to the community, host distinguished conferences, and uphold A&M traditions. To ensure fluidity and balance in SGA's operations, Judicial Court serves to answer questions concerning constitutional interpretation, legislation, and elections. Any student may file an appeal with the Court in such cases as election violations or alleged neglect of duties on the part of an elected official.

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?:

No

A brief description of student representation on the governing body, including how the representatives are selected:

Do students 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	---
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	---

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

Mission:

The University Staff Council (USC) stated mission is to represent the interests of and address the issues impacting both classified and non-classified staff employees under the leadership of the Texas A&M University President.

Purpose:

The council will provide a voice and integrate staff perspective by:

Acting as a conduit for two-way communication between staff and administration.

Engaging staff and bringing their interests before the administration.

Identifying university issues and their impact on staff.

Exploring and researching possible solutions.

Providing options and recommendations to the President.

Interacting with other councils.

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	---
Strategic and long-term planning	---
Existing or prospective physical resources	---
Budgeting, staffing and financial planning	---
Communications processes and transparency practices	---

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

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:

All full time faculty, regardless of status, have an opportunity to vote for or be members of the university Faculty Senate. This body has mandated oversight over all curricular matters, which includes new courses, new academic program, major course or program revisions, changes to departmental or college structure, new majors and new or modifications to interdisciplinary programs. The senate also has advisory functions over most other issues concerning faculty and students.

Senators are elected as representatives of their academic college and all full time faculty can vote for the list of nominated faculty senators.

Council of Principle Investigators is a second elected faculty body that represents the research mission specifically of the university. This body is primarily advisory but because it represents all funded researchers has significant clout on campus.

Council of Built Environment is a body of faculty, staff, students and administrators that makes recommendations to the president on all aspects of the campus built environment in support of the university's core mission of teaching, scholarship and research, and engagement. Student government is represented on the council, as is Faculty Senate and the Council of Principal Investigators who appoint their own representatives.

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?:

No

A brief description of faculty representation on the governing body, including how the representatives are selected:

Do faculty 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	---
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	---

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

The website URL where information about the institution’s governance structure is available:

<http://president.tamu.edu/administration/councils-and-committees/index.html>

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

Jennifer Reyes

Director

Vice President & Associate Provost for Diversity

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
 - Staff
 - Faculty
 - Administrators
-

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The Council on Climate and Diversity

Purpose: To provide counsel to the President and the Provost and Executive Vice President for Academics on all ways of attracting and retaining culturally diverse students, faculty, and staff to Texas A&M University and to strengthen, sustain, and promote our diversity efforts in support of Vision 2020 goals. In addition, the Council will assist the Vice President and Associate Provost for Diversity in planning appropriate assessment and evaluation of all university units regarding diversity-related endeavors.

The full-time equivalent of people employed in the diversity and equity office:

5

The website URL where information about the diversity and equity committee, office and/or officer is available:

<http://provost.tamu.edu/initiatives/councils-task-forces-folder/climate-diversity-folder/climate-diversity>

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

Developing Cultural Competence in the Workplace (6-hour workshop) - focuses on exploring the role that culture plays in our daily interactions with others; provides participants with the opportunity to examine both the challenges and opportunities that result from an increasingly diverse workforce and examines ways to develop cultural competence. Introduction to Diversity and Inclusion (online training) – emphasizes Texas A&M’s commitment to diversity and the role all employees play in ensuring the university is a community of respect. Diversity and Inclusion in the Workplace certificate program – introduces participants to the value of diversity and inclusion; content includes assessing one’s awareness of how cultural identity, filters, and behaviors impact the work environment, how to respond to bias in a proactive and transformational way, and how to utilize strategies to bridge differences among and work more effectively with people who differ from one another according to a wide variety of attributes.

The website URL where information about the cultural competence trainings is available:

<http://EODinfo.tamu.edu/Diversity>

Assessing Diversity and Equity

Responsible Party

Jennifer Reyes

Director

Vice President & Associate Provost for Diversity

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
-

Submission Note:

Campus Climate Presentations -

<http://diversity.tamu.edu/CampusClimate/Presentations.aspx>

"---" 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) :

There have been climate assessments of students, faculty, staff, and administrators. Each of these assessments asked questions about diversity, equity, access to resources, and the climate for diversity at Texas A&M University.

The university-wide campus surveys are on three year cycles:

- Faculty (whole population) - Assessed Spring 2013 – Due next in Spring 2016
- Undergraduate Students (sample stratified by ethnicity and classification) - Assessed Spring 2013 – Due next in Spring 2016
- Graduate Students (whole population) - Assessed Spring 2012 – Due next in Spring 2015

- Staff (whole population) - Assessed Phase 1 Fall 2012; Phase 2 Spring 2013 – Due next in Spring 2016

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

- Undergraduate Students (sample stratified by ethnicity and classification) - Assessed Spring 2013 – Due next in Spring 2016
- Graduate Students (whole population) - Assessed Spring 2012 – Due next in Spring 2015

Summary of Graduate Student Campus Climate Survey - Spring 2012

1) What can we do to change the experiences of graduate students from different demographic groups to foster a good climate for all graduate students? Graduate student groups such as Blacks, Hispanics, doctoral, and self-reported historically underrepresented students generally report less satisfaction with the campus climate based on their overall impression of campus climate, their academic experience at Texas A&M, and perceptions related to faculty, staff, graduate and undergraduate students; at the university level, in the department, and in the research space/lab/group.

2) How can the University help graduate students see the value of diversity while promoting a more visible institutional commitment to diversity? While some graduate students perceive a lack of commitment to diversity, other graduate students question the need for promoting diversity altogether.

3) What can the University do to help graduate students engage in respectful interactions?

Tensions and cliques are prevalent on campus relating to: University traditions; undergraduate and graduate students; race/nationality and political and religious beliefs.

4) How can we address quality of life concerns? Graduate students report concerns related to quality of life: balancing home, coursework, employment, and research; managing transportation challenges; dealing with stress related to the Texas A&M environment and financial situations; and, maintaining good health and emotional well-being.

Summary of Undergraduate Campus Climate Findings 2013

1) What can we do about the persistent finding that Texas A&M is friendly on the surface, but can be intolerant of differences?

2) How can we identify and/or alleviate the issues in the campus climate that contribute to students feeling the need to minimize characteristics of identity (e.g. language, dress, beliefs, etc.) to fit in in student organizations and with classmates?

3) How can we encourage involvement of all undergraduate in student organizations, traditions, and high impact learning practices?

4) How can we teach the personal and institutional benefits of diversity to the undergraduate student body?

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

Summary of Faculty Campus Climate Findings - Spring 2013

(1) Faculty composition: Changes are encouraging, but what can we do to continue to increase the numbers of people who are historically underrepresented in some disciplines?

(2) Declining job satisfaction: What can we do to improve job satisfaction for faculty?

(3) Turnover intentions: What can we do to address retention and promotion concerns in all faculty ranks?

Summary of Staff Campus Climate Findings - Spring 2013

(1) How can we support and encourage staff during

times of institutional change?

(2) How can we identify and/or alleviate the issues in the campus climate that contribute to lower job satisfaction?

(3) What steps can be taken to encourage and reinforce an inclusive environment?

(4) What steps can be taken to encourage political/religious acceptance?

Has the institution assessed diversity and equity in terms of governance and public engagement?:

No

A brief description of the governance and public engagement assessment(s):

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

<http://diversity.tamu.edu/CampusClimate/CampusClimateStudies.aspx>

Support for Underrepresented Groups

Responsible Party

Jennifer Reyes

Director

Vice President & Associate Provost for Diversity

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:

The university map indicates gender neutral bathrooms on 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:

There are a wide variety of programs which support several different under-represented groups. These programs are documented in our Diversity Initiatives Database, found at:

<http://diversity.tamu.edu/CampusDiversity/InitiativesByType.aspx>

The website URL where more information about the support programs for underrepresented groups is available:

<http://diversity.tamu.edu/CampusDiversity/InitiativesByType.aspx>

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:

<http://stophate.tamu.edu/prevention>

Too often, acts of hate and bias go unreported for a number of reasons ranging from a lack of trust to fear of reprisal. Some events, like racial epithets written on bathroom walls, are occasionally dismissed as “too trivial” to report. However, research suggests that these types of events tend to build into much bigger ones. Furthermore, they create a hostile, unsafe, and unwelcoming climate for the people they target and do damage to our community as a whole.

These events are highly significant. Those targeted cannot easily grow, flourish, or carry out everyday functions without difficulty, like walking to school or to their place of residence.

<http://stophate.tamu.edu/>

Filing a report allows the university the opportunity to meet the goals of creating a safe environment that supports the educational mission of the institution; to support TAMU students, faculty, and staff impacted by a bias/hate related event; and, to understand, in part, the university climate/environment.

Individuals may use the online report form to report hate/bias incidents. You have the option to fill in your contact information or submit the report anonymously. Reports submitted anonymously or with limited information may limit our ability to follow up on an incident. Once a report is submitted online, a copy is emailed to a team for appropriate review and necessary action. NOTE: Confidentiality cannot be guaranteed for every report submitted through this site. State law determines confidentiality.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

<http://stophate.tamu.edu/commitment>

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?:

Yes

Support for Future Faculty Diversity

Responsible Party

Jennifer Reyes

Director

Vice President & Associate Provost for Diversity

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.
-

Submission Note:

<http://advance.tamu.edu/>

The Mission of the ADVANCE Center is to transform Texas A&M University (TAMU) by enhancing and sustaining gender equity and improving representation of women faculty in the fields of Science, Technology, Engineering, and Mathematics (STEM).

"---" 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:

There are a wide variety of programs which support several different under-represented groups. These programs are documented in our Diversity Initiatives Database, found at:

<http://diversity.tamu.edu/CampusDiversity/InitiativesByType.aspx>

The website URL where more information about the faculty diversity program(s) is available :

[STARS Reporting Tool | AASHE](#)

Affordability and Access

Responsible Party

Jennifer Reyes

Director

Vice President & Associate Provost for Diversity

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
-

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

We have a number of programs that seek to assist students from low SES, including, but not limited to: Kids to College, Aggie Summer Institute, Regent's Scholarship, College Bound Sunday, ISD and High School Scholarship, Community Connections Scholarship, and Aggie Assurance. These programs are designed to teach low SES students what college path is best for them, which types of financial aid are available to them, how to write applications for financial aid, and to provide financial incentives for low SES students.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

There are a wide variety of programs which support several different under-represented groups. These programs are documented in our Diversity Initiatives Database, found at:

<http://diversity.tamu.edu/CampusDiversity/InitiativesByType.aspx>

A brief description of any programs to prepare students from low-income backgrounds for higher education:

There are several programs which seek to prepare students from low SES backgrounds for higher education, such as: Kids to College, MEDALS, and ExCEL. In these programs, we strive to assist students in finding the right college programs for their needs, as well as how to accomplish their goals with a college education. In addition, these programs help students in acquiring financial aid for their goals, teach the value of a college education, and motivate and support students as they transition into college.

A brief description of the institution's scholarships for low-income students:

We have several scholarships that target low-income students such as the Regent's Scholarship, Community Connections Scholarship, Century Scholars. These scholarships are designed to supplement and financially assist students during their four years in college. Each scholarship provides funding between \$1000 and \$5000 per year for students from low SES backgrounds.

A brief description of any programs to guide parents of low-income students through the higher education experience:

There are a wide variety of programs which support several different under-represented groups. These programs are documented in our Diversity Initiatives Database, found at:

<http://diversity.tamu.edu/CampusDiversity/InitiativesByType.aspx>

A brief description of any targeted outreach to recruit students from low-income backgrounds:

Several colleges within the university offer outreach to recruit students from low SES backgrounds. The College of Education, the College of Engineering, the College of Science, and the College of Veterinary Medicine offer the ExpLORE, E12, and GK 12 programs respectively. These programs target low SES as well as underrepresented students in order to promote interest and enrollment for these groups.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

There are a wide variety of programs which support several different under-represented groups. These programs are documented in our Diversity Initiatives Database, found at:

<http://diversity.tamu.edu/CampusDiversity/InitiativesByType.aspx>

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

There are a wide variety of programs which support several different under-represented groups. These programs are documented in our Diversity Initiatives Database, found at:

<http://diversity.tamu.edu/CampusDiversity/InitiativesByType.aspx>

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

N/A

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:

<http://studentlife.tamu.edu/agoss.adultnontradresources>

Campus Based Family Housing

The Gardens apartments are designed with married students, students with dependent children, and students who are U.S. Military veterans in mind.

Family Friendly Events in B/CS

Searching for something fun to do with the whole family? Check out these family friendly upcoming events.

Searching for Childcare

Texas A&M University and the Bryan/College Station community have several options open to parents in need of childcare services. This page connects student parents with childcare options including parent's night out, the Becky Gates Children's Center, and community childcare listings

A brief description of other policies and programs to support non-traditional students:

Adult and Non-Traditional Student Services

Texas A&M is home to over 7,000 non-traditional students; our non-trads broaden the diversity of opinions and experiences both inside and outside the classroom. We define a non-traditional student as anyone:

- over the age of 25
- married or partnered
- having dependents
- who served in a branch of the Armed Forces
- who is financially independent
- who works full-time
- who is enrolled part-time

The Office of Adult, Graduate and Off Campus Student Services provides support, resources, and programming for our non-traditional students. We also welcome our non-trads to campus by hosting a non-traditional student session at each Transfer New Student Conference. Please view our programs, publications and resources pages to find more information relevant to non-traditional students; if you have any additional questions, feel free to contact our office at 979-845-1741

Pinnacle National Honor Society is a national honor society that recognizes non-traditional students for their academic and co-curricular accomplishments. Texas A&M University has been a chartered institutional member since 1995. Adult, Graduate and Off Campus Student Services accepts applications and nominations for the spring class of Pinnacle each January.

Non-Traditional Student Listserv

The Non Traditional Student Listserv is a great way to connect with other non traditional students. AGOSS sends out bi-monthly e-newsletters with information for non traditional students and occasional e-mails about events for non traditional students. Subscribe to the listserv.

Aggies With Kids

Are you a parent and a student? Do you feel disconnected from other students because of your life experiences? The Aggies with Kids listserv provides an outlet to help student parents connect with others. You can post questions, share advice and visit with other parent students. Join today and get connected! Subscribe to the listserv.

Non-Traditional Student Facebook Group

We invite all non-traditional students to join the Texas A&M Non-Traditional Student Facebook group. This group is updated regularly by AGOSS to ensure that students know about upcoming events, programs and information relevant to non-traditional students. The group also allows non-traditional students to connect with one another and find other students with similar experiences. Join the group!

Campus Based Family Housing

The Gardens apartments are designed with married students, students with dependent children, and students who are U.S. Military veterans in mind.

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Restaurant Discounts

Looking for a cheap place to eat around town? This document lists some of the restaurants that offer military and student discounts.

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	22
The graduation/success rate for low-income students	71
The percentage of student financial need met, on average	78
The percentage of students graduating with no interest-bearing student loan debt	62

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:

24

The website URL where information about the institution's affordability and access programs is available:

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Elizabeth Schwartz

Director Of Workforce Management
Human Resources - Division of Finance

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

Number of employees:

7,549

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

7,549

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Yes

Number of employees of contractors working on campus:

1,600

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

1,600

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Texas A&M University strives to ensure that employees receive sustainable compensation through compensation administration and actions taken to demonstrate support of its lowest-paid employees. There are no collective bargaining agreements at Texas A&M. All requests for newly-created and reclassified staff positions are reviewed in Human Resources for appropriate compensation levels compared with the local or relevant market. All equity requests for staff positions are reviewed by Human Resources. In addition, Texas A&M implemented mandatory pay increases for our lowest-paid workers in 2008 (\$.21 per hour increase for employees earning \$16.12 per hour or less), in 2010 (\$.29 per hour increase for employees earning \$11.97 per hour or less) and 2011 (\$.29 per hour increase for employees earning \$16.53 per hour or less). A project related to compensation practices has been initiated to establish standardized classifications for all Texas A&M System institutions, which will provide the opportunity for further review of pay compared with the external market. These processes, past mandatory increases and the current project further demonstrate commitment to sustainable compensation.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

7,549

Number of employees of contractors that receive sustainable compensation:

1,600

A brief description of the standard(s) against which compensation was assessed:

The minimum pay rates for titles in the Classified Personnel Pay Plan were last reviewed for comparability with relevant markets in 2009. The current lowest minimum hourly rate for Classified Pay Plan positions is \$8.58, a 39% increase from 2005 to 2009. This rate is 18% above the current federal minimum wage of \$7.25 per hour. Special studies for other titles and career ladders have also been completed as needed for positions that showed a need for special attention to remain competitive in hiring and retention, with rates being raised to match the external market rates.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

The current lowest hourly rate for a full-time, benefits-eligible employee is \$8.58 per hour. Texas A&M University provides a benefits package to benefits-eligible employees that includes at least 30% additional value in indirect compensation. Benefit programs are in compliance with the Affordable Care Act.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

The current lowest hourly rate for a part-time, benefits-eligible employee is \$9.00. Texas A&M University provides a benefits package to benefits-eligible employees that includes at least 30% additional value in indirect compensation. Benefit programs are in compliance with the Affordable Care Act.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

The lowest actual pay rate for a part-time, non-benefits eligible staff employee is \$7.25 per hour.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

The lowest actual pay rate for a part-time adjunct faculty is \$1,800 for a three-month appointment. Texas A&M University provides a benefits package to benefits-eligible employees that includes at least 30% additional value in indirect compensation. Benefit programs are in compliance with the Affordable Care Act.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

The lowest actual pay rate for a student employee is \$7.25 per hour.

The local legal minimum hourly wage for regular employees:

7.25 US/Canadian \$

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

Yes

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

The website URL where information about the institution's sustainable compensation policies and practices is available:

<http://employees.tamu.edu/compensation/>

Assessing Employee Satisfaction

Responsible Party

Janelle Ramirez
Executive Director
Human Resources

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.

"---" 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:

An Employee Climate Survey was administered in 2012 and 2013. This survey was designed to understand employee attitudes and concerns to help the university partner with employees to install positive changes, as appropriate. It was conducted in two phases (November 2012 and January 2013). The survey responses were compared to the previous survey conducted in 2009 which assessed employee job attitudes and behaviors.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

Emails inviting participation in the survey were sent to 4,746 employees with approximately 80 returned as undeliverable. In total, 1,113 Phase 1 surveys were returned representing a 24% response rate, and 808 Phase 2 surveys were returned representing a 17% response rate. A total of 689 employees responded to both Phase 1 and Phase 2 surveys, representing a 15% response rate with complete data available.

Results are presented at a Presidential Briefing to President Bowen Loftin and distributed to the Office of the Vice President for Diversity, the University Staff Council, and the University Work Life Committee. In 2013, Human Resources partnered with the University Staff council to sponsor the first annual Staff Appreciation Week.

The year the employee satisfaction and engagement evaluation was last administered:

2,012

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

<http://employees.tamu.edu/resources/facts/>

Wellness Program

Responsible Party

Janelle Ramirez
Executive Director
Human Resources

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://employees.tamu.edu/benefits/wellness/>

<http://scs.tamu.edu/>

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

The Texas A&M University Employee Assistance Program (EAP) provides a variety of services for employees including personal counseling, mediation, and crisis intervention. In addition, management consultation is available which includes consultations with supervisors, management, and faculty on issues such as employee job productivity concerns, conflict in the work environment, team

building, and the referral process to the EAP. Crisis intervention services are provided to faculty, staff, and eligible dependents when emergency situations arise. Critical incident stress debriefing is available. This is a process designed specifically to prevent or mitigate the development of post stress related issues. The EAP also offers educational workshops on a variety of topics.

Texas A&M University Wellness Works is a program designed to encourage employees to live healthier lifestyles, to support a healthy workplace and to create a culture of wellness throughout the campus community. It incorporates existing campus resources, as well as new programs, focused on Physical, Financial, and Interpersonal Health. Wellness Works is designed to focus on the “whole” individual to increase awareness and provide resources and activities to empower faculty and staff to be healthy in all aspects of their life. This will benefit them, their family and the university community. Past programs included Retirement and Financial Planning Fair, flu vaccines, Health and Wellness Fair and 5K Fun Runs/3K Walks.

The goal of the Texas A&M University Student Counseling Service (SCS) is to help students achieve as much success as possible while at Texas A&M University. The SCS provides short-term counseling and crisis intervention services to the largest number of students possible within the limits of its resources. SCS counseling staff incorporate into practice awareness, respect, and valuing of cultural differences. We offer a wide variety of counseling services such as Career Counseling, Crisis Intervention, Learning Disability and ADD/ADHD Screenings, Personal Counseling, Psychiatric Services, Self-Help, Outreach, and Consultation, Stress Management & Biofeedback Training and Testing Services.

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

<http://employees.tamu.edu/eap/>

Workplace Health and Safety

Responsible Party

Babette Perkins

Environmental Health & Safety Specialist III
Environmental Health & Safety

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	237	493
Full-time equivalent of employees	7,549	8,530

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

	Start Date	End Date
--	------------	----------

Performance Year	Sept. 1, 2013	Aug. 31, 2014
Baseline Year	Sept. 1, 2008	Aug. 31, 2009

A brief description of when and why the workplace health and safety baseline was adopted:

The amount of injuries had increased and a safety program was adopted to find ways to lower these occurrences.

A brief description of the institution’s workplace health and safety initiatives:

Safety teams were established in departments, safety became part of the yearly evaluation process, accident investigation program and near miss program established. Safety training program set up through hands on, computer based, power point, video, webinar, and guest speakers training safety topics every month for all teams with monthly meetings and safety representative present to help train, guide and give input on safety.

The website URL where information about the institution’s workplace health and safety initiatives is available:

<http://ehsd.tamu.edu/>

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

Maria Robinson

Chief Investment Officer & Treasurer

Treasury Services

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.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:

No

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

Examples of CIR actions during the previous three years:

The website URL where information about the CIR is available:

[STARS Reporting Tool | AASHE](#)

Sustainable Investment

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

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

Investment Disclosure

Responsible Party

Maria Robinson

Chief Investment Officer & Treasurer

Treasury Services

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Does the institution make a snapshot of its investment holdings available to the public?:

No

The percentage of the total investment pool included in the snapshot of investment holdings:

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

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.

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

Innovation 2

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.

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

Innovation 3

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.

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Innovation 4

Criteria

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